



RAINEY ENDOWED SCHOOL

POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

Implementation Date – February 2024

Review Date – February 2025

Signed _____ BoG

At Rainey Endowed School, our Behaviour and Discipline policy is based on the development of caring relationships among pupils, parents, teachers, and non-teaching staff. (the Rainey family) RES is a caring school, committed to excellence in all areas of its service to the local community, Rainey Endowed School desires to educate its pupils as successful learners, confident individuals, responsible and global citizens of the 21st Century.

AIMS

The Policy supports the delivery of the school's mission statement and is an integral part of the curriculum in practice.

The policy seeks to:

- Develop pupils' responsibility, self-discipline and respect for others and themselves.
- Create an ordered and caring environment in which effective learning and individual growth are promoted.
- Ensure that staff, pupils, and parents are aware of the school's expectations of behaviour.
- Provide guidelines and principles to promote positive relationships.
- Provide guidelines and principles to deal with unacceptable behaviour.
- Identify and address the underlying causes of behaviour.

MISSION

- We aim to stimulate and challenge the minds of our pupils in order for them to attain the highest academic achievement. Our interest in our pupils is not confined to academic results. We ensure that our pupils acquire life-long skills, which prepare them for the challenges of the future.
- We also encourage each pupil to develop their personal talents through a wide range of extra-curricular opportunities.
- Our school is a happy and caring community which believes in traditional values. We aim to make our pupils feel a sense of belonging and to develop personal qualities of tolerance, mutual respect, courtesy, hard work and integrity. Each will feel equally supported to achieve their potential and develop their talents, however diverse.

VALUES

Our emphasis on helping all our pupils to master these, will encourage that they become first class versions of themselves and succeed, however the global economy of the future changes.

COURAGE

Providing pupils with the necessary abilities, skills, knowledge and understanding to excel both today and into the future.

INTEGRITY

Empowering pupils to be happy, satisfied, self-aware and comfortable in their own skin.

RESPONSIBILITY

Providing pupils with an infectious love of learning and a strong desire to find out more.

COMPASSION

Encouraging that pupils are kind and show a concern for others and the world around them.

JUSTICE

Ensuring pupils embrace challenge, have high expectations and readily do things that are difficult and test their abilities.

RESILIENCE

Empowering pupils to be dedicated, have the right attitude, and recognise that effort, process and application are more important than innate ability.

CREATIVITY

Encouraging pupils to use their imaginations, think critically, and develop their own original ideas.

CONFIDENCE

Empowering our pupils to ambitious, self-assured and have an appreciation of their talents and qualities.

RESPECT

Providing pupils with the ability to relate effectively across cultures.

This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Attendance
- Drugs
- Safeguarding and Child Protection
- SEND
- Pupil Acceptable Use
- Pupil Code of Conduct

RES INITIATIVES

Rainey Endowed School takes considerable pride in developing ideas to promote positive behaviour.

Strategies to date include:

- Using the school's website and social media platforms to publicly display and celebrate pupil success and achievements.
- A revised classroom Positive Behaviour Policy
- Developing initiatives to promote extra-curricular involvement.
- Awarding 'Certificates of Commendation' for outstanding achievement in various areas of school life
- Designed and implemented a new Conduct Module scheme to engage parents/guardians in the success of their children.
- Revision of the school's honour and merit awards system

ACTION PLAN FOR POSITIVE BEHAVIOUR

GOOD RELATIONSHIPS

It is our belief that good discipline is based, first and foremost, on good relationships between staff and pupil and high expectations of pupils in terms of behaviour and work. It is our belief that discipline should be based on mutual respect for and between pupils and staff. Good discipline practices create the conditions for effective learning and working in partnership with pupils, staff endeavour to create an environment where constructive learning takes place.

The best form of pastoral care is that pupils are well taught, good working habits are established and positive behaviour is encouraged. This enables them to learn self-control, self-respect and respect for others and their property.

We are preparing our young people for life, so that they can establish themselves effectively in the world of work.

All members of staff share a common responsibility for always maintaining good discipline, both in, and out of school, where this is appropriate. To achieve this, a knowledge of the school rules is needed so that there can be a common and consistent approach; it is most important that disciplinary measures are seen to be fair and reasonable.

