



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# **Attitude to Learning Behaviour Policy 2021-2022**

**Approved at a Full Governing Body Meeting on: 28<sup>th</sup> September 2021**

**Date of Next Review: September 2022**

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## SECTION I – INTRODUCTION

This document sets out our Attitude to Learning philosophy which has been designed to support the school's vision for great learning, success and opportunity. The framework described within this policy is the key lever to enable the school to "create the climate" from which all our successes are borne.

Our framework for 'Attitude to Learning' successfully addresses and improves a number of areas.

The framework is successful in:

- I. making more effective use of the Student Planner as a central record of each student's progress;
- II. providing much greater understanding of the discipline process for students, parents/carers, teachers and governors;
- III. ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
- IV. supporting staff in the classroom. Ensuring that teachers can get on with teaching students who want to learn and who behave in a positive manner;
- V. ensuring that all stakeholders are clear about what is required to achieve great learning.

Attitude to Learning requires a **consistent** commitment from all staff to operating within the agreed framework. Consistency and flexibility operate in a harmonious and complementary manner and allow the school to ensure that every child can achieve.

All teachers in all subject areas must look to recognise, praise and reward students as a matter of agreed policy. Teaching Assistants and Support Staff will also be expected to formally praise students whenever it is appropriate to do so.

Staff must also understand the importance of operating within the recognised framework for sanctions. The seven phases must be worked through in a logical manner. Departmental approaches to phase four should be planned and documented by each Faculty and Curriculum area.

When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow-up' strategy with each student's case being viewed in an individual sense. **This is the key area of flexibility.** Follow up strategies may be co-ordinated within the confines of your classroom but there are also other support structures available and some students may require more 'targeted' support (pastoral teams / faculty support) or specialist support (SENCo / The Hub).

Members of staff are not permitted to 'opt out' of the agreed framework as the operation of the Attitude to Learning System is mandatory at Benton Park School.

Senior members of staff will operate within the framework at all times.

The Student Planner is central to our communication between students, teachers and parents and carers, and complete familiarity with its format and procedures is essential. The planner is also the primary method of communicating the Attitude to Learning of each student with their parent/carers. Classcharts is used as a central tracking system with data reviewed weekly by Form Tutors and Pastoral Teams to ensure intervention can occur in a timely manner.

## **SECTION II – LESSON EXPECTATIONS**

All large and successful organisations operate within clearly defined and universally accepted rules. At Benton Park School we have agreed a set of expectations which are positive and inclusive so that we can operate in a safe, calm and controlled environment. The following represent the agreed Lesson Expectations and must be evident as a central feature of every lesson:

### **1. Arrive on time fully equipped and ready to work for every lesson**

*We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment. Each teacher should clearly identify with their teaching group what equipment they should have ready at the beginning of the lesson. Staff need to be punctual and on the door of their classroom in order to positively meet and greet students as they arrive.*

### **2. Adopt a positive, engaging and active attitude to learning and achievement striving to be reflective and enquiring learners**

*We want all students to succeed in a positive learning environment, being rewarded for their achievements and wanting to learn.*

### **3. Do as you are asked by all staff – first time, every time**

*It is important that students respond to instructions from any member of staff immediately when they are issued. There are clear procedures which can be followed if a student takes issue with what he/she has been asked to do.*

### **4. Work to the very best of your ability and allow others to do the same**

*It is a basic right of every student to work to the best of their ability unhindered by the distractions of others.*

### **5. Listen carefully when the teacher or another student is talking**

*This promotes a good working environment in which learning can take place.*

### **6. Put your hand up and wait for permission to speak**

*All students need to be given the opportunity to contribute a thought or opinion during a lesson without having the interruption of others.*

## **7. Stand in silence at the beginning and end of the lesson and wait for instructions from the member of staff**

*The tradition of showing respect through standing at the beginning and end of the lesson is of considerable practical benefit. It is advantageous in offering a 'clean' start and finish to each teaching period and particularly useful in encouraging a settling to work and an orderly dismissal.*

## **SECTION III – AROUND SCHOOL EXPECTATIONS**

The formulation of the 'Around School Expectations' followed an identical pattern to the lesson based ones. It is expected that all students will operate within this framework as they conduct themselves around the school during the day.

