

ST. IGNATIUS COLLEGE
'Men and women for others'



Behaviour for Learning

July 2015

Pastoral Assistant Headteacher

Next Review July 2018

- *Teachers have the right to teach*
- *Pupils have the right to learn*
- *Everyone has the right to safety and respect.*

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Teaching and Support Staff Responsibilities

It is the expectation of each teacher to manage behaviour for learning in their classroom, where they are responsible for maintaining the highest standards and a consistent approach.

In their dealing with pupils, staff are expected to promote the values of honesty, fairness, trust, politeness and respect for each other, modelling the desired behaviour which they expect from pupils.

We expect all members of staff to follow these guidelines:

- Lessons are well planned and delivered with differentiation, pace and challenge
- Ensure you are familiar with your pupils' learning profile e.g. PP, SEN, EAL
- Punctuality to lessons
- Pupils are lined up outside the classroom in silence (although not for lengthy periods of time)
- Pupils are reminded to enter the room in silence, go to their desks and remain standing IN SILENCE until greeted by their teacher ('Good Morning' / 'Good Afternoon')
- To know the names of the pupils in your class
- Use lesson monitor to record lesson attendance
- Safeguard pupils by following up on any non-attendance of a pupil to a lesson
- Circulate around the room during the lesson to maintain good order and assist pupils who need help
- Set homework using Show My Homework in accordance with the Homework policy
- Mark constructively and promote dialogue with the pupils.
- Reward pupils for effort, progress and attainment in line with the College's reward system
- Respond promptly to any request for information on a pupil in the class
- At the end of the lesson instruct pupils to pack their bags, stand up and put their chairs under the desks, remaining in silence until dismissed

- Dismiss pupils section by section (NEVER the whole class) while you stand at the door to oversee the departure of pupils from the room
- Provide a staff presence on the corridor to manage behaviour by standing outside your classroom during movement time

Pupil Responsibilities

All pupils are expected to be organised and show a positive and proactive attitude to learning in the classroom. You can show this by:

- Arriving on time for school and lessons, ready to learn
- Bringing correct equipment, books, kit and diary to all lessons
- Taking pride in the presentation of your work while following the T.H.U.D guidelines
- Lining up in silence outside the classroom
- Entering the classroom in an orderly, silent manner
- Walking in silence to your desk and standing IN SILENCE until greeted by your teacher
- Sitting in an allocated seat, removing books and equipment from your bag, before placing your bag on the floor and beginning the starter activity
- Following the given instruction the first time it is asked
- Putting your hand up to ask a question or when unsure of what to do
- Work in silence unless instructed differently by the teacher
- Remaining in your seat unless given permission to move around the room
- Being respectful of others' contribution, work effort and point of view and actively listening when others are talking
- Avoiding any form of calling out or derogatory comments which disturb others from learning
- Completing all class work and homework to the best of your ability
- Not eating, drinking or chewing in the classroom. Water may be consumed at the discretion of the teacher
- When using the computer, only visiting sites related to the task
- Handing homework in by the given deadline
- Seeking help from Student Services for any problem with Show My Homework.
- Ensuring that your work area is left tidy by pushing your chair under the table and placing any rubbish in the bin
- Leaving the classroom in an orderly manner once dismissed

The following learning behaviours are regularly reinforced at the College:

- **Resilient learners** believe that they can succeed, even when things get difficult. They can manage their emotions and draw on different resources to help them become 'un-stuck'. Resilient learners enjoy a challenge.
- **Resourceful learners** use a range of resources and are creative in their approach to solve problems. They learn with and from others, are flexible and apply what they have learned. Resourceful learners are willing to take risks.
- **Respectful learners** listen to each other and are mindful of other people's work, effort and opinions.
- **Responsible learners** take ownership of their own learning. They reflect on their own areas of weakness and strength and ask for and offer help when needed. They learn well alongside others and know right from wrong.
- **Reflective learners** evaluate their own learning and look for ways of improving their own performance. They learn from mistakes and listen to different opinions. Reflective learners ask questions, look for patterns and link what they are learning to other areas of life.

Parental Responsibilities

We ask that Parents and Carers work with the staff at St Ignatius College to support their child's Behaviour for Learning in the classroom by:

- Signing the home / school agreement in the pupil diary at the start of the academic year
- Checking and signing the pupil diary each week
- Attending all Parents' Evenings and Support Evenings
- Providing your child with basic equipment as detailed in the school planner and a school bag which is big enough to hold their textbooks and exercise books
- Ensuring your child arrives to school on time and with the correct books, kit and equipment for the lessons that day
- Overseeing the completion of homework tasks

- Monitoring your child's use of 'Show My Homework' and informing the school of any concerns
- Contacting the school about any concerns about your child's progress

Equality Act 2010

This policy acknowledges the schools' legal duties under the Equality Act 2010. The College will also be aware of what children bring to their learning, from home and their prior experiences. We will ensure that children from different cultures, with different religions and worldviews, and pupils with special educational needs and disabilities (SEND) have full access to the curriculum.

To overcome potential barriers to equality St Ignatius College will take into consideration the following specific needs of children, and how these might affect children's approaches to learning:

- SEN (e.g. Asperger Syndrome, Dyslexia, Dyspraxia, Attention Deficit Hyperactive Disorder (ADHD), general learning difficulties etc.)
- Difficulties with communication, language and literacy
- Behaviour difficulties
- Physical impairment
- Emotional difficulties
- English as an additional language (EAL)
- Race and ethnicity
- Religious belief
- Gender issues
- Social background
- Ability.