It is worth pointing out that parents and guardians have a key role in the areas outlined above. Their role is also highlighted in the Teaching 'Learning and Policy' (Appendix one – pages 13-16). The home School Agreement (in pupil planners) is signed demonstrating that our parents will support us in ensuring that their children or wards conform to our standards and wishes.

CONTRIBUTION OF STAFF TO GOOD DISCIPLINE:

The Principal has been given the primary responsibility for the maintenance of high standards by the Board of Governors. This is delegated to Senior Staff with specific responsibilities (Appendix two – page 17), but ultimately to all staff.

It is important that all staff see that there needs to be a common approach, which is fair and consistent and that proper standards are always insisted upon, in terms of work.

GUIDANCE TO STAFF IN MANAGING BEHAVIOUR AND DISCIPLINE:

A firm reprimand is often more effective than a public display of temper and is much less stressful. Pupils should be in no doubt as to why they are being punished, and what would have constituted a more acceptable form of behaviour. The professional conduct of all staff is of central importance for effective discipline. Positive staff influence stems from attitude, character, example, teaching skills and the rapport established with pupils. All staff have the right to be allowed to teach, do their job, to be listened to and to expect the full support of parents and pupils in upholding the school's standards. Pupils should have an opportunity to reflect on their conduct, understand its effect on others in the school community and, as appropriate, make amends as necessary. Pupils should also be encouraged to develop a more positive attitude and appreciate the benefits of so doing to others and to themselves.

Members of staff have responsibilities which include:

- Ensuring that the pupils are fully aware of the Pupil Code of Conduct and class rules.
- Planning lessons with clear aims and objectives
- Preparing lessons geared to the individual needs of the pupils.
- Arriving in class on time and ensuring pupils enter class in an orderly manner
- Meeting and greeting pupils at the door of the classroom
- Ensuring that pupils are seated before lessons begin and remain seated until they are given permission to move or leave the class (except in practical classes)
- Marking the register and check for absentees
- Sharing learning outcomes and success criteria with pupils
- Establishing a purposeful, learning environment
- Using effective classroom management strategies and insist on silence when teaching to whole class
- Making pupils aware of your expectations while in your class and maintain high, realistic expectations
- Ensuring that instructions given to the pupils are understood and followed
- Not accepting behaviour or work of an unsatisfactory standard
- Being consistent and fair
- Calling all pupils by their Christian names and treat pupils with courtesy and respect
- Considering pupils' intentions as well as their actions
- Dealing diplomatically with anti-social behaviour
- Taking bullying seriously
- Engaging with pupils in extra-curricular activities
- Praising pupil achievement as often as possible and reward good behaviour in and out of classroom
- Avoiding unnecessarily discussing individual incidents or pupils openly with uninvolved staff

GUIDELINES FOR MANAGING UNACCEPTABLE BEHAVIOUR

- Consistent use of SIMS Comments
- Remain calm at all times and avoid confrontational or hostile dialogue
- Address the actual behaviour without getting involved in long discussions
- If you become angry indicate the reason for your anger and concentrate on the pupil's behaviour not their character
- Bring relevant rules to the pupil's attention
- If your right to teach is being infringed, say so and insist on acceptable behaviour
- Try to tactically avoid low-level attention seeking
- If a pupil argues, re-assert your position and the rules – do not get involved in an argument
- Try not to give a pupil the impression he/she is constantly being singled out
- Speak to the pupil after class and explain why their conduct was not acceptable
- If problems persist, seek the help and advice of another colleague, your Subject Leader, the pupil's Year Head or a member of SLT
- Arrange a meeting with another member of staff and parents to discuss the issues
- Speak to the pupil after class and explain why their conduct was not acceptable

- If problems persist, seek the help and advice of another colleague, your Subject Leader, the pupil's Year Head or a member of SLT
- Arrange a meeting with another member of staff and parents to discuss the issues

Staff Roles

REG TUTOR

The Reg Tutor will have very regular contact with a group of pupils, seeing them every morning. On most mornings, the time will be short and the main tasks will be registration and notices; however, during Wednesday morning, the Reg Tutor will have a longer time to devote to pastoral matters. It is hoped that strong relationships will be created as the Reg Tutor moves up with the group.

