



THE JOHN OF GAUNT SCHOOL
- A Community Academy -

STUDENT BEHAVIOUR POLICY

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
HK School	S&C	16/11/15	FGB	8/2/16	Feb 2018	Yes

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School Vision:

‘Creating an irresistible climate for achievement’

- We challenge, support and encourage every student to **achieve their potential**.
- We believe **effort** and **dedication** lead to success and we **raise aspirations**.
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud**.
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

This policy should be read in conjunction with:

- The Equality Act 2010, our Anti-Bullying policy,
- DfE Teachers’ Standards, Sections 90 and 94 of the Education and Inspections Act 2006 and Section 550ZA (3) of The Education Act 1996
- The school’s Behaviour for Learning (B4L@JOG) handbook
- The school’s Homework Policy
- Safeguarding Children in Our School Policy

Please note that this policy applies to student behaviour within school grounds and as defined in appendix 7 – beyond the school grounds

Objectives:

We expect good attitudes and behaviour from every student – good behaviour is linked to high attainment and achievement.

Every member of staff is expected to work towards the creation of an irresistible climate for achievement.

Teachers must see their remit as the whole school and behaviour that falls below our expectations outside of lessons is not someone else's problem but is our collegial responsibility.

The law allows the school to anticipate behaviour expectations to extend beyond the school premises 'to such an extent that is reasonable' (section 7 of the Education and Inspections Act) and as such this policy will apply in such cases as defined within.

Core Principles:

Self-discipline and respect for all lie at the centre of our behavioural expectations and values.

The core principles underpinning Behaviour and Learning at The John of Gaunt School include the values of friendship, excellence, respect, courage, determination, inspiration and equality.

Adults in the school promote these values through their day to day activities and role modelling. We advocate that:

- praise is more powerful than criticism.
- rewards are more important than sanctions.
- restorative approaches are at the heart of developing the skills for a sustained improvement in behaviour.

Consistency

The key to effective sanctions is that they are "certain" rather than "severe". All students must be treated with positive regard and are entitled to receive well planned lessons that use a range of strategies that take into account a student's individuality and personal needs. Calm, controlled, intelligent consistency should be applied in cases of poor behaviour.

Students must have a "voice" and at appropriate and/or co-ordinated times should be able to discuss and make recommendations about behaviour, including bullying, and the effectiveness of rewards and sanctions.

These core principles are embodied in our expectations for classroom behaviour and The Teachers' Standards. These should be displayed in every classroom and referred to by teachers and tutors.

Detailed measures (rules, rewards, sanctions and behaviour management strategies) can be found in our B4L@JOG handbook for staff.

Supporting Staff

The expectations of staff with regard to their behaviour towards students is made clear in The Teachers' Standards. This applies to all staff, both teaching and non-teaching staff. We appreciate that poor behaviour can have a negative impact on staff morale, therefore staff must be able to ask for assistance with poor behaviour without fear of judgement. The "leadership" of supporting positive behaviour is a responsibility shared across the whole staff.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Best practice regarding positive behaviour strategies should be available to all staff and teachers are expected to have a comprehensive repertoire of positive behaviour management skills. Professional support and advice from local agencies should be sought as appropriate. This support and advice can be accessed via the Individual Learning Department and / or the Pastoral teams such as House leaders and the Student Development Team.

Malicious accusations against school staff by students will be taken very seriously and disciplinary action will be taken if necessary.

The role of parents/carers

Parents have a responsibility to support the high expectations of the school.

We believe in an active partnership between parents and school. Parents whose children display challenging behaviour in school will be assisted by the school and in return parents must support the school in its decisions with the management of their child's challenging behaviour.

Examples of how the school assists parents include:

- Regular meetings and communication
- Signposting to parenting courses
- Referrals to outside support agencies
- The use of parenting contracts.
- The use of a CAF (Common Assessment Framework) to identify needs and create a support plan.

Examples of inappropriate behaviour and recommended sanctions

The Appropriate Consequences Guide (see Appendix 2) outlines typical student behaviours and the level of consequence that may be appropriately applied by the school. This list of behaviours is not exhaustive and should act as a guide for school staff. Inappropriate behaviours are not linked to any one consequence. It should be noted that situations differ and individual circumstances will influence the sanction recommended. The sanction must be in line with our core principles.

