

Expectations For Learning Policy

Philosophy

We believe that education should be a positive and enjoyable experience for ALL. Meeting the day to day Expectations for Learning and understanding and embracing the Relational Graces will promote and further establish an ethos premised on positive behaviours within our community, impacting on the wider community as well as that of the wider world.

A positive climate for learning is essential for high quality learning and supports raising attainment for all our students.

Good behaviour around our College builds and sustains an environment that promotes learning and enables everyone to feel safe and secure. The Relational Graces underpin the college ethos and supports the development and nurture of the whole person while providing clarity and focus for SMSC. Our Expectations for Learning and Relational Graces provide opportunity to establish a harmonious ethos and are used to challenge negative aspects of behaviour, with a view to refocus individuals so they make positive choices in the future.

The Expectations for Learning (EfL) is integral to all aspects of College life. EfL creates and sustains a college ethos of celebration and reward rather than being sanction led. The principles of EfL must be clear, explicitly fair and must be applied consistently across the whole College.

The principles of Expectations for Learning are:

- learning experiences will always be planned to help all students achieve challenging but achievable targets where success is always celebrated.
- where there is disruptive behaviour it is the behaviour demonstrated which we challenge and manage by referring to our EfL these link with our Relational Graces.
- the specific needs of individual students will be taken into account when dealing with negative behaviour
- behaviour will be managed by showing understanding whilst modelling courtesy and respect
- every lesson is a new opportunity for individuals to demonstrate their very best!

Our **aim** is for all Marsden Heights Community College students to:

- Like and enjoy school
- Feel safe
- Feel positive
- Feel accepted
- Experience success

Everyone within the MHCC Learning Community

Must be where they should be when they should be and must do their job.

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<u>EXPECTATIONS FOR LEARNING</u>	<u>RELATIONAL GRACES</u>
<p>We arrive at College and lessons on time with everything we need for the day/lesson.</p>	<p>Respect – Giving someone the right to be and say who they are and allowing them to live their life with dignity.</p>
<p>We wear our uniform with pride.</p>	<p>Forgiveness – Not punishing someone or getting back at them for something they've done to you, but trying to find a way to put the relationship right instead.</p>
<p>We behave in a way that helps everyone learn to the best of their ability.</p>	<p>Forbearance – Bearing with the weaknesses and failings of another person and holding back from forming an opinion about someone until you know more.</p>
<p>We respect everyone in our learning community.</p>	<p>Patience – Giving someone time and space to grow and to understand.</p>
<p>We are polite and consider other people's feelings.</p>	<p>Courtesy – Putting others first.</p>
<p>We respect each other's property and we look after the College building and its equipment.</p>	<p>Encouragement – Helping someone believe that they can do and achieve something.</p>
<p>We work hard to achieve our highest ambitions and show pride in our work and its presentation.</p>	<p>Kindness – Giving without expecting in return.</p>
<p>We celebrate each other's achievements.</p>	<p>Honesty – Being willing to take responsibility for who you are and what you do.</p>
<p>We make sure that everyone feels safe.</p>	<p>Humility – Being able to admit your weaknesses and failings.</p>
<p>We do our best to keep up the good name of College in the wider community.</p>	<p>Graciousness – Choosing freely to live in a way that makes the world a better place in which people want the best for each other. Treating others in the way that you would want to treat them to treat you.</p>
	<p>Courage – The quality that is needed to be gracious when others are not.</p>
	<p>Compassion – Helping someone who is in trouble.</p>

EXPECTATIONS FOR LEARNING & RELATIONAL GRACES are displayed on entrances and inside all learning areas. This is the responsibility of class teachers and form tutors to ensure that they are present and visible. The EfL and Relational Graces must be consistently used by all to continually support and further establish positive behaviour, ethos and a focussed learning environment at MHCC.

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Expectations for Learning are premised on rewarding and celebrating success and achievement.

We are mindful that sanctions alone for any breaches of our expectations will not enable students to develop their ability to think through the consequences of their actions.

The link to our Relational Graces allows students the opportunity to reflect on personal qualities of which they have fallen short at any particular time and which have contributed to a breach of the college EFL. This reflection will help to develop the individual as a whole while also contributing to and encouraging a growth of the college's already positive ethos.

Therefore at such times when things go wrong, supportive interventions as best suited to the individual should be put in place alongside sanctions, which should be implemented to minimise escalation of incidents and reduce the risk of exclusion from learning. Restorative approaches and/or accountability learning packs; in conjunction with the Student Progress Centre and on occasion through our Restoration area.

REWARDS

Immediate verbal praise should be integral to every lesson.