### **1. Be polite and respect others**

*Courtesy, tolerance and empathy are key features of our school.*

### **2. Do as you are asked by any staff – first time, every time**

*As is the case with the Lesson Expectations, there are procedures which can be followed if students take issue with what they are told to do, however, it is important to respond to instructions immediately when they are issued. Clearly there are situations where failure to comply immediately with instructions could present a significant health and safety risk.*

### **3. Wear your school uniform correctly at all times**

*Throughout the school day students must wear the uniform appropriately. Please read the agreed uniform expectations – **Appendix 1**.*

### **4. Only eat and drink in the right place at the right time**

*Respect for our premises and a concern for promoting a healthy and clean environment is a key feature of our whole school aims.*

### **5. Look after school and personal property and put litter in bins**

*Respect for our premises and a concern for promoting a healthy and clean environment is a key feature of our whole school aims.*

### **6. Walk around the building quietly on the right side of the corridors and staircases**

*Students and teachers are expected to work hard in ensuring that Benton Park School remains a calm and orderly learning environment.*

### **7. Mobile phones should be switched off and kept out of sight within the school buildings**

*To ensure students remain focused on their learning they do not have access to their mobile phone in lessons unless directed by the member of staff.*

## **SECTION IV – REWARDS**

Central to the philosophy behind Attitude to Learning is the expectation that all teachers will praise students, including contacting parents, as a matter of routine. Positive encouragement and high quality teaching is the driving force behind engaging students and enhancing their learning experience.

Subject Teachers and Form Tutors will consistently award Stamps throughout their lessons and form period for students contribution to theirs and other's learning and to award students for their achievements.

A '**clean slate**' in terms of no negative comments will be rewarded with a Form Tutor reward each week. 100% Attendance will also be rewarded with a Form Tutor reward each week. In order to receive these awards students will have ensured that in terms of parental signatures, their planner has been kept up to date, thus encouraging the involvement of parents/carers in the Attitude to Learning framework.

Subject Teachers and Form Tutors will award three postcards or send three e-mails home for student achievement and/or student effort every term for each of their classes and form group.

### **SENIOR TEAM INVOLVEMENT**

All senior staff are attached to year groups in their role as SLT Link. During Extended Form, SLT members will operate from the Main Hall and will be available to receive students who are referred to them by Form Tutors. Students are sent individually with their Student Planner and, in general, they are praised. There are clear guidelines detailing when students should be referred to the link SLT member which are issued to all staff. No more than six students from a form group are referred to the SLT link member within each Extended Form Period. Each member of the SLT will, however, visit each of their attached form groups during the course of the year within an identified programme. Students who are working exceptionally well are referred on to the Headteacher.

### **THE MAJOR AWARDS CEREMONIES**

Key Stage Leaders will celebrate success in all assemblies. At the end of every term there will be an awards assembly for every year group. There will be a major award ceremony at the end of the Year.

### **REWARDS TRIP**

There will be an end of year Rewards Trip for all those students who meet the eligibility criteria in adhering to our Standards and Expectations within the Attitude to Learning Framework. Whole school and individual year group displays of Attitude to Learning and achievement of an academic and an extra-curricular nature are also visible around school.

## **SECTION V – SANCTIONS FOR LESSON BASED MISDEMEANOURS**

There are seven key phases to the sanctions used within the Attitude to Learning system. The majority of students spend their time operating within the rewards framework.

It is essential that all students, parents/carers and teachers understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable behaviour and encourage each student to re-join the road to achievement.

Each member of staff must operate within the framework. We will not tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we operate within a logical and well-planned structure.

Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

**‘When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency’.**

**‘Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate ‘follow-up’ strategy with each student’s case being viewed in an individual sense. This is the key area of flexibility’.**

#### **PHASE ONE – VERBAL WARNING (after settling to work)**

It is anticipated that many students will receive the occasional VERBAL WARNING in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The VERBAL WARNING, though not recorded, has two clear purposes:

- i. to indicate to students that they have done or are doing something which is unacceptable;
- ii. to form a link to the more serious PHASE TWO - SECOND WARNING if it is required.

