



# **Behaviour and Discipline Policy**

## **(Creating the Right Culture at Priory)**

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## **Introduction and Aims**

Penwortham Priory Academy seeks to create a culture in the school which encourages, reinforces, and rewards high standards of behaviour. This will benefit both pupils and staff, by establishing a calm, safe and supportive environment conducive to learning.

Furthermore, it is acknowledged that society expects high standards of behaviour as an important outcome of the educational process as we prepare our pupils for life beyond Priory. Therefore, all pupils are expected to uphold our daily mission of the *pupil's 'Priory Standard'* - the highest expectations of all, from all, so that all pupils leave Priory, equipped to contribute positively to society and go on to further education, employment, or training (*Appendix 1*).

### **Key Points**

1. Penwortham Priory Academy (PPA) has the highest expectations of everyone associated with the school.
2. PPA will contribute to improving the quality of pupil behaviour by adopting a consistent approach to behaviour management.
3. Staff at PPA have power to sanction pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
4. Staff have the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. PPA ensures we have a strong behaviour and discipline policy to support staff in managing behaviour, including the use of rewards and sanctions.

### **Standards of behaviour**

Just as we measure academic achievement in terms of progress and development over time towards academic goals, we also measure standards of behaviour.

The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitudes, and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that our high expected standards of behaviour are those which reflect these principles, fostering the best possible environment for all pupils to 'Learn to Succeed'.

### **A School Culture Created by Staff and Pupils**

The staff at Penwortham Priory Academy have a central role in pupils' social and moral development just as they do in their academic development.

The key task for us, as staff, is to create and model a culture-usefully defined as 'the way we do things around here' -that is understood and subscribed by our whole school community.

The staff at PPA will aim to:

- Have the highest expectations of ourselves in relation to our own professionalism, both in conduct and appearance
- Contribute at all times, both in and out of lessons, to improving the quality of pupil behaviour by consistently implementing:
  - a) Our behaviour and discipline policy/ Our behaviour for learning policy
  - b) Our uniform and appearance policy
- Create a positive ~~climate with~~ a culture of high expectations
- Emphasise the importance of being valued as an individual within the school community so that all pupils feel they belong.
- Model honesty and courtesy
- Provide a caring and effective learning environment which encourages relationships based on kindness, respect and understanding of the needs of others (See Appendix 2)
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all
- Have a smart, formal and professional appearance

### **Behaviour Outside of the Classroom**

It is essential that staff observe our standard procedure of 'no-office time' and are therefore present in corridors between lessons to ensure the orderly movement of pupils between classrooms. Staff should assume their allotted positions promptly at the start of the morning, at break, lunch and after school. Staff should make efforts to ensure all pupils return to class promptly on the warning bell and be ready to start the lesson on time.

If staff observe poor behaviour on the corridors or in and around Priory, they must take action. Unacceptable behaviour must not be ignored.

The action may be:

- asking the pupil to stay with them for a set period of time
- apply the warn, move, remove procedure
- talking to the pupil about the potential risks to others and themselves
- recording of the behaviour under 'unstructured time' and issuing a relevant sanction

### **The Curriculum and Learning**

At PPA, we believe that an appropriately structured curriculum and engaging learning strategies in the classroom contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. This is further outlined in our 7 Principles of Great Teaching and Learning. (See Appendix 3)

### **Rewards**

Pupils thrive on praise, positive recognition and the thrill of success. Praise rewards the deserving and can inspire those who, from time to time, may be struggling. Finding ways to reward must be at the heart of our teaching and a feature of school life. All pupils of all ability

levels in all year groups should benefit from the rewards process. In addition to the Rewards System, we seek to reward pupils through a variety of different means; at the core of this, pupils receive two rewards points at the start of every lesson.

## **Child on Child Abuse**

This is defined as abuse between pupils. All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL (and respective Head of Year or Pastoral Manager from the Pastoral team) if they have any concerns about child-on-child abuse and will record their concerns on our CPOMS system.