Detention¹

Detention is a sanction which is used to support the schools behaviour policy. Detaining students in their free time, either at break / lunch time or after school gives students time to reflect on the reasons for their poor behaviour. Parents should be informed of the detention this may be via the telephone or more usually via the use of the students' school planner.

Detentions given at lunch time must allow time for students to have time to get and eat lunch. A range of activities can be required of the students which will be engaging and not lead to further poor behaviour. Such activities might include:

- completing unfinished homework or class work;
- completing assessed coursework;
- undertaking tasks to assist staff, such as classroom-display work or materials preparation;
- assisting staff with reparation tasks which do not raise any health and safety or child-protection issues.

Searching for banned items

There may be occasions when a student brings banned or dangerous items to school. It is

¹ See Appendix 'Detention – What The Law Allows'

preferable that a student gives these to staff when asked. On very rare occasions it may be necessary to search a student. These decisions should never be taken lightly and the decision to search a student must be sanctioned by The Head Teacher, The Deputy Head Teacher or The Assistant Head Teacher with Responsibility for Safeguarding and Behaviour and in accordance with government guidelines (see appendix 6)

Exclusions

Only the Headteacher or in their absence the Deputy Headteacher is able to exclude a student. All exclusions are serious and the school aims to avoid them by making use of suitable alternatives that promote sustainable improvement in behaviour. Fixed term exclusions must be recorded and a reintegration meeting with the student and parents must take place before the student returns to school. This allows the student to be fully aware of the issues which led to the exclusion and to put in place a plan to support the student from making the same poor behaviour choices in the future.

Excluding a student from school is a last resort as this removes them from the environment where they are best placed to learn. Where ever possible it is preferable to keep a student in school to maintain their learning. This may mean that they need to be isolated from their peers and work in the isolation room.

In the case of a permanent exclusion, a fixed term exclusion of up to 5 days may be given to allow the school to gather evidence relating to the incident. This is likely to include the gathering of information from all parties including the student him/herself. It will be made clear to the student and parents/carers that a permanent exclusion is possible at the end of the fixed term

In Year Fair Access Panel (IYFAP)

As a school we work within the West Wilts Alliance (WWA) and subscribe to the IYFAP protocol. The IYFAP meet monthly to support needs of students within schools who are at risk of exclusion. We work within the Alliance to find alternative placements or support for those on roll of a school where it can be demonstrated that students are at risk of exclusion. The support may take the form of short term managed move or a permanent managed move depending on the assessed needs of the student. The decision of the IYFAP is final.

Examples of behaviour (see Appendix 2 level 5) likely to lead to exclusion are:

- Persistent disruptive behaviour
- Physical assault against a student or adult
- Verbal abuse/threatening behaviour against a student or adult including bullying
- Sexual misconduct
- Drug and alcohol related incidents
- Theft or damage
- Using prejudiced language

The role of Governors

Governors are involved with and agree the statements of principles and values made in this policy and will support the Headteacher in promoting positive behaviour across the school.

Governors have a role within the rewards and behaviour structure through Governor panels to examine cases of significant and ongoing serious behaviour and to celebrate instances of particular outstanding endeavour or contribution to the school community.

Governors are informed about behaviour and exclusions through:

- the Head Teacher's report to the Full Governing Body
- termly reports to the Student and Community committee

Governors are involved in exclusion procedures as detailed in the governors Guide to The Law. In summary:

A Governor Disciplinary Committee (GDCM). Governors are informed of all permanent exclusions and must meet to consider any decision to permanently exclude a child, **or** if a child has had more than 15 school days of fixed term exclusions, within 6 and 15 school days of being notified of the decision. The purpose of this meeting is for a panel of 3 governors, with no previous knowledge or connection to the incident(s) or student, to hear representations from the school and the parents/carers, in order to review the Headteacher's decision and to decide whether to uphold the decision or to order the reinstatement of the student either immediately or at a later date. A representative from the Local Authority (usually Education Welfare) may also be present. The purpose and conduct of the meeting is set out in the "Improving Behaviour and Attendance: Guidance on exclusion from schools and pupil referral units 2009" a copy of which is available online or to order.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00573-2008>

For fixed term exclusions (usually of 5 days or more) a **Governor Intervention Meeting** may be organised. This is the same as a reintegration meeting but a governor with experience in behaviour and our pastoral system is present. The purpose of this meeting is to offer support to the school as well as to the student and parents/carers and to check that various strategies have been tried or could be tried. This is a more informal meeting to the GDCM outlined above.