Students must clearly understand the fact that they have received each warning and that the words ‘VERBAL WARNING’ must be used by the member of staff. It is also effective practice to name the student and the behaviour that is being challenged.

**The VERBAL WARNING must not be given as a blanket warning to the full class.**

#### **PHASE TWO – SECOND WARNING – Negative Comment**

A student who continues to behave unacceptably despite being given a VERBAL WARNING is moved to PHASE TWO and receives a SECOND WARNING – NEGATIVE COMMENT.

Students must be clearly told that this has been issued using the term 'Negative Comment' This must be recorded on Classcharts with a brief staff comment.

### **Homework**

Failure to complete/hand in homework will result in a negative comment. An immediate NEGATIVE COMMENT should be placed on Classcharts with a PRIVATE DETENTION after the second negative comment and a CURRICULUM DETENTION after the third negative comment for that half term.

### **Equipment**

Failure to bring equipment will result in a negative comment. A negative comment should be placed on Classcharts with a private detention after the second negative comment and a Curriculum Detention after the third negative comment for that half term.

### **Lates**

Any student arriving to your lesson after all others have arrived and/or three minutes after the bell must receive a negative comment.

A similar system operates within the tutor base. Students who are late (arriving at the tutor room after 8:20 for KS3 and 8.25 for KS4) will receive a negative comment. From that point onwards, another late will result in a private detention with the Form Tutor and three lates within a half term will result in a SCHOOL DETENTION.

Form Tutors and Subject Teachers are responsible for recording comments.

Curriculum and School detentions both run after school as a Whole School Detention, the name just denotes the route a student has taken to get there.

### **PHASE THREE – STUDENT BEING MOVED WITHIN THE CLASSROOM – Second Comment**

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a VERBAL and a SECOND WARNING. Such behaviour always results in the student moving into PHASE THREE.

The onus is clearly on the class teacher trying to retain control of their own teaching groups and, though the student may well be moved out of the room for a brief (2 minutes) cooling off period, the emphasis should be on rapidly reintegrating them into the group.

Teachers are strongly advised not to place more than one student outside the classroom at any one time.

In most cases students will be moved to another area of the room as the first part of the sanction. A further negative comment from the teacher must be placed on Classcharts.

After the lesson the student must serve a PRIVATE DETENTION. They will be detained for a period of ten minutes at the convenience of the member of staff, ideally on the same day as the misdemeanour has occurred. The place, time and nature of this personal sanction will be decided by the member of staff concerned and recorded in the planner. As the period should not exceed ten minutes staff are not required to give a formal twenty-four hour notice if they choose to detain the student after school.



## **PHASE FOUR - MOVING TO ANOTHER ROOM/SCHOOL DETENTION**

At this point the classroom teacher would come to the decision that a student is persisting in undermining the work of everyone in the room. This is despite receiving three clear and distinct warnings by this stage.

Alternatively, it may be that a student behaves in such an unacceptable way that the teacher chooses to move straight to PHASE FOUR. Though there is always the possibility of this occurring, for example during a serious incident, best practice demonstrates the importance of working through the phases in a cumulative manner whenever possible.

Each Faculty and/or Curriculum area plans a timetable through the course of each week which ensures that for each lesson of the week two, colleagues are always identified as being available to 'receive' students who enter PHASE FOUR.

The main emphasis in terms of the identification of members of staff who will be available to 'receive' difficult students will lie in two areas:-

- i. such teachers are likely to have subject leader responsibilities; e.g. Director of Faculty, Curriculum Area Leader
- ii. the groups being taught by them at that time are likely to be well-behaved and accommodating.

The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.

Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity. Teachers should set an after-school detention on Classcharts as the student has accumulated three curriculum negative comments. Parents will be notified through the detention communication system.

When a student is given a second Detention parents are invited into school in order to discuss the situation. This is because parents and students need to be made fully aware of the seriousness of the situation and the consequence of a third School Detention being received. This is the responsibility of the subject teacher who may be supported by their faculty team.

When a third School Detention for subject misdemeanours is given to any student, that student will automatically move into PHASE FIVE – ISOLATION.

An SLT/ELT support rota will operate throughout the week to ensure that staff are supported in extreme cases. It is very important that senior staff are not called to trivial incidents so that they can be much more effective when called upon to deal with serious incidents.