The areas which fall to the Reg Tutor are:

- attendance
- punctuality
- diary check (is it neat; homework pattern laid out two weeks in advance; is it signed by parents etc)
- dissemination of information
- pastoral care
- uniform/appearance/ jewellery
- liaise closely with the Head of Year; very often the start of a problem may be observed by the Reg Tutor and early contact with the Head of Year would be important. For example, the Head of Year should be informed if there are comments by the Reg Tutors in the diary who may need support. They must liaise with their respective Heads of Year on a weekly basis
- serve as another step in the progression of a disciplinary issue with a pupil who has exhibited unsatisfactory behaviour
- be in contact with parents and work closely with the Assistant Principals in charge of the various key stages

HEADS OF YEAR

The Heads of Year are responsible for most areas of the pupils' lives in school. They are central to our system and are often the first point of contact for parents.

The Head of Year will:

- get to know the pupil thoroughly, becoming familiar with his/her capabilities (both academic and personal), needs and background, providing him/her with advice and support
- seek to engage the goodwill of the pupil, earning his/her confidence and encouraging the pupil to identify the community of interest which exists between pupils and staff
- speak on the pupil's behalf to teachers and liaise on academic and pastoral matters with parents
- seek to ensure that the pupil copes with the demands of academic courses through the proper organization of homework and revision for examination
- promote positive behaviour and apply discipline

- encourage pupils to maintain high standards of personal appearance and punctuality
- encourage the pupil to develop qualities of self-confidence and initiative through involvement in a range of extra-curricular activities
- maintain a behaviour record for each pupil – review SIMS Behaviour and Achievement every 2 weeks
- issue a report card for a pupil giving cause for concern
- issue and supervise weekly detentions (on a rota basis)

CLASS TEACHER

The Class Teacher should expect pupils to adhere to the Positive Behaviour Policy.

The Class Teacher will:

- get to know the pupil within their class setting
- record behaviour-positive and negative (review regularly)
- help pupils develop an enthusiasm for the subject
- liaise with their Head of Department on any class opportunities or issues
- liaise with Reg Tutors and Year Heads for all pupils across their subject areas as required

HEADS OF DEPARTMENT/ HEADS OF SUBJECT

The Heads of Department also play an important part in the maintenance of good order and standards.

The Head of Department/Head of Subject will:

- have an oversight of, and responsibility for, the corridors and rooms belonging to the departments
- be aware of how pupils conduct themselves in their area
- be aware of the academic progress of pupils in their subjects - review SIMS Behaviour and Achievement every 3 weeks at department meeting
- liaise with individual teachers about pupils' progress
- have a responsibility to deal with pupils who are causing problems in class
- liaise with Heads of Year to attain an overview of the pupil and his/her background
- take immediate action regarding pupils who are impeding the progress of a class
- arrange their own HOD Departmental Lunchtime Detention

ASSISTANT PRINCIPALS

The Assistant Principals have specific responsibility for the oversight of three main groups of pupils: KS3 (Years 8,9 and 10); KS4 (Years 11-12); and Sixth Form (Years 13-14).

The Assistant Principal will:

- support and liaise with their respective Heads of Year on a regular basis
- serve as another step in the progression of a disciplinary issue with a pupil who has exhibited unsatisfactory behaviour
- be in contact with parents and work closely with the Head of Pastoral Care (HOPC) and the Vice-Principal
- issue a report card for a pupil giving cause for concern
- issue and supervise Thursday afternoon detention (on a rota basis)
- develop new strategies as and when required to address whole-school issues
- ensure and/or encourage pupils to be involved in school life
- make pupils aware of opportunities
- support pupils in their journey through school, both pastorally and academically

HEAD OF PASTORAL CARE

The HOPC will serve as the next step in the progression of a disciplinary issue with a pupil who has exhibited unsatisfactory behaviour.

They Head of Pastoral Care will:

- support and liaise with their respective Key Stage Leaders on a regular basis
- be in contact with parents and work closely with the Vice-Principal
- closely monitor pupil attendance, identify pupils whose attendance is unsatisfactory and implement strategies to promote a positive outcome
- ensure and/or encourage pupils to be involved in school life
- make pupils aware of opportunities
- support pupils in their journey through school, both pastorally and academically.