In addition to the above a student, parent or carer may request for a governor review of any exclusion. Requests should be made in writing to the Clerk of Governors via the school's main office.

Useful links:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

<http://www.education.gov.uk/schools/pupilsupport/behaviour>

http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/DG_4016112

Appendix 1

Rationale:

“Wheldall, Watson and Skinner state that the most effective ways to help learners is to teach them new behaviours by using rewards and sanctions”. (Crisp & Soan 2003:160)

To make the B4L system easy for everyone to understand, there is a set of rewards and consequences detailed below. Rewards and sanctions must be consistent and applied both in and out of classroom lessons. They must be applied to everyone and with common sense. Rewards and sanctions create an atmosphere in the classroom. Some rewards and sanctions need to be private, some public. Students need to know that their actions will result in consequences, both positive and negative. Teachers and students must be clear what these are.

Using the Virtual Learning Environment (VLE) allows Students, Parents and Staff to see instantly what the current behaviour and achievement totals for that student currently are each time the student or parent logs in.

Involving parents and carers has been highlighted in staff, student and parental voice as supporting effective behaviour for learning and this is supported by research:

Ofsted (2005) proposed two factors that can impact upon the success of school-parent working:

- *treating parents/carers as partners and not blaming them for poor behaviour; and*
- *informing parents about their children’s successes as well as about unacceptable behaviour.*

DFE Research Report DFE-RR218

Alongside the ‘Behaviour Rewards’ is the whole school ‘Effort League’ which rewards and celebrates effort specifically in learning.

Behaviour Concerns

The steps for poor behaviour have 6 steps, BW (Behaviour Warning), L1, L2, L3, L4 and L5 as described below: All actions beyond a BW must be logged on SIMS. Parents / Carers should be contacted when a student reaches behaviour L2. All behaviour consequences should be seen alongside the restorative justice process to support the development of positive relationships which in turn support positive behaviour. A range of strategies will be used to support changes in behaviour in addition to punitive measures. These include but are not limited to:

- Target / support cards to tutors / Heads of House / Members of the Students Development Team.
- Time spent following a programme of study in the Falcon centre (KS3 students only)
- Coaching / Mentoring
- Working with parents
- Support from the Senior Leadership Team

Behaviour Rewards

The steps for rewards have 6 steps, VP (Verbal Praise), R1, R2, R3, R4, and R5 as described below: All actions beyond a VP must be logged on SIMS. Parents / Carers should be contacted when a student reaches R3 however if possible positive calls home can be made at any time. These can also be logged on SIMs in the communications log.

‘ensure parents and carers hear from the school when their children are doing well so that the first contact is positive’ (DfES, 2006)

Appendix 2

Behaviour Levels – specific examples of behaviour relating to each level will be found in the school B4L Guide

BW: A first warning, firmly given. This is a signal that a student's behaviour is unacceptable and needs to be changed. For a BW, a student's name may be listed on the whiteboard or the student may be spoken to clearly to indicate that behaviour is unacceptable and must be changed but if no further problems arise, no further action is taken. (This applies both in lessons and tutor time).

L1: The second warning. This indicates that the student is on the edge of a significant consequence and must comply with the rules without fail. Again, the student will be clearly told that their behaviour is below the expected standards. At this point in a lesson they may expect to be moved within the class. There may also be an optional 5 minute break or lunch time detention at the teachers discretion. The behaviour will be logged on SIMs. The L1 when used in classrooms allows teaching staff to refocus students on learning clearly and as quickly as possible. No further action is taken provided that they return to behaviour that is consistently within the rules. (This applies both in lessons and tutor time).

L2: The student has failed to respond to the first two warnings or has behaved in a way that is significantly unacceptable. The student will be removed from the class and sent to the faculty safe room / House Leader. This will immediately result in a 30 minute detention taken the next day, at lunch time or after school and initiate contact with home by the Subject Teacher / Tutor. L2 consequences will also be applied to students who fail to hand in homework or fail to complete homework to an adequate standard (see homework policy for further guidance).