## **PHASE FIVE – SUPERVISED STUDY**

Supervised Study is an extremely serious sanction. The Supervised Study room has a functional and purposeful environment with a bank of work which covers every subject area. The Isolation day runs from 08:30 until 16:00 unless students and Parent/Carers are told otherwise.

Students are 'isolated' in the fullest sense of the word. A shorter lunch-break is taken and at no time is the student allowed to socialise with other students. Students who are in Supervised Study will either bring a packed lunch or food from the school dining facilities will be delivered to them in Supervised Study

All students who are placed in Supervised Study must bring their set books and equipment for that day.

A student who is absent during the course of a Supervised Study session must repeat the full period of Supervised Study. The period of Supervised Study should begin at the earliest convenient time.

The level of commitment displayed by the student is recorded on the Student Record Sheets at the end of each period with the student's performance being monitored at the end of each school day. Parent will receive a phone call from the Pastoral Team notifying them as to whether the day has been completed to our satisfaction.

A student who works satisfactorily or better will re-join mainstream education though a record of the period of Supervised Study will be kept. This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

If a student receives three curriculum or after school detentions in one half term they will serve a one day period of isolation. Students who continue to under-perform will work through two further periods of two and three days.

There is an increased level of counselling with an automatic 'trigger' after which this will take place.

After a warning letter following two School Detentions – (1 day Isolation) counselling by Deputy Key Stage Leader.

After a warning letter following two School Detentions – (2 day Isolation) counselling by Key Stage Leader.

After a warning letter following two School Detentions – (3 day Isolation) counselling by AHT / DHT.

Where possible the Form Tutor should be present at these counselling sessions.

## **PHASE SIX – CONTRACT MEETING**

Students are placed on CONTRACT once the final three-day period of Supervised Study has been served and a further three SCHOOL DETENTIONS have been received. Each time the CONTRACT is broken the student serves one day in Supervised Study. Once the CONTRACT has been broken on five occasions the student will be excluded from school for a fixed term period.

Students will remain on CONTRACT for a period of six weeks. Each time the CONTRACT is broken the six week period begins again.

Students on CONTRACT have a blue CONTRACT report. Though some generic comments will remain CONTRACTS, and specifically the targets of the CONTRACT, are individually tailored to the student.

At the end of the academic year students who are on CONTRACT will complete the full six week period in the next academic year.

Less serious misdemeanours committed by students who are on CONTRACT are recorded on Classcharts

The very small number of students who have served a three day period of Supervised Study but have not been placed on CONTRACT are reviewed individually. All other students are given a 'clean slate' at the beginning of each academic year.

## **PHASE SEVEN – FIXED TERM AND PERMANENT EXCLUSION**

Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in PHASE SEVEN.

The control of fixed-term or permanent exclusion is entirely in the hands of the Headteacher and Governing Body. A fixed or permanent exclusion can be imposed by the Headteacher for either an accumulation of incidents or a one off serious offence in line with the school's Attitude to Learning policy. Examples of such one off offences may include an unprovoked assault on another student, or abuse either directly to or about a member of staff. Suitable work will be provided for these students.

**On re-entry to school after a period of fixed term exclusion a student will be automatically placed on an agreed report or contract for a six-week period and could be required to serve a period of time in Supervised Study where his/her behaviour is closely monitored to ensure that it is acceptable prior to returning to lessons.**

While the school will always work with other partners, such as the Local Authority and Area Inclusion Partnership(s) to prevent Permanent Exclusion, each case will be considered on its individual merits and the needs of an individual may need to be considered against the needs of the wider school community including staff and other students.

## **SECTION VI – SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND SCHOOL**

All members of staff need the support of a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the 'minimum' sanction they can expect to receive actually is, whilst also being in a position to understand what the 'maximum' sanction might be.

'Refusal or failure to follow staff instructions' offers an interesting case in point. It might be that the incident is so minor that the member of staff concerned simply makes a comment in the appropriate section of the Student Planner. Alternatively, the situation could be so serious and confrontational that the teacher concerned, with the support and agreement of the appropriate Key Stage Leader and Senior Leader, decides that a period of Supervised Study is the most appropriate sanction.