- Form tutors should be made aware of any student deserving of praise so that positive reinforcement of appropriate behaviour and progress is given.
- Single Hoots points should be awarded, by the use of a stamp/signature in the student planner for positive specific examples of meeting the EFL

Tutors will keep a record of the Hoots points achieved by students within their form and will update the designated person weekly via the hoot record sheet. When a student has received 15 Hoots Points – parents receive a positive postcard from the Form Tutor and students receive an entry into the term prize draw. *(The Form Tutor requests the card to be sent out by Admin Inclusion which will be recorded on SIMs.)*

- Subject specific positive postcards are available for subject teachers to reward outstanding pieces of work. (Teacher to inform Inclusion admin SW who will note to SIMs)
- Students who achieve 10 positive postcards will be congratulated in assembly and are eligible for an end of term event.

Healthy Eating

Students who select healthy options for meals are awarded points, the student who gains the most points on a monthly basis is awarded 'Healthy Eater of the Month' and is given a free lunch and a gift voucher for a store of their choice; this is celebrated via Year assembly, college TV and on the Heights Delights notice board.

Attendance

Students who achieve 100% attendance in a week receive entry into the prize draw 'Flowers for Family'; this is celebrated via Year assembly, college TV and also with parents.

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Identified Routes of Support, Guidance & Sanctions

When dealing with issues of poor behaviour try to ensure that your level of response is appropriate to the behaviour you are dealing with and avoid unnecessary escalation.

Negative behaviours may manifest simply as low level annoyance that becomes persistent and repeated creating a climate that is not conducive to good learning. On occasion more extreme negative behaviour such as verbal or physical abuse may be witnessed. No matter what the nature of the behaviour the fundamental issue is that a College Expectations for Learning has been broken and thus there is a need of some level of restoration required.

In the first instance students are responsible to the professional who identified the need to challenge the behaviour. We are the adults and we must act with the best interests of the children at heart.

Sanctions available to us are few but used effectively will have the required effect on changing attitudes. The protocol for sharing information and seeking advice is outlined below.

It is important that students always answer to the sanctions put in place by the person who identified the issue at outset.

1. When it is deemed that the Expectations for Learning have not been met Colleagues / Class Teachers should apply appropriate sanctions as identified in the information on the following page. (Page 5)
2. Should there be a lack of compliance or you feel the need to inform others about a particular situation from the outset or the behaviour continues to occur over time then share the information and seek the support and guidance of your immediate line manager, usually head of subject! **(Safeguarding refer to DSL as per college safeguarding procedures.)**

Be prepared for the protocol question. This question is supportive/reflective/information seeking and should not be seen as challenging, it will always be asked! If you feel you cannot answer the question in line with the information on the following page please re think the strategies available to you first!

(Protocol Question: “Tell me what has happened and what have you/we done?”)

Line Managers may respond with possible support strategies or may support directly!

At this point also inform the student’s Form Tutor and PDL for information ONLY!

Important: Outcome of intervention should normally see the original sanction given by the class teacher being completed and restoration regarding the colleagues/colleges expectations being clearly understood and accepted.

3. Line managers may escalate issues to the next level their line manager in this case the HoF. **“Tell me what has happened and what have you/we done?”**
4. HoF will if required after intervention, escalate to PDL. **“Tell me what has happened and what have you/we done?”** PDL may also now involve Form Tutor more formally in the support network!
5. PDL to relevant Leadership in the first instance Assistant Headteacher and then to Deputy Headteacher to Headteacher. **“Tell me what has happened and what have you/we done?”**

Colleagues / Class Teachers

Identifying and Dealing with Behaviour

Depending on the behaviours witnessed and its impact be it continued or a first instance of the behaviour some options are outlined below!

Verbal warning/ Discussion / Break or Lunchtime Removed
Purposeful activity NEVER simply stand outside a work room etc...
Detentions after school / Extension work / Community Service
Parental Engagement / Letter Home / Phone Call

Use the EFL along with the Relational Graces to avoid/divert conflict!

Ask which of these doesn't quite fit with what's just happened?

Remember deal with the behaviour and not the child this will allow learning to take place without it appearing personal which it is NOT!

REMAIN POSITIVE

Should a student fail to respond appropriately consider extending or enhancing the sanction. Communicating any concerns is important, a problem shared etc... But please remember this is about informing not about passing the situation on to someone else!

We have all been challenged regarding behaviour during our careers it is important that we are all consistent in how we manage our classroom and implement the college expectations firm and fair is a good level.

What is right for one is right for all!

Seeking Advice & Sharing Information Protocol

1. Colleague Identifies Behaviour Concern in or out of class and begins EFL Information Sheet. These are used for both positive and negative behaviours.
2. If required share with line manager
3. Act on the advice of line manager who may also directly support and then in turn share may also share with their line manager.

Remember you will be asked: **"Tell me what has happened and what have you/we done?"** (Refer also to page 4)