VICE PRINCIPAL

The Vice-Principal will work closely with the Heads of Year, Key Stage Leaders and Assistant Principals. It may be that pupils for extremely serious offences will be taken straight to the Vice-Principal. However, it is hoped that the stages of implementation of the Positive Behaviour Policy (Appendix three – page 18) if needed, will be incremental based on the Action Plan and that pupils will reach the Vice Principal only after other approaches have failed.

PRINCIPAL

The Principal is the final link in the Positive Behaviour Plan. The Principal will work closely with Vice-Principal and Head of Pastoral Care in dealing with the most serious issues which may occur.

BOARD OF GOVERNORS

The Board of Governors work with the Principal to support the hard work of staff to provide a safe school environment, conducive to teaching and learning, and oversee the life of the school. The Education Sub-committee plays a key role in this.

It is essential to note there may also be incidents which involve a range of outside agencies such as Educational Welfare, Social Services, and the Police.

The Policy poster at Appendix four (page 19) is displayed in all classrooms to promote Positive Behaviour.

CONSISTENCY IS KEY BY ALL STAFF

Pupils

CONTRIBUTION OF PUPILS TO GOOD DISCIPLINE

Pupils have the right to be taught effectively in a proper environment, to experience a well-balanced curriculum and to be treated positively and fairly. In return, they are expected to be co-operative and well mannered, to respect others and to contribute positively to school life. They must be familiar with the Pupil Code of Conduct in their School Planner and its implications for their behaviour. Within this framework, teachers will seek to draw pupils towards an understanding of a range of important issues through discussion in the pastoral programme (LLW) and at registration. Pupils will be encouraged to see the relevance of the school rules and parents will be informed of all such rules. Further details on the pupils' contribution to good behaviour and discipline are found in Appendix three (page 18).

PUPILS' CONTRIBUTION TO GOOD BEHAVIOUR AND DISCIPLINE:

The school rules, as outlined in the Pupil Code of Conduct, protect the rights and responsibilities of pupils, parents and teachers and the following issues are deemed to be important by the school. Pupils contribute by:

- Treating all people equally and displaying good manners to all in the school
- Caring for others; aggressive and coarse behaviour, physical or verbal bullying, cannot be tolerated
- Avoiding placing others at risk by acting in an inappropriate manner both in and outside school, or on buses and through the medium of social media or related activities
- Showing courtesy to all members of the school community and visitors
- Recognising the importance of good attendance and punctuality to school and all lessons
- Understanding the importance of high standards of personal presentation, taking pride in wearing the school uniform correctly at all times, whether inside or outside the school

HEADS OF SCHOOL, SENIOR PREFECTS AND PREFECTS

RES as a school that encourages pupil leadership and values the role of the pupil dimension in the 3-way partnership. As such, it looks for support from its most senior pupils.

Senior Prefects are attached to the different age groups and are expected to show leadership to their peers and to the rest of the school. The Prefects and Senior Prefects, including the Head Boy and Head Girl and their Deputies are also involved in many duties around the school and on public transport in the mornings and afternoons. They are expected to set high personal standards and to liaise closely with the Staff. They must also behave in an appropriate manner as to set standards and be role models for the younger year groups.

STUDENT COUNCIL

The Student Council is tasked with communicating with their peers via their Tutor/ Reg groups, subject classes and other areas. Through discussion they then avail of the opportunity to bring any issues or concerns so their voice can be heard. The School Council can then carry forward pressing points of discussion to Senior Staff and Board of Governors. This forum facilitates pupil involvement in decision making and integration into the school community, and in so doing, lay the foundations of positive behaviour.

DESIRABLE BEHAVIOUR IN PUPILS:

- be trustful, courteous, and considerate
- work to the best of your ability and submit all work on time
- contribute fully to the community life of the school
- help to keep the school safe and welcoming
- wear the correct uniform with pride
- behave responsibly both inside and outside the school
- demonstrate a positive self-image and the confidence to engage successfully in activities
- show respect for the views, ideas, and property of others
- adhere at all times to the e-safety policy and the use of social media/mobile phones
- recognise that all have a right to share in and contribute to the lesson
- co-operate with your teacher and peers on shared activities
- apply yourself to the task, and work to the best of your ability
- adhere to the accepted conventions of courtesy and good manners
- respond positively to opportunities to act independently of the teacher and to show initiative
- remain on the school premises unless permission is given to leave
- come to school on time and fully equipped for the lessons of the day