### **LEVEL ONE**

It is essential that staff combine firmness with an acceptance that many students will occasionally make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey school rules.

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they must, as a minimum, record it on Classcharts. It is important that the comment, though obviously brief, is sufficiently informative for parents.

Form Tutors, through the monitoring of Classcharts each week, keep a record of such detrimental comments.

### **LEVEL TWO**

A student, who accrues two comments, within a half term, will serve a PRIVATE DETENTION with the Form Tutor. If a student receives three comments, within one half term, they automatically move into LEVEL THREE though appropriate counselling at an earlier stage normally reduces the chances of this happening.

### **LEVEL THREE**

**School Detention.** The student will attend a School Detention, as appropriate.

### **LEVELS THREE, FOUR & FIVE**

These will operate in exactly the same way as PHASES 5, 6 and 7 of the 'Sanctions for Classroom-based Misdemeanours'.

## **SECTION VII – THE USE OF THE STUDENT PLANNER**

Each student will be issued with a new Student Planner.

### **Monitoring of Student Planners**

## **Student Self-Monitoring**

Without doubt, the success of Attitude to Learning as a framework depends upon the effective monitoring of Student Planners. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the Student Planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in school.

## **Parental Monitoring**

Parents and Carers will also have a key role in monitoring their child's planner. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the planner to communicate with us as a school.

The most effective use of the planner is when the contents of the planner are discussed and used as a framework for students to reflect on their week in conversation with their parent / carers. This allows both success and difficulties to be celebrated or worked through and prepares students for greater success the following week.

## **Form Tutor Monitoring**

Within school Student Planners and Classcharts will be monitored each week by the Form Tutor.

When monitoring this Form Tutors are looking to identify or confirm a number of points:

- i. that the planner is free from graffiti and is being kept in a tidy manner;
- ii. that homework details are being recorded in sufficient detail;
- iii. that, whenever they occur, comments recorded on Classcharts by other members of staff are responded to in an appropriate way;
- iv. that, whenever they occur, comments made in the Student Planner by parents are responded to in an appropriate way;
- v. in order to communicate as Form Tutor to parents upon any school based issue which they feel would be best communicated through the Student Planner;
- vi. in order to monitor the awarding of rewards or official sanctions.

## **The Attitude to Learning Extended Form Period**

Formal guidelines for the structure and content of Attitude to Learning Extended Form Periods are issued to each Form Tutor

## **Guidance for referring Students to SLT Link**

- Students referred to their SLT Link for praise should be sent individually and must always carry their Student Planner
- Students should be sent for any of the following reasons:
  - they have established six or more weeks of consecutive 'clean slates'
  - they have performed outstandingly in any way in which the Form Tutor feels needs to be brought to the attention of the linked SLT member
- Over the course of the year all students should be seen by their SLT Link on at least one occasion

## **SECTION VIII – THE CONTENTS OF THE STUDENT PLANNER**

Absolutely no personalising of the Student Planner is allowed. The Planner must be carried closed in the student's bag. In short the Student Planner must be kept as if it were a best exercise book. It is provided by the school and remains the property of the school throughout the year.

Lost, defaced or damaged Student Planners will need to be immediately replaced at a cost of £5.00. Should this occur on a second occasion the student will receive a School Detention as well as having to purchase a replacement. On a third occasion the student will serve a period of Supervised Study as well as purchasing a replacement. At the beginning of registration students will take out their Student Planners.

Students who have not brought their Student Planner should be immediately referred to their Key Stage team.

It must be emphasised that forgetting the Student Planner is extremely serious. Any student who forgets their Student Planner on three occasions within an academic year will automatically serve a one day period of Supervised Study

Homework must be recorded by students in an appropriate level of detail.

Form Tutors must ensure that they inspect and sign each student's Student Planner every week as well as monitoring the volume of homework being set for their students. A clear structure for the framework of Attitude to Lessons will be displayed in all form rooms.

## **COMMUNICATION**

At the beginning of each academic year a large part of the time that the students spend with their Form Tutors will involve delivering and reinforcing the Attitude to Learning Framework.

A detailed support package which must be carefully worked through with all students will be given to all Form Tutors.