If students receive multiple L2 detentions they must all be served on consecutive days until all detentions have been completed. If a student has more than three L2 detentions in a week, the remainder must be served on Friday afternoon with the Senior Leadership Team in the weekly SLT detention. Failure to attend an L2 detention without an appropriate reason will result in home being contacted and an hours detention being set with the Director of Learning the following evening. If this detention is also missed without good reason contact with home will be made and a days isolation will be set in addition to attending a 1 hour SLT detention on the Friday of that week.

L3: This is a significant sanction. It signifies that the student has made choices that are unacceptable within the school community. An L3 can result in a student being isolated from a series of lessons for ongoing serious disruption to learning or as a consequence of particularly unacceptable behaviour outside of lesson time which results in the loss of breaks and lunch times over a period of time such as for smoking or having smoking paraphernalia in or near the school site. (see Anti-drug and smoking policy). May also lead to an SLT Friday detention.

L4: Behaviour requiring an L4 response is considered to have reached a grave level. The student has acted in a way that has resulted in the learning of others being seriously compromised, they have acted in a way which has resulted in the wellbeing of others being harmed (including direct swearing at members of staff), they have exhibited a clear disregard for the school ethos (such as truancy), school property or the property of others. L4 behaviour will usually result in an internal isolation or fixed term exclusion. Only a member of the Senior Leadership Team or House Leaders can place a student in internal isolation and only the Head Teacher or Deputy Headteacher can decide to exclude a student from school.

L5: L5 behaviour can be the result on an isolated extreme incident of serious behaviour or as a product of the accumulation of ongoing serious disruption to the effectiveness of school and the learning of other students. This can result in a Governors Behaviour Panel, A referral to The In Year Fair Access Panel or in rare and extreme cases, a Permanent Exclusion (only the Head Teacher can make the decision to Permanently exclude a student).

Appendix 3

Reward and Effort Levels

Please note that the rewards included in this list are not exhaustive and may be added to throughout the year to recognise the learning, success and contribution made by students.

VP – Verbal praise. This is instant and cannot be underestimated in value. Although not logged on Sims it builds both self-esteem and confidence in learning. Verbal Praise should be specific, personal and constructive. Depending on the student and the situation, verbal praise may be given publically or privately.

All logged on SIMS from this point onwards

1- This is logged on SIMS for effective engagement in lessons and positive achievement. This can be as a result of a successful endeavour with a particular piece of work or for recognition of progress made over a short period of time towards a longer term target or goal. It may also recognise minor contributions to school life outside of the classroom such as volunteering for additional tasks in tutor time etc.

R2 – This is recognition of a more concerted success in class or outside of lesson time. Tutors should reward all tutees with 100% each fortnight with R2 Attendance awards. R2 awards may also be used to recognise additional contributions to school life including being the junior receptionist, reading in school concerts, ‘buddying’ new students etc. Students who have successfully completed an agreed number of full weeks on target or report cards may achieve R2 awards.

R3 – An R3 reward triggers a postcard home in the majority of cases. R3 awards are given when all homework has been handed in over a set period e.g. a term, homework has been completed to exceptional standard, there has been a contribution to school life requiring a significant commitment from the student such as support for open evening / in school play or a student has achieved 100% attendance over 2 terms.

R4 – An R4 is an important recognition of a student’s endeavour in or out of the classroom. It results in a Head Teacher’s letter- Staff must make the Head Teacher’s Personal Assistant aware of the nomination for this award. Reasons for this award include examples such as; exceptional contribution to school community e.g. fundraising / peer mentor / school council / prefect / 100 % attendance in a year.

R5 – The R5 award is the highest recognition of praise within the school. It is awarded by Governors each year at the end of June. It is for students who have made an outstanding contribution to the community or school, in or out of the classroom. This award may be the result of a consistent effort throughout the year or as a result of one exceptional event. Staff may nominate students for this award and examples include: Outstanding behaviour throughout, net total of Rewards over 500 or contribution to school life including Senior Students / identified contribution to school.