The aim of this policy is to establish a climate where pupils who are victims of child-on-child abuse knows that;

- They will be listened to
  - Their concerns will be taken seriously
  - The matters will be investigated thoroughly and dealt with sensitively and swiftly
  - Together we will resolve the situation and provide ongoing support
- Priory Academy has a zero-tolerance approach to any form of child-on-child abuse. All staff understand the importance of challenging inappropriate behaviour between peers and know it may manifest itself in many forms, including:
- The following should not be tolerated or considered the norm:
    - Bullying, including cyberbullying and prejudice-based discriminatory bullying;
    - Abuse in intimate personal relationships between peers.
    - Physical abuse- this may include an online element which facilitates, threatens and/or encourages physical abuse.
    - Sexual violence- this may include an online element which facilitates, threatens and/or encourages sexual violence.
    - Sexual Harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
    - Causing someone to engage in sexual activity without consent.
    - The consensual and no-consensual sharing of nude and semi-nude images and/or videos.
    - Upskirting
    - Initiation and hazing type violence and rituals, which can include activities involving harassment, abuse or humiliation, used as a way of initiating a person into a group, and may also include an online element.
    - Derogatory language, including discrimination, sexist, racist, disablist, homophobic or transphobic in nature will not be tolerated at Priory Academy. Pupils using such terms will be challenged and educated about the inappropriateness of using them in both the school community and in today's society. This will include language directed at another pupil to cause harm and / or inappropriate language exchanged between peers.

## **Reporting An Incident at Penwortham Priory Academy**

Sanctions and general behaviour will be recorded by the staff member on Synergy. A serious behavioural incident will always be referred to the Pastoral Team to show a consistency in approach. Any safeguarding related concerns, which includes bullying, sexual harassment and derogatory language, will be recorded by the staff member on CPOMS, then referred to the Pastoral Team. Safeguarding concerns can also be emailed to [safe@priory.lancs.sch.uk](mailto:safe@priory.lancs.sch.uk).

(See Appendix 4)

## **Preventative Measures**

At Penwortham Priory Academy, supportive measures play a pivotal role in fostering positive behavior and maintaining a conducive learning environment. Examples of the support available:

- Peer mentors
- Access to staff: SLT, ELT, Pastoral Managers, HOY, DSL, Form Tutor
- Easy method of reporting ([safe@priory.lancs.sch.uk](mailto:safe@priory.lancs.sch.uk))
- Support information on services on the school website, displayed on the website and provided before summer breaks to all pupils
- Information in the school newsletter
- Assemblies, including a focus on Online Safety Week, National Anti-bullying week & Sexual Harassment, followed up in LfL discussions
- Themed discussions continued into LfL periods/days
- Information provided through discussions/content in PSHE on key themes
- Referrals to our school counsellor
- Access to our school nurse
- Staff Safeguarding training on identifying, reporting and recording child-on-child abuse, as well as training on the behaviour policy.
- Weekly tracking of behaviours using our Synergy platform
- Culture at Priory – information visible on corridors, in classrooms and planners
- Pastoral Board meetings each Thursday morning

## **Our standard procedures when pupils make the wrong choice(s)**

Pupils will be given opportunities to modify their behaviour if they make a wrong choice at Penwortham Priory Academy. We use a staged approach in lessons, outlined on the following page. Each stage has a clear value, with a full explanation of the stage being given to the pupil. All after school detentions are centralised, meaning pupils know exactly where, when and for how long their detention is for. Good behaviour in these detentions is paramount; failure to meet expectations will result in an escalation of the sanction, as will missing a detention.

Sanction procedures will:

- Be consistently applied and enforced using warn, move, remove
- Staff will be unambiguous about why they are being sanctioned

## **Attitude to Learning in Lessons**

The attitudes to learning in lessons procedures are underpinned by a set of straight forward rules and a clear staged approach to maintain, at the very least, our minimum Priory Standard for behaviour in lessons as per Priory's 'Attitude to learning in lessons pillar' (See Appendix 5).

If a student starts to behave in a way which affects the learning of others then the warn, move, remove stages will be employed. This ensures consistency between lessons and teachers and ensures that staff and students are aware at which stage of the process they are.

Teachers are permitted to use their professional judgement and style within their classroom management.

Only the final stage will be recorded on Synergy. Synergy is an application that enables parents and carers to have an immediate overview of many aspects of school life, including behaviour, attendance and communication.

Once registered, parents and carers can view information tailored for their child(ren). The behaviour module provides a real time view displaying positive comments and points awarded as well as informing you where aspects of behaviour may be limiting progress.