All assemblies in the second week of the new academic year are used to support the delivery and communication of Attitude to Learning.

Throughout the year Attitude to Learning is 're-taught' to students through identified Attitude to Learning Extended Form Periods at the beginning of each term as well as through assemblies.

### **Attitude to Learning: GROWTH**

We believe that it is a student's attitude to learning that is the single greatest determinant of their success while at school. As well as the standards, expectations, rewards and consequences we have covered within the policy, we are also explicit about the learning behaviours we look to nurture and develop in our young people.

As part of the feedback students and parents receive during each Assessment Point, they will receive an Attitude to Learning (ATL) Grade that provides an insight into the performance of each learner across each subject area. This grade should be given close consideration and, wherever possible, be evidence based. Experience tells us that this grade means a great deal to both parents and students and as such we must ensure it accurately reflects their learning behaviours.

There are four potential Attitude to Learning Grades:

- 1) Enquiring Learners: show many desirable learning characteristics lesson after lesson. They understand that growth and improvement are the product of hard work and resilience and they will rarely 'settle' or give up.
- 2) Reflective Learners: show many desirable characteristics which, while often on display, are not central to every piece of work. Reflective learners are usually but not always willing to go that extra mile to succeed.
- 3) Compliant Learners: show a number of desirable characteristics but can be guilty of 'coasting' or settling for what they consider to be 'good enough'. They may be well behaved but will rarely do what is required to thrive.
- 4) Disengaged Learners: may have some of the great learning characteristics but rarely apply them or showcase them publically. The level of effort is likely to be neglectful and require urgent attention.

The supporting framework that underpins the ATL Grade is available in **Appendix 2** and is based on a GROWTH model that reflects many of the great features of learning and learners. While the framework has six distinct pillars, and grades may fluctuate between each area, the final grade should be a line of best fit across all areas.

The six pillars of GROWTH should permeate our language and feedback to students whether in assessed work, report writing or daily reports in order to ensure that they are able to work towards meeting our high expectations.



As with all other areas of the ATL Policy, this area is non-negotiable and consistency is absolutely key in setting expectations and developing an excellent work ethic in all our students.

## **SECTION IX – BENTON PARK STUDENTS WITHIN THE COMMUNITY**

At Benton Park we have high expectations of student behaviour and the vast majority of students meet these expectations at all times, ensuring the school is a safe environment that allows others to thrive. It is our commitment to Parents/Carers and the students of Benton Park School that our behaviour systems, and their application, are designed to give everybody the best chance of success.

This commitment also extends to student behaviour while out of school. As a school, we reserve the right to respond to behavioural concerns involving Benton Park students while they are out of school. This is important as it continues to protect both our students and the wider local community as well as preserving the good reputation of Benton Park School.

Where we have concerns about the conduct of students on the way to or from school, we will work with other members of the community, and other professionals, to identify students and will put an appropriate consequence in place. Any Benton Park student behaving in an inappropriate manner out of school, especially when involving other Benton Park students, will be dealt with in line with this behaviour policy.

In the event that a Benton Park student is involved in a serious incident directly affecting the wellbeing of a member of the school community, for example an act of or threat of violence against any other Benton Park Student, then we reserve the right to use the most significant consequences at our disposal including **Fixed Term** or **Permanent Exclusion**. This applies at any time, regardless of whether or not a student is in school uniform and also extends to the inappropriate use of social media.

## **SECTION X – SEXUAL VIOLENCE AND SEXUAL HARASSMENT**

Benton Park has a zero-tolerance approach to sexual violence and sexual harassment and is clear that neither are acceptable and will not be tolerated.

Sexual violence and sexual harassment can occur between two children of any gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and/or sexual harassment is not acceptable, will never be tolerated. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in school.

### **What is sexual violence?**

Sexual violence is the general term we use to describe any kind of unwanted sexual act or activity, including rape, sexual assault, sexual abuse, and other offences.