Additional rewards:

In addition rewards for total number of points including the Prom Pledge are to be included for Year 11. Rewards such as privileges linked to number of gross achievement points are available to all students these may include:

Badges for total number of achievement points earned:

- Bronze Badge – 75 points
- Silver Badge - 175 points
- Gold Badge - 300 Points
- Star Governors Award

Whole school trips / activities linked to achievement points

Privileges for gross number of achievement points earned including:

Fortnight Lunch Fast Pass for 2 – 100 points

Week free break snack (Value 50P / Day) – 40 points

Lower Level Sanctions

BW—no formal action

L1— Recorded on Sims

Teachers' discretionary 5 min break detention

In lesson/ tutor may be moved seats

L2— Recorded on Sims

In lesson will be removed from class to safe room

Automatic 30 minute detention afterschool next day in faculty or with tutor

L3 — Recorded on Sims

In lesson will be removed from class to safe room

Isolated from subsequent lesson (s)

Automatic 30 minute detention afterschool next day in faculty or with tutor

Outside of lesson results in loss of breaks and lunches

Optional Friday SLT detention

Higher Level Sanctions

Failure to attend L2 detention = 1 hour DL detention following evening

Failure to attend DL Detention = Home contacted and next day 1 day isolation and 1 hour Friday SLT detention

3 x L2 detentions in one = additional SLT Friday detention in the same week

L4 (or persistent L2/L3) - Recorded on Sims

Internal Isolation or Fixed Term Exclusion (FTE)

L5 — Recorded on Sims

Serious Incident / Accumulated serious concerns

Options for L5: Governors Disciplinary Panel, FTE, IYFAP, Internal Alternative Provision, Internal Isolation

Use of support and target cards may be used at all levels

In Year Fair Access Panel (IYFAP)

Permanent Exclusion

Failed Managed Move

If resulting from ongoing concerns rather than 1 incident then:

Review of Behaviour Support including use of Falcon Centre (KS3) / Skills Centre where appropriate .

Behaviour plan agreed for fixed term

If unsuccessful referral to next IYFAP

Appendix 6

Powers to search

Searching, screening and confiscation

Advice for head teachers, school staff and governing bodies - February 2014 DFE

Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

What the law says:

- What can be searched for?

Knives or weapons, alcohol, illegal drugs and stolen items; and Tobacco and cigarette papers, fireworks and pornographic images; and Any article that the 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 property; and

Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

1. Can I search?

- Yes, if you are a head teacher or a member of school staff and authorised by the head teacher.

2. Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

3. When can I search?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Also note:

The law also says what must be done with prohibited items which are seized following a search.

The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

4. Authorising members of staff

- Head teachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.

Appendix 7

Application of the behaviour policy In line with The Department for Education guidelines

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

1. Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”²

2. Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

3. Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:
 - o taking part in any school-organised or school-related activity or
 - o travelling to or from school or
 - o wearing school uniform or
 - o in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- o could have repercussions for the orderly running of the school or
- o poses a threat to another pupil or member of the public or
- o could adversely affect the reputation of the school.

4. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

² Section 90 of the Education and Inspections Act 2006

Appendix 8

Detention

What the law allows³:

1. Teachers have a power to issue detention to pupils (aged under 18).
2. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
3. The times outside normal school hours when detention can be given (the 'permitted day of detention') include: a. any school day where the pupil does not have permission to be absent; b. weekends - except the weekend preceding or following the half term break; and c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
4. The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions. Matters schools should consider when imposing detentions.
5. Parental consent is not required for detentions.
6. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described above, when imposing a detention.
7. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