### **Warn, Move, Remove System**

| Stage               | Behaviours  | Action   | Sanction  |
|---------------------|---|--|---|
| WARN<br>(-1 point)  | <ul style="list-style-type: none"> <li>• arriving to the lesson late or unprepared</li> <li>• disrespectful to staff or peers</li> <li>• sometimes unwilling to attempt challenging tasks</li> <li>• passive about learning</li> <li>• giving up when learning gets challenging</li> <li>• sometimes unresponsive to feedback in order to improve learning</li> <li>• sometimes not working hard in lessons</li> <li>• Chewing/eating/drinking</li> <li>• Incorrect uniform</li> <li>• Incorrect equipment</li> <li>• Non-completion of work</li> </ul> | <p>Teacher will clearly explain to the pupil the reason why they are on a warning.</p> <p>They will identify with the pupil that they are currently not making the right choice and what they may need to do to improve their behaviour</p>  | <p>A reset discussion with the class teacher will take place at an appropriate time either during, or at the end of the lesson</p>              |
| MOVE<br>(-3 points) | <ul style="list-style-type: none"> <li>• Continued negative behaviour</li> <li>• disrespectful to staff or peers</li> <li>• unwilling to attempt challenging tasks</li> <li>• not engaging in learning</li> <li>• giving up easily when learning gets challenging</li> <li>• not responding</li> </ul>  | <p>Teacher will clearly explain to the pupil that they have had their warning and will be moved within the class.</p> <p>They will explain how their behaviour is affecting the learning of other pupils, outlining what they may need to do to change their behaviour to avoid being removed.</p> | <p>Pupil will serve a break or lunchtime detention with the teacher or within the teacher's department. A reset discussion will take place.</p> |

|                    |   |   |  |
|--------------------|---|---|--|
|                    | <ul style="list-style-type: none"> <li>to feedback</li> <li>not working hard in lessons</li> </ul>  |   |  |
| REMOVE (-6 points) | <ul style="list-style-type: none"> <li>Continued negative behaviour</li> <li>Intimidating behaviour to others</li> <li>Violence</li> <li>Aggressive behavior</li> <li>Inappropriate language</li> </ul> | Teacher will clearly explain to the pupil that they are now being removed to another class because they have failed to modify their behaviour and continue to disrupt the learning of other pupils. | <p>Pupil will serve a 30-minute after school detention. Parents/Guardians will be notified by text message.</p> <p>Reset conversation to be held by class teacher.</p> |

**Please note: sanctions cannot be removed because of subsequent improved behaviour.**

This list acts as a guide and is by no means exhaustive or exclusive. Assigned staff have the discretion to impose sanctions for other serious breaches of school procedures.



Penwortham Priory Academy pupils who are **repeatedly removed** from lessons will move up through our 'repeated removals - consequence levels' as shown below:

| <b>Level</b> | <b>Repeated removals - consequence levels</b> |   | <b>Intervention</b>  |
|--------------|---|---|--|
| 1            | 3 Removals                                    | Isolation within the Culture and Reflection Room (8:40am – 3:10pm)                        | Parents contacted by Pastoral Staff<br>Offer of Intervention<br>Education related to behaviour with 1-1 input. |
| 2            | 6 Removals                                    | Internal Suspension within the Culture and Reflection Room (10:00am – 4:00pm)             | Parents contacted by Pastoral Staff<br>Offer of Intervention<br>Education related to behaviour with 1-1 input. |
| 3            | 9 Removals                                    | One day Fixed Term Suspension   | Behaviour Review Meeting with Pastoral Staff<br>Offer of Intervention  |
| 4            | 12 Removals                                   | Three-day Fixed Term Suspension   | Behaviour Review Meeting with Pastoral Staff<br>Offer of Intervention  |
| 5            | 15 Removals                                   | Five-day Fixed Term Suspension  | Behaviour Review Meeting with Pastoral Staff<br>Offer of Intervention  |
| 6            | 18 Removals                                   | Alternative Provision/Managed Transfer– 12- week transition programme to another school * | Behaviour Review Meeting with Pastoral Staff and Senior Leadership Team  |
| 7            | 21 Removals                                   | Alternative Provision/Managed Transfer  | Behaviour Review Meeting with Pastoral Staff and Senior Leadership Team  |

\*If the managed transfer at the host school is successful, after the 12-week transition period, the pupil will transfer permanently to be a pupil at that school.

