



**NETWORK**  
INTERNATIONAL  
SCHOOL

**REWARDS & ATTITUDES  
FOR  
LEARNING POLICY**

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NETWORK  
INTERNATIONAL SCHOOL

*Kindle the fire, brighten your future*

## Values and Attitudes

**At Network School we:**

- Treat all students, teachers and other adults with respect.
- Speak respectfully and use appropriate language.
- Are kind, considerate and helpful to each other.
- Attend every day and are punctual to school and lessons.
- Are organised for school, bring the required equipment for lessons and remain focused.
- Work hard, make the most of learning opportunities and contribute towards a culture of lifelong learning.
- Take responsibility for our learning and strive to achieve all the attributes of a Network student.
- Move safely around the school.
- Look after school property and resources.
- Follow the school dress code.

**At the heart of this policy is the concept of mutual respect between all members of the Network International School community.**

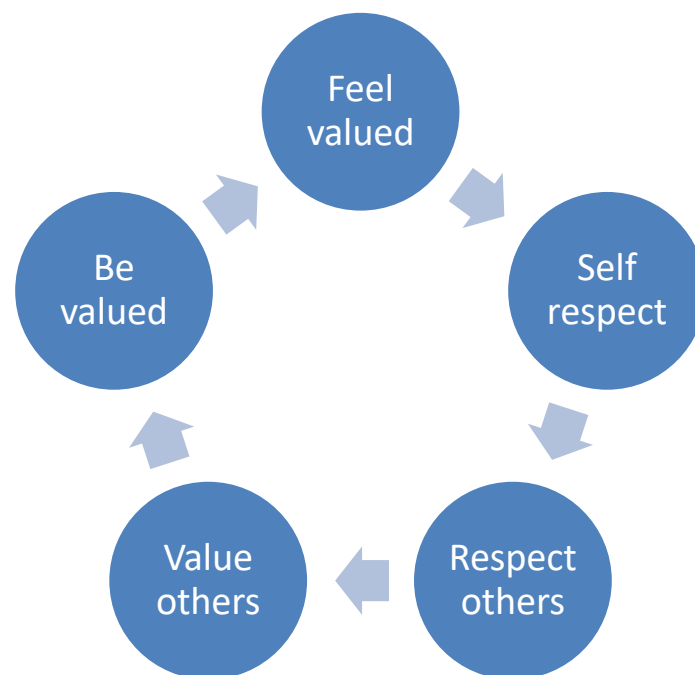
## 1.0 Introduction

This policy statement recognises that management systems by themselves do not provide all the answers to establishing positive attitudes for learning and high standards of behaviour. We are most likely to be successful when we support systems with high expectations of learning, which value individuals and celebrate their progress. Similarly, while it is important that boundaries are made clear and sanctions are in place the emphasis in establishing a whole school policy should be on praise, recognising positive behaviour, the development of self-discipline and students increasing ownership of their own learning.

This document sets out the framework for Network International Schools' approach to encouraging good behaviour, known as 'Attitudes for Learning'. This policy is the result of consultation and discussion with staff and students. This policy is built on the foundations of existing good practice and seeks to address areas for development.

To nurture self-respect, we must value effort and achievement on every level. It must involve trust, listening, understanding, giving and accepting responsibility, tolerance, encouragement and positive interaction.

Respect can be given, earned, kept and lost.



The framework will be successful in:

- Ensuring that all students, regardless of ability, age or gender are involved whenever possible, in the process of praise, recognition and reward.
- Ensuring all students achieve their full potential.
- Setting clear expectations for students, staff and parents.

- Achieving local and national renown for the integrity, honesty, strength and intelligence of our students.
- Allowing teaching and learning to flourish.
- Improving communication between staff, students and parents emphasising the pivotal role of the student diary.
- Providing greater understanding of the discipline process for students, staff and parents.
- Providing greater consistency in our approach to praise, rewards and positive attitudes for learning.
- Developing best practice.

## **2.0 Aims and Intent.**

We intend to support our students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. Positive attitudes are paramount to this aim. At Network International School positive attitudes will be rewarded on an equal footing to academic achievement.