UNDESIRABLE BEHAVIOUR IN PUPILS:

- being unkind to your peers, including engaging in any form of bullying
- calling out in class, interrupting others and being inattentive when others are contributing to the lesson
- displaying a lack of interest in learning and preventing others from learning
- being unable or unwilling to abide by the accepted conventions of courtesy and good manners
- defacing, destroying, or stealing other pupils' belongings or school property
- directing abusive language at other pupils or a member of staff
- acting aggressively or with violence towards other pupils or a member of staff
- Inappropriate use of e-devices including mobile phones, tablets, and other electronic devices

EXPECTED CLASSROOM STANDARDS – BEHAVIOUR FOR LEARNING

PUNCTUALITY

- Arrive at class on time, and with all the books and equipment you need to work in the subject.
- Enter rooms in an orderly fashion when instructed by a member of staff.

START OF LESSONS

- Be on time for all classes, if late you must offer an explanation to the class teacher.
- Be prepared for class - take out the correct books and equipment. Place bags safely below the desk or where your teacher advises.

DURING LESSONS

- Address staff as Sir or Miss/Mrs
- Listen and concentrate when your teacher/support staff member talks.
- Respond to questions as directed by the teacher. Ensure that your behaviour does not interfere with or interrupt the learning of others.
- Raise your hand and wait patiently if you have a problem or need support with work or if you need to speak to the teacher for any other reason.

END OF LESSONS

- Do not begin to pack away until the teacher instructs you.
- Only when the teacher says so may you leave the room in an orderly manner.

HOMEWORK

- Record all homework/requests in your homework diary. This is the responsibility of each student.
- Complete homework/assignments by the appropriate deadline.

EXPECTATIONS IN CLASS

- Show respect for visitors when they enter your classroom.
- Show respect for all teaching and non-teaching staff.
- Keep unkind words and actions to yourself.
- Show consideration for others.

EXPECTATIONS THROUGHOUT SCHOOL

- Wear uniform correctly
- Walk on the left-hand side of the corridors
- Hold doors open for others including pupils, staff, and visitors
- Use please and thank you

Parents

CONTRIBUTION OF PARENTS TO GOOD DISCIPLINE

Close co-operation between home and school is essential for the maintenance of good discipline in schools. Parents have the right to expect adequate information, to be listened to and to know that their children will be safe, secure, and properly taught. In return, they have the responsibility to send their children to school regularly and punctually, adequately prepared, and smartly presented in proper uniform; to monitor their child's progress, to offer relevant information regarding personal and academic details, to meet with staff when necessary and to support school policies and ensure their child abides by school rules. They are expected to ensure that their child completes all homework set and should sign the School Planner each week and immediately acknowledge teacher comments/notes. They should attend all parents' meetings called by the school to discuss their child's progress or behaviour. It is essential parents engage with the new conduct module for behaviour and achievement, receiving communications from the school to ensure they are kept up to date with their child/children's progress.

SANCTIONS

Working actively together, teachers, parents and pupils are able to focus on the positive rather than punitive side of discipline. It must be recognised, however, that there will be occasions when more serious breaches of discipline will occur and that some pupils will contravene school rules and accepted patterns of behaviour. Consequently, it is necessary to have a set of procedures and sanctions for dealing with such offences, which are clearly understood, agreed, and consistently applied by all staff.

The sanctions to be employed in respect of indiscipline will depend upon the nature and seriousness of the misdemeanour. Persistent misbehaviour is regarded by the school as a serious breach of discipline liable to the most serious sanctions. Teachers will record in SIMS any misbehaviour. Teachers may inform parents via the School Planner or SIMS of any behaviour issues. If these are considered to be serious or persistent they will be dealt with by the appropriate staff member, with specific responsibilities for example HOY (Appendix two – page 17).

SANCTIONS SHOULD:

- be fully understood by all staff (teaching and non-teaching), pupils and parents;
- be applied by staff in a fair and consistent manner;
- be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- be proportionate to the offence;
- defuse, rather than escalate, the situation;
- focus on the misdemeanour, rather than the pupil;
- allow the pupil to save face, and encourage a more positive attitude in future;
- take account, as necessary, of the age, degree of maturity, special educational needs, home background and any other relevant circumstances of the pupil.