\*If the managed transfer at the host school fails, the pupil will return to Priory and move straight on to the Failed Managed Move Reintegration Protocol (See Appendix 6).

\*If the pupil or parent does not agree to follow the Failed Managed Move Reintegration Protocol, the managed transfer will be deemed to have failed and the pupil will move straight to permanent suspension.

## **Culture & Reflection Room**

In the majority of cases, any pupil entering the C&R Room will go in the following day after an incident. This allows parents to be notified and work to be collated. The only person(s) responsible for placing a pupil in the C&R Room are Pastoral Staff.

The C&R Room will be used (in some capacity) for the following reasons:

- For pupils to reflect on their behaviour
- To be educated on making the right choices
- To explore any barriers to learning and create a plan to address these
- To seek support from external agencies if required

Pupils will work independently, in silence, except during their 1-1 reflection with the Pastoral Manager. Pupils will complete work supplied by their class teachers based on their timetabled lessons to ensure they do not fall behind. Pupils may also have time to work on the Priory + Award and other enrichment material once their classwork is completed.

If a child does not conduct themselves in an appropriate manner in the C&R room then parents will be contacted and further sanctions will apply. Pupils will not be permitted to return to classes until they have completed their time in C&R to a required standard.

Pupils will be allowed to purchase food and drink slightly earlier for break and lunch times and will consume this in the C&R Room. No work will be completed during this time and pupils will be encouraged to relax and work on their social skills with others in the room. They will have access to a toilet when required.

## **Follow-up Support**

It is important that follow-up support is offered to any pupil at Penwortham Priory Academy where deemed necessary. These can include:

- Counselling / mentor
- Family support
- Classroom interventions - moving seats / forms if possible or required
- If the incidents are of a bullying nature, the pupil may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required
- Risk assessment - this could apply to both the victim and perpetrator
- Support with external agencies

## **Other points to note**

- Please refer to the Department for Education's 'Behaviour in schools: advice for headteachers and school staff' (September 2022) and 'Searching, Screening and Confiscation: advice for schools' (July 2022) documents for guidance on the powers members of staff have to discipline pupils, both of which will be followed to support this behaviour policy, including:

- Discipline in schools – teachers’ powers
  - Punishing poor behaviour
  - Behaviour and sanctions
  - Pupils’ conduct outside the school gates – teachers’ powers
  - Detention
  - Detentions outside school hours
  - Searching for inappropriate items
  - Confiscation of inappropriate items
  - Power to use reasonable force
  - Use of isolation
- To support our uniform and appearance policy, staff must meet pupils at the door to consistently implement our expected high standards of uniform and appearance.
  - At the end of each session, staff must supervise pupils leaving their learning area at the door to ensure pupils leave in a manner that reflects our expected high standards of uniform and appearance.
  - At no time should it be necessary for a child to be unsupervised on the corridor because of an issue regarding poor discipline.

### **Category ‘A’ behaviour/s:**

Pupils who engage in, or are associated with, category ‘A’ behavior/s can be sent to the Pastoral Office via a member of the senior leadership team, head of year or pastoral staff. Alternatively, they may be removed from school with immediate effect and parents asked to come and collect them until such a point when further information can be sought in relation to any incident.

Please note, whilst an individual may not be directly responsible for an infringement of our behaviour policy, ‘guilty by association’ will also be applied to any given situation. Therefore, if a pupil is connected to an infringement in some way, such as being present in a group, they will be sanctioned accordingly if deemed appropriate.

Category ‘A’ behaviour/s will be dealt with by the pastoral management team, reporting finally to the headteacher. If there is clear evidence, or on the balance of probabilities, one or more of the below actions have taken place, then permanent suspension will be deemed the appropriate sanction from the outset. Depending on the nature & severity of an incident, fixed term suspension may be considered.

Sanctions also apply for category ‘A’ type behaviours and/or incidents during unstructured times (outside of lesson time) that are not part of the warn, move, remove procedures.

Any pupil who engages in any of these category ‘A’ type behaviour/s, whether at Priory; at any other alternative provision site; or outside of school (whilst travelling to and from school) and/or while wearing our school uniform (and therefore bringing the reputation of the school into disrepute), will be considered for permanent suspension in the first instance.