- Our school will be innovative and exciting with a curriculum that is student centred and tailored to individual needs and where all students will make outstanding progress.
- Our students will have a clear sense of responsibility, belonging and social awareness. From this their attitudes to learning will be positive and students will develop resilience.
- Our staff will be excellent teachers, caring mentors and critical friends, expecting the best from everyone and supporting them to achieve it.
- Our school will be safe, healthy and happy and prepare every student for a successful life in the 21<sup>st</sup> century

## **3.0 Positive Attitudes for Learning.**

Students and staff will be encouraged to develop inquiring minds with a life-long love of learning. Self-discipline, enthusiasm, confidence and engagement are paramount to this aim. There will be a clear set of Values and Attitudes that will underpin the culture of the school. The expectation for all members of the school community will be to display excellent attitudes for learning. Failure to meet these 'Values and Attitudes' will never go unchallenged and will always be addressed in an appropriate manner. Alongside academic achievement and attainment, the learning and teaching of practical, entrepreneurial, artistic, sporting, social and emotional skills will be highly valued. At Network International School we believe that a student who is motivated, encouraged and made to feel worthwhile will choose to learn and as a consequence behave positively.

## **4.0 Actions Related to Attitudes for Learning.**

Where appropriate actions will be recorded in the individual student records in our Management Information System (SIMS), ensuring that they can be rewarded, sanctioned or used as a basis for intervention as appropriate. Systems for how these actions will be realised will be made clear in the school, discussed regularly in a range of settings and made available to parents to ensure that expectations are clearly shared. Reviews of systems for rewards and sanctions will fully involve the Student Council and staff to ensure complete understanding and ownership. Students, parents and staff will be kept informed of any actions relevant to them and of any developments in systems following reviews.

## **5.0 Attitudes for Learning and Rewards.**

The celebration of positive attitudes and achievements is a very important area and is central to building respect and promoting positive attitudes and behaviour. Staff must seek

to encourage, praise and reward all students, regardless of ability, age or gender at every available opportunity. This must be regular and meaningful, formal and informal as it is a key foundation in all outstanding schools.

### **5.1 House Points**

House Points can be awarded for, but not limited to, any of the following:

- Outstanding learning and achievement.
- Significant contribution to the school, another individual or group or the wider community.
- Marked improvement in academic attainment.
- Act of exceptional kindness or consideration.
- Marked improvement in attitude.
- Marked improvement in effort.
- Outstanding attainment such as sporting success or academic competition success.
- Students will be awarded one House Point for each week they achieve 100% attendance.
- Effort points achieved in the reporting system will be transferred pro-rata into House Points.

House Points will be recorded on Network International Schools' SIMS database and will contribute to the following;

- Individual student House points certificates; Bronze 50 House Points; Silver 75 House Points; Gold 100 House Points; Platinum 125 House Points; Principals Prize 175 House Points.
- Student House Points will be recorded on their termly report.

### **5.2 Postcards**

Teacher/subject postcards will be used to recognise achievement in class and good community service on a weekly basis with each member of staff giving out two postcards per week.

### **5.3 Attendance**

Students will be awarded certificates as follows:

Each semester

100% attendance = Gold  
97.5% attendance = Silver  
95% attendance = Bronze

Yearly

100% attendance = Gold  
97.5% attendance = Silver  
95% attendance = Bronze

Annual award for all pupils who achieve 100% attendance for the whole year

## **5.4 Annual Celebration of Achievement.**

The culmination of Network International Schools rewards framework will be the annual Celebration of Achievement event, which takes place in the last two weeks of the academic year.

## **6.0 Attitudes for Learning and Sanctions.**

Our staff will provide very clear guidance for our students and their families. All sanctions related to unacceptable attitudes and behaviours will be actioned promptly and consistently. The systems for applying sanctions will be in response to students who have fallen short of Network International Schools 'Values and Attitudes'. These 'Values and Attitudes' have been developed and agreed with the student Council and staff to ensure that they are clear and that expectations are understood by all. We expect all students to work within these expectations and to become more self-disciplined as they mature, settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

### **6.1 Interventions**

At Network International School we believe that the underlying roots and causes of inappropriate behaviour should be addressed by understanding the student as an individual. Emotional and health issues should be carefully resolved and further social education should be provided as required. Just as we do not punish students for making errors in their classwork, we will try to avoid relying solely on the sanction of poor attitudes. There will be a focus on coaching and mentoring interventions, working with students to look for ways to solve problems to improve their behaviour and attitudes.

The success of our personalised learning ethos is dependent on the quality of the relationships between all members of the school community. There will be a focus on developing strong relationships between students, parents and staff that are based on respect and mutual aspiration. However, when students misbehave the following strategies will be implemented.