SANCTIONS SHOULD NOT:

- be applied to entire classes or groups of pupils, when the guilty parties have not been identified;
- degrade pupils, or cause them public or private humiliation;
- involve physical force.

INAPPROPRIATE AND COUNTER-PRODUCTIVE SANCTIONS WHICH SHOULD NOT BE USED INCLUDE:

- sarcasm;
- mimicking the pupil;
- making unfavourable comparisons with brothers or sisters;
- criticising the parents;
- overreacting;
- backing the pupil into a corner, either verbally or physically.

HIGHER LEVEL OF SANCTIONS:

Rainey Endowed School will be following procedures on sanctions outlined in the Behaviour policy. In line with sanction guidance written in this policy, staff member(s) will consult (as necessary) with SLT/HOY regarding severity of punishment. This may result in further sanctions being imposed with the most severe cases resulting in suspension and/or expulsion.

EXPULSION:

Rainey Endowed School's Code of Conduct sets out our expectations for all our pupils and staff in ensuring that we are compliant with legislation governing the expulsion of pupils and in relation to our statutory duties relating to this.

A decision to exclude a pupil will be taken only in response to a serious or persistent breaches of the school's behaviour policy. Where allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school as part of a one-off offence.

Appendix One

Rainey Endowed School: Teaching and Learning Policy

INTRODUCTION

The vision statement and aims of our school, as stated in our School Development Plan, are at the heart of our approach to teaching and learning.

We want our pupils to become:

Successful Learners... who enjoy and understand their own learning and who know what they need to do to make progress and fulfil their potential.

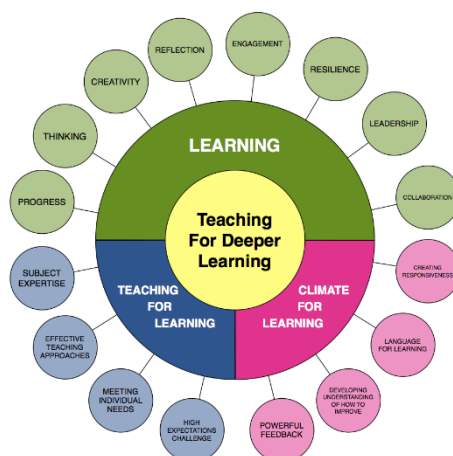
Confident Individuals... who are equipped with the skills to adapt to and cope with an ever changing global society.

Responsible Citizens... who demonstrate a commitment to themselves, friends, family, their local community and the wider world.

AIMS

- Provide a relevant, broad and balanced education for each child within the Northern Ireland curriculum.
- Be a caring community centred upon mutual respect, tolerance and respect for others.
- Extend our culture of self-evaluation by stimulating a desire to learn, raising aspirations and increasing opportunities and participation.
- Promote health, well-being, happiness, enjoyment and independence in a safe, secure and caring school, catering for the physical, emotional, spiritual and moral and cultural needs of our pupils.
- Value and respect everyone, recognise their strengths and differences, encourage them to develop their skills and abilities and have a positive attitude to each and every member of our community.
- Improve the three-way partnership (parent-pupil-school) to enable our pupils to attain their full potential.
- Develop communications, leadership and interpersonal skills through language, literacy and communications – the use of ICT to improve/engagement, and learning and teaching, maximise independence.
- Prepare our pupils for challenges and opportunities of a complex and technologically advanced 21st century society through creativity, innovation and motivated approach to teaching and learning.

FEATURES OF HIGHLY EFFECTIVE TEACHING AND LEARNING



- The teacher's subject knowledge is up to date and they are able to bring in real world examples from outside the classroom.

learning process; as such, we are committed to modeling enthusiasm for their subject, and encourage the pupils to develop interest in the