### **What is sexual harassment?**

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual



harassment, we do so in the context of child on child sexual harassment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised name;
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos
- inappropriate sexual comments on social media; exploitation; coercion and threats

Any reports that sexual violence and sexual harassment has or may have taken place will be taken seriously. The Pastoral Teams will normally take the lead in investigating any instances of sexual harassment in the first instance whether it took place in or out of school. and log these with the Safeguarding Team. Where inappropriate behaviour and/or language has taken place appropriate sanctions and support will be put in place to discourage any re-occurrence. Where inappropriate behaviour continues sanctions will escalate in line with our behaviour policy alongside any additional support or intervention required.

The Safeguarding Team will take the leading role in gathering information regarding any alleged incident of sexual violence whether it took place in or out of school. The Safeguarding Team will take into account the wishes and feelings of the student, however, where an incident of sexual violence is alleged to have occurred in most cases contact will be made with parents/carers, Police and Social Care.

Where a student has engaged in sexually harmful behaviour involving another young person we work with the Local Authority Safeguarding Team to put in place an appropriate risk assessment with the aim of the student being able to continue to engage with their education.

Children who are victims of sexual violence and/or sexual harassment may find the experience stressful and distressing. Benton Park School will aim is to support these students to continue to access their education and, where appropriate, access additional specialist support.

## Appendix 1: School Uniform

<b>White Shirt</b>	With collar, fastened top button with school tie to the top.
<b>Blazer</b>	With Benton Park emblem.
<b>School Jumper</b>	(Optional) With Benton Park emblem.
<b>Trousers</b>	Traditional tailored style black plain trousers worn at the waist no jean style, skinny, lycra, leggings, studded trousers or trousers containing elastine. Trousers must be full in length and meet the top of a student's footwear. Trousers should be worn with ankle socks, not trainer socks.
<b>Skirts</b>	Black plain skirt and must be worn to the knee. Skirts must not be flared or fitted in style or lycra material.
<b>Shoes</b>	Plain black shoes – no trainers including black trainers, no sport logos, mules, sandals, stilettos, flip flops, thin heeled shoes, pumps or boots.
<b>Tights</b>	Plain tights black, opaque or neutral shade. No patterns.
<b>Belts</b>	Plain black. Small, plain buckle. Belts only to be worn with skirts and trousers where there are belt loops.
<b>Jewellery</b>	No jewellery, other than one small plain gold or silver stud earring to be worn in the ear lobe. No other piercings. Only one charity band. Jewellery which is not allowed will be confiscated, and students will need to collect it from student reception at the end of the school day.
<b>Make-up</b>	No make-up to be worn in Key Stage 3. In other Year Groups make-up must be discreet and natural colours only. No nail varnish, acrylic, gel or shellac nails. No false eyelashes.
<b>Religious Wear</b>	Must be black or navy and only one colour.
<b>Hair</b>	Hairstyles must be a conventional style. Hair colourings should be a natural colour only. Hair should be no shorter than a grade 2 and have no patterns or stripes, either cut into the hair or in a different colour. Tips must remain the same colour as the rest of the hair. Only plain black hairband and bobbles to be worn in the hair. No other hair accessories to be worn. Eyebrows should be natural and not shaved.
<b>Outdoor Wear</b>	No outdoor wear, such as coats, hats, scarves to be worn in the building. No hoodies to be worn on the school grounds.

Students not conforming to correct standards of uniform will be placed in Supervised Study throughout the day until 2.45pm. Where an explanation has been provided by a Parent/Carer, Benton Park staff will work in conjunction with the family to find a solution as quickly as possible. Regular reminders of uniform expectations will be communicated with Parent/Carers and we encourage families to contact school if they have any queries so we can work together to avoid students needing to be placed in Supervised Study. A doctor's note must be provided where, for medical reasons, students cannot wear school shoes.