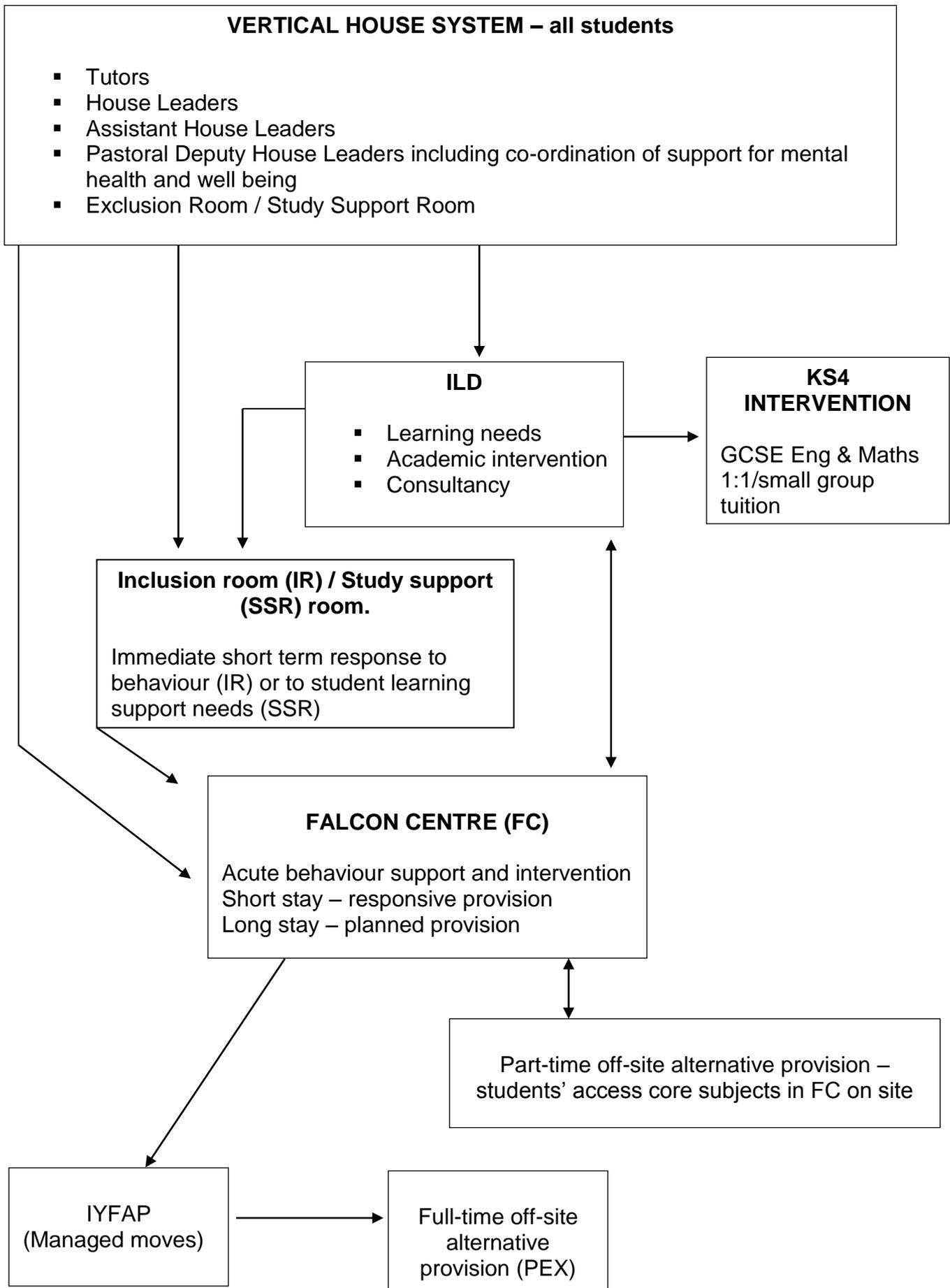
Detentions outside school hours:

8. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - a. Whether the detention is likely to put the pupil at risk.
 - b. Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - c. Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
 - d. Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

³ DFE Behaviour and discipline in schools Advice for headteachers and school staff ,February 2014

Appendix 9

The John of Gaunt School Inclusion Structure and On Site Alternative Provision



We have high expectations of all our students. Being an inclusive school does not mean having lower or different expectations for students who find behaving well a challenge. Some of our students require more intensive and personalised support in meeting those high expectations consistently. The Falcon Centre is our on-site provision for students requiring acute behaviour support in order to ensure they achieve well.

The Falcon Centre is typically expected to be used as intervention prior to students being referred to the West Wilts Alliance In Year Fair Access Panel (IYFAP)

Appendix 10

Attitude to Learning

Students will be graded each lesson with a mark between 1 – 4 (1 = low, 4 = high) to evaluate learning and allow for intervention when Attitude to Learning requires improvement. Scoring is as follows:

<u>4</u> Excellent	Attitudes to learning are exemplary. The student challenges themselves, shows resilience, works independently and supports the learning of others. <i>Homework is completed to an excellent standard by the deadline.</i>
<u>3</u> Good (min. expectation)	The student displays a positive attitude towards their learning. They try hard, contribute well and maintain focus. The student demonstrates pride in their work. <i>Homework is completed to a good standard and by the deadline set.</i>
<u>2</u> Concern	The student undertakes their work but not always to the best of their ability. They may lose focus at points in the lesson which distracts others. <i>Homework may be completed but not to a satisfactory standard or the set deadline has been missed.</i>
<u>1</u> Poor	The students' attitude to learning has a negative impact on their progress and the progress of others. <i>Homework has not been completed or has been completed to a very poor standard.</i>