- Teachers' understanding of the pedagogy related to their subject is also essential for good teaching and learning to take place. Therefore, the school is committed to ensuring that teachers have the opportunity to develop in this regard. This includes both internal and external INSET opportunities.
- Teachers will aim to create an effective climate for learning. At the Rainey Endowed School, whilst we have high expectations for our pupils, we also place great importance on building relationships with students which are conducive to learning and which reflect the belief that learning is a social and collaborative activity.
- Good teaching and learning are carefully planned for: schemes of work are developed and agreed within departments and focus closely on pupil learning and a variety of teaching approaches.
- Lessons are carefully planned and effectively structured to focus on delivering the key learning intentions.
- Schemes of work and lesson plans include a range of resources and a range of adaptable and flexible teaching and learning approaches which respond to the diversity in the classroom. Teachers' awareness of the different learning needs will also take account of any relevant IEPs/PLPs
- Schemes of work and lesson plans ensure that there is a relevant emphasis on literacy and numeracy which is in line with the school's policies on the same.
- Assessment approaches will be formative as well as summative.
This means that:
 - Learning Intentions are shared and reviewed with students throughout the lesson; likewise, students are aware of, and often will have negotiated success criteria for key assessments.
 - Effective questioning is used in the classroom.
 - Effective feedback is given to pupils and pupils are given time to respond to opportunities for improvement.
 - Peer and self-assessment are used to encourage meta-cognition. The ultimate goal of any such activities is to encourage improvement and, ultimately, independent learning.
 - Deliberate Practice is encouraged and embedded across the curriculum.
 - Summative and formative assessments and other forms of data (through SIMS, for example,) are used to inform teaching and learning and to encourage progress and improvement.
 - Collaborative and interactive learning are encouraged through a range of activities in the classroom. Lessons should, where appropriate provide students with opportunities to work independently, collaboratively and to take leadership roles. Lessons should have a balance of practical, written, and oral work.

LEADERSHIP OF TEACHING AND LEARNING

'There is widespread agreement now that of all of the factors inside the school that affect children's learning and achievement, the most important is the teacher...' (Hargreaves and Fullan)

As a school, we recognise the significant role teachers play in the successes and achievements of all of our pupils. As such, it is our goal that all of the lessons delivered will be in the “good to outstanding” category in order that we might help our pupils to become engaged and independent learners who will leave us with a lifelong love of learning, ready to play their part as global citizens of the twenty-first century world.

Rainey Endowed School recognises that high quality Teaching and Learning is a collective responsibility and that interactions among and between teachers are crucially important in this regard. Lesson plan templates and support materials focus on a clear understanding of how students best learn and on a recognition of the factors which have the greatest impact on learning. The models below reflect our guiding principles.

THE PRINCIPLES OF INSTRUCTION

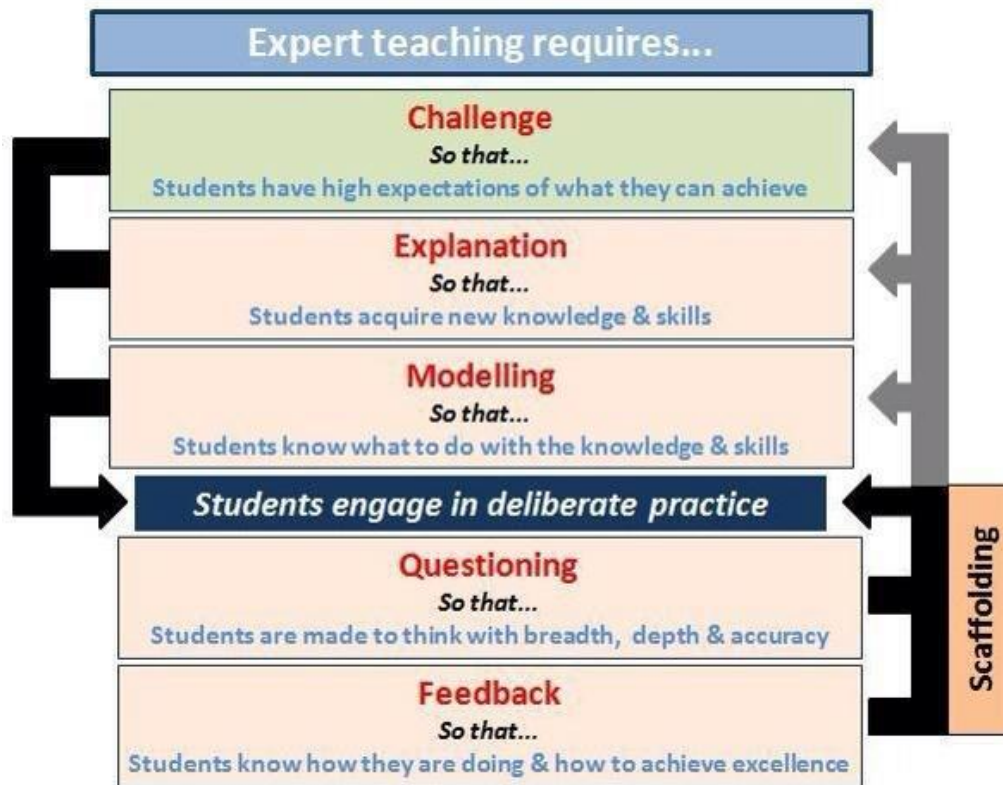
TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