## Appendix 3: ATL Grade: GROWTH Model

	Goals	Reality	Organisation	Will	Tactics	Habits
<b>Enquiring</b>  <b>1</b>	Aware of, and takes responsibility for, what is required to exceed their target	Active participant who leads their own and often contribute to the learning of others, striving to ensure every piece of work is as good as it can be in or out of the classroom.	Incredibly well organised with books, equipment, kit and other resources. Always plans thoroughly and ensures effective preparation enables success.	Shows real determination to succeed and demonstrates great resilience to ensure work is improved and as good as it can be. Shows initiative when stuck and doesn't always rely on teacher.	Always willing to ask questions and contribute to discussions. Responds effectively and swiftly to feedback ensuring rapid progress. Is able and willing to lead and collaborate effectively, taking on a range of roles.	Takes great pride in the presentation and quality of any work that is produced. Always meets deadlines and completes homework to the best of their ability. Behaviour is kind, considerate and almost always exemplary.
<b>Reflective</b>  <b>2</b>	Aware of, and takes responsibility for, what is required to meet their target	Active participants who are determined to improve, contribute widely to each lesson and ensure work done outside the class is of a high standard	Well organised and always equipped with books, equipment, kit and resources. Plans ahead to ensure success.	Is determined and often shows resilience in classroom practice to ensure a high standard of work. Knows what to do when stuck or struggling.	Often asks questions and contributes to discussion. Responds to the majority of feedback and challenge. Works effectively in small groups, using initiative and showing some leadership traits.	Takes pride in the quality of work and meets school's presentation guidelines. Almost always meets deadlines and completes homework to a high standard. Behaves in a kind, considerate manner.
<b>Compliant</b>  <b>3</b>	Aware of target and works to make progress towards the target	Generally engaged learners who complete most work to a reasonable standard but are capable of pushing themselves further	Almost always has books, equipment, kit and resources. Plans when prompted to ensure clear direction.	Usually shows a good degree of determination and resilience but can be guilty of settling for an outcome that is 'good enough'. Sometimes asks for help too quickly.	Occasionally asks questions but can 'coast' through lessons. Responses to feedback are perfunctory and don't always improve work. Works in a pair or small group but rarely shows leadership or initiative	Shows some pride in quality and presentation of the majority of work produced, whether in class or as homework. Usually meets deadlines but has missed some. Behaves in a kind, considerate manner.
<b>Disengaged</b>  <b>4</b>	Disinterested in target and / or unwilling to work in order to meet their target	Approach to learning, both in and outside of the classroom, is creating a serious risk of underachievement	Is frequently poorly organised with books, equipment or subject specific resources. Rarely plans ahead.	Is too reliant on teachers or others to secure success. Shows reluctance with hard work or when responding to challenge.	Often coasts through lessons and rarely contributes. Responses to feedback are limited. Works more effectively alone.	Shows little pride in either the quality or presentation of work. Often misses deadlines. Behaviour can be discourteous / disruptive.

## **Appendix 4: Radicalisation and Extremism**

At Benton Park School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

Benton Park School is committed to providing a secure environment for our students where young people feel safe and are kept safe. Preventing Extremism and Radicalisation forms part of our overall safeguarding arrangements.

We will provide a broad and balanced curriculum that encourages tolerance of difference and diversity and promotes British Values.

As a school, we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, visitors and/or speakers who we engage to provide such learning opportunities or experiences for our students. Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to, the school's values and ethos.

There is no place for extremist views of any kind in our school whether from internal or external sources. Extremism and exposure to extremist materials and influences will be addressed as a safeguarding concern and reported to designated staff. All staff in school receive information and training on recognising indicators of Extremism and Radicalisation and we will work with the Local Authority Prevent Co-ordinator using local and national Prevent strategies to address any concerns.

This appendix should be read in conjunction with the Child Protection and Safeguarding Policy

Full copies of this policy is available on request and on our website.

## **Appendix 5: Searching and Confiscation**

At Benton Park we are very clear with our students about how we expect them to conduct themselves in and around school and this includes what items are acceptable to be brought to school. Occasionally it is necessary to search students if it is our belief that they are in possession of a prohibited item. If such an item was found this would be confiscated.

The stance of Benton Park on this is constantly reviewed and is drawn up taking cognisance of the latest DfE guidelines (Searching, screening and confiscation advice for headteachers, school staff and governing bodies January 2018)

In brief here are the key points:

### **Searching**

School staff can search a pupil for any item if the student agrees

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Also included is any article that a member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil)
- The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item that may be searched for.

## **Confiscation**

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

## **Confiscated items**

- Benton Park's general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- In extreme cases where weapons, controlled drugs and stolen items are confiscated, the school must pass these onto the Police.
- If a member of staff finds a pornographic image they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence, in which case it must be (or the device it is stored on) delivered to the Police as soon as reasonably practical.