Category 'A' behaviours relate to:

- Physical/verbal abuse of staff
- Violent physical conduct towards another pupil
- When pupil behaviour constitutes a serious threat to the health and safety of others
- When failure to adhere to the school's Coronavirus risk assessment and protocols constitutes a serious threat to the health and safety of others
- Serious damage to/theft of school, or an individual's, property
- Bullying – criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean an individual
- Cyberbullying – the use of electronic communication to bully a person, typically be sending messages of an intimidating or threatening nature
- A pupil's personal use/misuse of electronic communications and social media, including social networking sites, including outside of school and/or outside of schools hours, where the actions of a pupil brings the reputation of the school into disrepute.
- Acts of misconduct that take place outside of school and/or outside of school hours, where the actions of a pupil brings the reputation of the school into disrepute.
- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status. Note, if verbal abuse is racist in nature this **must** be reported in the racist incident file held by the headteacher's PA
- Harassment – behaviour or verbal abuse towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Possession of legal or illegal drugs, alcohol or tobacco/e-cigarettes and/or associated paraphernalia
- Being at school under the influence of drugs or alcohol
- Possession of banned/prohibited items
- Truancy
- Smoking (including e-cigarettes and/or associated paraphernalia)
- Refusing to comply with disciplinary sanctions
- Persistent refusal to follow instructions
- Any illegal behaviour

This list acts as a guide and is by no means exhaustive or exclusive. The Senior Leadership Team have the discretion to impose suspension for other serious breaches of school procedures in line with legal guidelines.

However, in addition to category 'A' behaviours, a decision to suspend a pupil permanently will be taken:

- In response to persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, or others, including staff, in the school
- In response to serious breaches of the school's behaviour policy in that a pupil is associated with "prohibited items" including:
  - Knives, bladed articles and weapons
  - Alcohol
  - Illegal drugs and/or associated paraphernalia
  - Stolen items
  - Tobacco/e-cigarettes and/or associated paraphernalia
  - Fireworks
  - Pornographic images/material
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - Any item deemed as inappropriate to be on school premises which may be searched for.
- Where a pupil is found to have made a malicious accusation against school staff
- Where a pupil's personal use/misuse of electronic communications and social media, including social networking sites, including outside of the school and/or outside of school hours, brings the reputation of the school and/or staff into disrepute. If comments fall into the category of hate speech or they are abusive and threatening, informing the police and speaking to the school's legal advisers may also be considered.
- In relation to acts of misconduct which take place outside of school hours, for example, in instances of criminal prosecution and/or conviction/caution for such actions, where the actions of a pupil may bring the reputation of the school into disrepute.

### **Fixed Term Suspensions**

Incidents of a serious nature, for example physical violence, bullying of another pupil, sexual harassment, racial abuse, drug use in school, malicious allegations about members of staff, inappropriate use of I.T / social media or theft may result in the pupil having to serve an internal suspension (time in the Culture & Reflection Room) or a Fixed Term suspension. The decisions for all suspensions are at the discretion of the pastoral staff and SLT.

Support is provided for all pupils who are suspended from school in the following forms: (Please note that this list is not exhaustive)