<p>01 DAILY REVIEW</p> <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p> <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p>
<p>03 ASK QUESTIONS</p> <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p>04 PROVIDE MODELS</p> <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p>05 GUIDE STUDENT PRACTICE</p> <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p> <p>Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p> <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p> <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p> <p>Independent practice produces ‘overlearning’ — a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p> <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>



(Allison and Tharby: *Making Every Lesson Count*)

SHARING GOOD PRACTICE

- Monthly departmental meetings aim to focus primarily on teaching and learning
- Subject Leader meetings aim to take time to reflect on and share good practice
- Staff Development Days give priority to Teaching and Learning; opportunities will be given for staff to reflect on and share good practice both within and across departments
- Further sharing of good practice will be encouraged by: Shared Area in PA9; lesson observations; membership of the Teaching and Learning Group; dissemination of relevant research and resources by AP T&L

MONITORING AND EVALUATION

- Priorities for the year will be established in line with the School Development Plan and in response to training needs which may have been identified through PRSD or line management meetings. The Assistant Principal, in conjunction with SLT, will lead this process and have overall responsibility for the associated Action Plan. Departmental priorities will, furthermore, take cognisance of this action plan.
- In line with the PRSD structure, all teachers will be observed for one hour each year. Observations may be conducted by line managers and/or the Principal

- Line managers will play a key role in supporting the leading of teaching and learning in individual departments; line management meetings should facilitate discussion of the same and follow-up support will be offered where required
- If any of the review structures reveal areas of concern with the performance of individual teachers, a programme of support will be drawn up

Appendix Two

Lines of Communication

<u>AREA OF CONCERN</u>	<u>FIRST POINT OF CONTACT</u>	<u>SECOND POINT OF CONTACT</u>	<u>THIRD POINT OF CONTACT</u>	<u>FURTHER CONTACT</u>	PRINCIPAL	BOG
Pastoral	Reg tutor	HOY/school counsellor	Heads of KS3 – CMC-8 IF 9&10 Head of KS4 11 and 12 – CS Head of KS5 13 &14- CMD	HOPC – CS/VP		
Academic	Class teacher	HOD	Subject line manager	VP– NMC		
SEN/learning support	SENCO - CS	SENCO - CS				
School Admin	Mrs Young Mrs Stockman Mrs Spillane					
CP/safe guarding	DSL DDSL	DSL DDSL				

Appendix Three

Positive Behaviour Policy

Our policy towards positive behaviour of pupils enables:

- Safety, wellbeing and conditions for learning and achievement
- Consistent and fair treatment for members of our school community

EXPECTATIONS

- We Respect ourselves, others and property
- We use good manners and behave courteously and responsibly
- We follow instructions and respect the learning environment
- We adhere to school policy regarding use of mobile phones
- We take pride in our appearance, wearing uniform correctly
- We work hard and always try our best
- We arrive to class on time, prepared and equipped for work
- We complete work on time and to the best of our ability

Rewards

While we expect pupils to become part of the school community and to behave with respect towards others, we recognise the importance of rewarding good behaviour or improvements in pupils. Rewards include:

- Verbal or written praise from teacher in diary or on homework
- Merits awarded for good behaviour or work
- Merit email sent home
- Positive comments on Reports and at Parents' Consultations
- Head of Year/Subject Leader commendation
- Head of School/Vice Principal commendation
- Principal commendation
- Merit prizes and certificates
- Outstanding Achievement celebrated at Assembly

Positive Behaviour Poster

OUR LEARNING VALUES

I am RESPECTFUL

"I treat others the way
I want to be treated"



I am RESPONSIBLE

"I follow directions
without debate"



I am RESILIENT

"I never ever
give up"