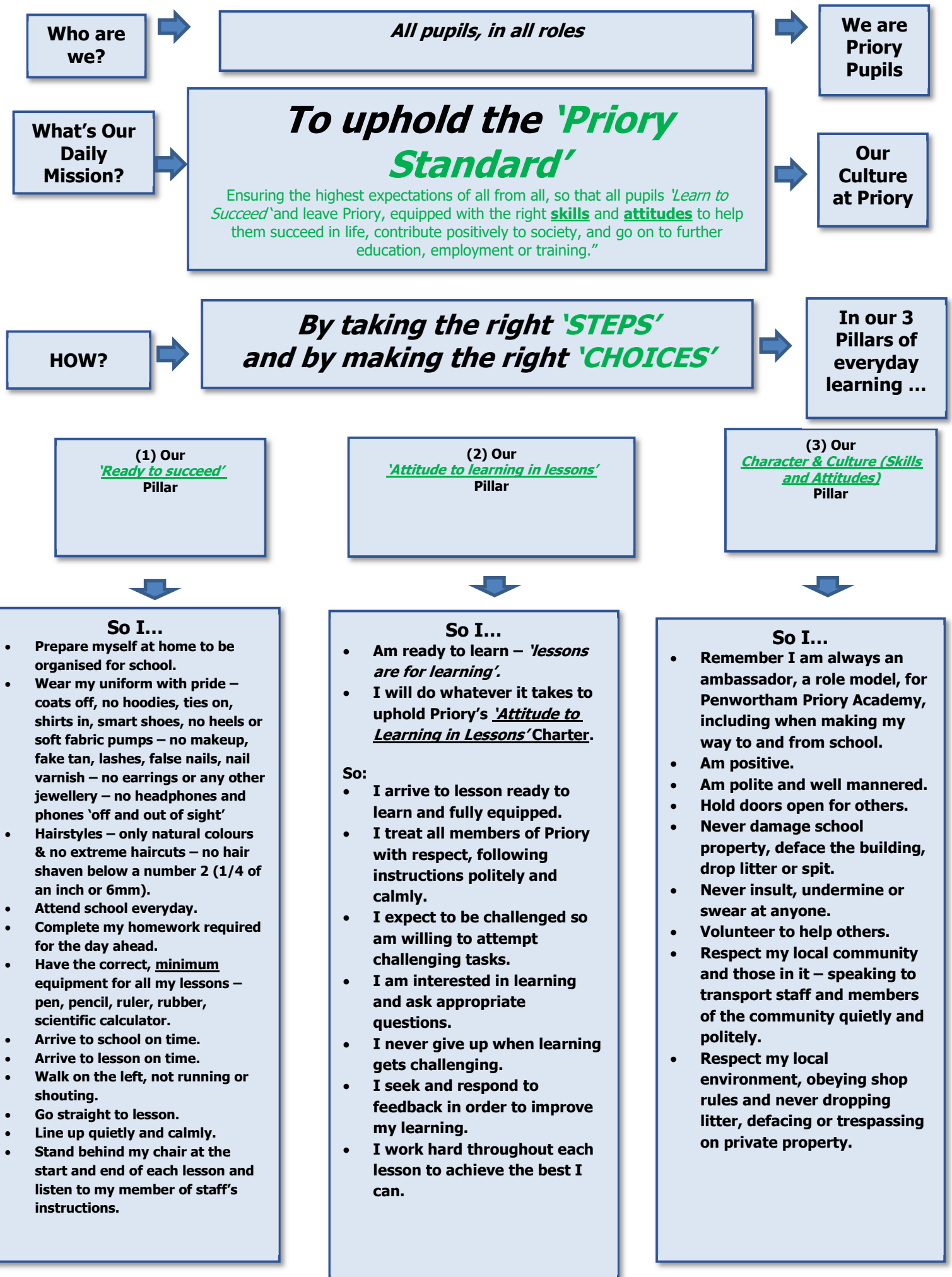
- Work provided for the first five days of the suspension period
- Reintegration to school meeting with pastoral staff
- pastoral support
- mentoring
- manage transfer
- counselling
- restorative work in the C&R room

Only in exceptional circumstances would a fixed term suspension be considered for such behaviours as opposed to permanent suspension.

Should permanent suspension or a fixed term suspension be issued, the school follows the Department for Education guidelines with regard to fixed term and permanent suspensions, as outlined in their document:

*'Suspension from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to suspension'*

**Appendix 1**



# Meet the Priory Standard by Making the Right Choices



|          |   |
|----------|---|
| <b>C</b> | Concerns should be reported to an adult immediately                   |
| <b>H</b> | Help others when they need it   |
| <b>O</b> | Offer support to others   |
| <b>I</b> | Instructions from adults should be followed immediately, at all times |
| <b>C</b> | Careful and sensible movement around the building                     |
| <b>E</b> | Ensure that you always keep yourself and others free from danger      |
| <b>S</b> | Stay in permitted areas only  |

*creating the right culture to learn to succeed*





# 7 Principles of great teaching and learning

Our Vision for T&L



To make EVERY Learning Encounter Matter through...

## Excellence

We encourage all our pupils to take pride in what they do and not be satisfied with mediocrity, but to refine, redraft and hone their work to a higher goal.



## Growth

We encourage in all our pupils the notion that intelligence and achievement are not fixed. Through hard work, effort, resilience and determination, we can all get better at what we do.

Our 7 Principles foster excellence and growth...

These non-negotiables are the bedrock of great teaching in our classrooms and enable the 7 Principles to be achieved.

### 1. Culture

Pupils are ready for learning and display the right character and attitude for excellence.

- Organised seating plan - know cohorts and data - SEND, PP, A&A, Reading age.
- Engaging and tidy learning environment.
- Generate calm - step into corridor to welcome and dismiss/check standards/highlight positive behaviours.
- Pupils stand behind chairs on entry and exit.
- Hand up for silence.
- Warn, move, remove used consistently.
- 'Priory Standard' presentation.
- Reward.
- STEPS & CHOICES.

### 2. Stretch & Challenge

Pupils have high expectations of what they can achieve

- Teach to the top and scaffold.
- Expect ALL to develop their knowledge and skills EVERY lesson.
- Model tier 2 and 3 language and teach etymology.
- Make connections between subjects to develop schema.

### 3. Modelling with metacognitive explanation

Pupils acquire new knowledge and skills

- Establish & activate prior knowledge.
- Activate vocab. understanding.
- Be enthusiastic, clear, concise and generate curiosity.
- Live model and give voice to your thoughts and questions. Model metacognitive thinking.
- Share excellent WAGOLLS and deconstruct to show the journey alongside success criteria.
- Model disciplinary literacy.

### 4. Practice and retrieval

Pupils engage in deliberate practice

- Use low stakes tests as standard.
- Use mini whiteboards and multiple choice quizzes to engage all and aid intervention with misconceptions.
- Use guided practice and remove to support independence.
- Set HW that supports learning. Put details on Teams.

### 5. Assessment for learning

Pupils understand their strengths and areas for development

- Support learners to plan, monitor and evaluate their learning.
- Use peer and self-assessment guided by rubrics.
- Plan formative assessments and the time for pupils to respond meaningfully.
- Be certain that assessments are valid, fair and reliable.
- Use data generated to plan next steps.

### 6. Feedback

Pupils think about and develop their knowledge and skills

- Give it in verbal and written form.
- Show/explain how to succeed.
- DIRT in green pen for pupils to self-edit and respond to feedback.
- Make it non-personal, specific and actionable - it should improve the learner in your subject not that piece of work.
- Match school & dept. guidelines.
- Pupils must respond.

### 7. Questioning

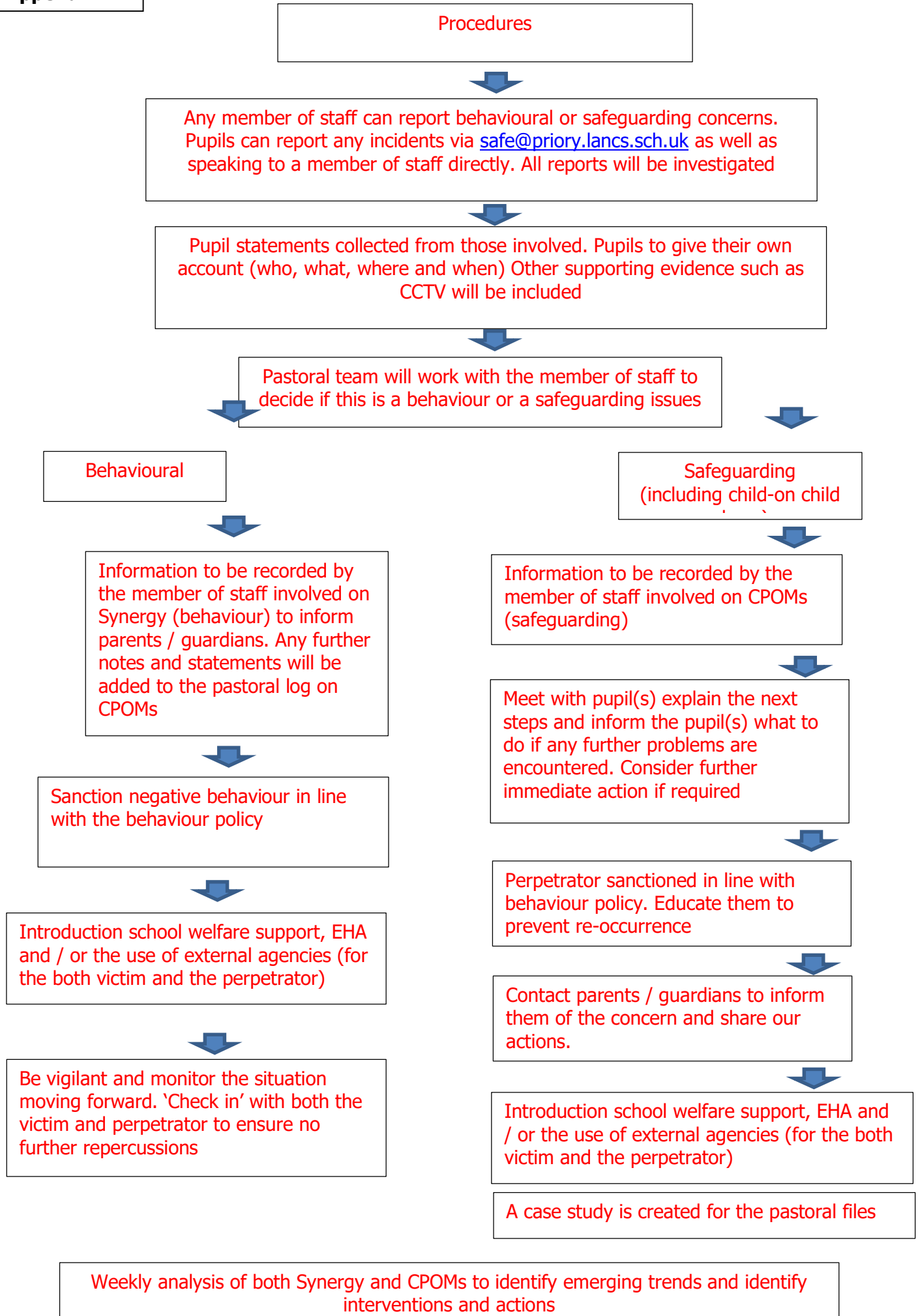
Pupils are made to think hard with breadth, depth and accuracy

- Involve ALL students.
- Address common misconceptions.
- Promote elaboration and connections.
- Use a variety of strategies.
- Enable and encourage to pupils to ask questions.
- Support pupils to answer in standard English using key vocab.
- Use the data you glean

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## Appendix 4



# 'Attitude to Learning in Lessons' Pillar



|                   | Great<br><small>(credited with further positive behaviour point)</small>               | Good<br><small>Our minimum 'Priory Standard' (2 behaviour points)</small>              | Below Expectations<br><small>Warn (loss of behaviour points)</small> | Serious Concern<br><small>Move (further loss of behaviour points)</small> |
|-------------------|--|--|--|---|
| <b>Readiness</b>  | I arrive to lesson ready to learn and fully equipped                                   | I arrive to lesson ready to learn and fully equipped                                   | I arrive to the lesson unprepared                                    | I arrive to the lesson unprepared   |
| <b>Respect</b>    | I treat all members of Priory with respect, following instructions politely and calmly | I treat all members of Priory with respect, following instructions politely and calmly | I am not respectful to staff or peers                                | I am not respectful to staff or peers                                     |
| <b>Challenge</b>  | I always embrace challenging tasks   | I expect to be challenged so am willing to attempt challenging tasks                   | I am sometimes willing to attempt challenging tasks                  | I am not willing to attempt challenging tasks                             |
| <b>Passion</b>    | I am enthusiastic and ask appropriate questions about learning                         | I am interested in learning and ask appropriate questions                              | I am passive about learning  | I do not engage in learning   |
| <b>Resilience</b> | I never give up when learning gets challenging   | I never give up when learning gets challenging   | I sometimes give up when learning gets challenging                   | I give up easily when learning gets challenging                           |
| <b>Feedback</b>   | I actively seek and respond to feedback in order to improve my learning                | I seek and respond to feedback in order to improve my learning                         | I sometimes respond to feedback in order to improve my learning      | I do not respond to feedback  |
| <b>Effort</b>     | I work hard throughout each lesson to achieve the best I can                           | I work hard throughout each lesson to achieve the best I can                           | I sometimes work hard in lessons                                     | I do not work hard in lessons   |

Continued display of 'serious concern' behaviours will result in a 'remove'

*creating the right culture to learn to succeed*



**Continued display of 'serious concern' behaviours will result in a 'remove'**



**Failed Managed Transfer Reintegration Protocol**