### **6.2 Classroom Management**

Classroom teachers are expected to use a range of strategies to ensure all students experience a positive learning environment. The following strategies can be applied in the classroom and teachers should use their professional judgement to decide how they are utilised. The list is not exhaustive and teachers are encouraged to use other strategies that successfully establish a positive learning culture. The list is not necessarily hierarchical but it does start from non-intrusive strategies and move forward to more serious sanctions. It is an expectation that teachers employ classroom strategies before any referral is made to Leadership staff.

#### **Non-Intrusive Strategies**

Teachers should use non-intrusive strategies to encourage appropriate behaviour and reinforce Network International Schools' "Values and Attitudes" i.e. praise, eye contact, having a private word, standing by student, expectation reminder, and use of name etc.

#### **Verbal Warning**

The verbal warning, though not recorded, has two clear purposes; to indicate to students that they have done or are doing something, which is unacceptable. It is vital that students clearly understand the fact that they have received a verbal warning with the words "Verbal Warning" used by the member of staff. Staff must follow up the warning with teacher talk (a private discussion with the student about responsibility at an appropriate time).

### **Student Moved Within the Classroom.**

Occasionally students will continue to behave in an unsatisfactory manner despite the use of non-intrusive strategies and a verbal warning. When this situation arises, the student can be moved to another area of the classroom.

### **Student Moved to Another Area.**

If the student has been moved within the classroom and continues to behave in an unsatisfactory manner then they will be moved to another area and will meet with the Head or Deputy of Early Years, Key Stage Leader or Head of Faculty which will be followed by a suitable sanction according to the students age.

### **Student Diary Note to Parents Strategy**

If a student continues to behave unacceptably despite being moved in class the teacher will write a note to the parents in the student diary followed by staff signature. Staff must follow up the warning with teacher talk (see above).

Network School uses a system of Monitor Points when student behaviour falls below the high expectations set out in our 'Values and Attitudes'. Monitor Points can be awarded for, but not limited to, any of the following:

- Use of inappropriate language
- Disrespect to the teacher or other students
- Disrupting learning
- Lack of equipment for learning
- Incorrect uniform
- Poor effort in class
- Homework not done
- Use of mobile phone (plus confiscation)

Monitor Points are to be recorded in the student diary using a red pen with the words "Monitor Point" followed by a brief outline for the reason. This information will then be recorded on the schools SIMS system. Students who receive four Monitor Points in a term will automatically be sanctioned and lose part of their free time according to their age.

### **Homework**

Homework is an essential part of the learning process at Network and as such a homework timetable is given to all students with an expectation that homework is completed on a regular basis. Where a student does not complete their homework, they will receive a monitor point as outlined above and a warning to complete the homework for the next day. If the student does not complete the homework then the class teacher will issue a lunchtime detention. Repeated non-completion of homework could result in more serious sanctions such as after school detentions or referral to the Head of Early Years, Head of Primary or Head of Secondary.

There is also the more serious sanction of a Principal's detention for any serious or repeated behaviour, which falls below the high expectations of our 'Values and Attitudes'.

If the above strategies, monitor points and detentions are not successful the class teacher can refer the student to the Head of Primary or Head of Secondary who will decide on the course of action to be taken such as a subject, class teacher or effort report card. A student may also be directly referred to the Head of Early Years, Head of Primary or Head of Secondary for a serious misdemeanour.



Network International Schools' Classroom Strategies	Support and Monitoring Procedures
<ul style="list-style-type: none"> <li>• Non-intrusive strategies e.g. 'a quiet word', praise, eye contact, standing by the student, 'Values and Attitudes' reminder and use of student name.</li> <li>• Verbal Warning</li> <li>• Student moved within the classroom</li> <li>• Student moved to another area</li> <li>• Student diary note to parents</li> <li>• Issuing of monitor points</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher talk</li> <li>• Note in planner</li> <li>• Telephone call/email home</li> <li>• Meeting with parent</li> <li>• Referral to tutor</li> <li>• Subject/class report</li> <li>• Letter home</li> <li>• Referral to Head of Primary/Head of Secondary</li> </ul>

Where any student continues to behave inappropriately or is responsible for a single serious breach of the schools' "Values and Attitudes" this will automatically be referred to the Principal and could result in a serious sanction (see below).

Linked behaviours which could result in a student being referred to the Principal	Support/Monitoring
<ul style="list-style-type: none"> <li>• Use of abusive language</li> <li>• Fighting/assault</li> <li>• Persistent breaches of the schools Attitudes for Learning Policy</li> <li>• Racial or sexual comments, abuse or harassment</li> <li>• Rudeness or verbal abuse to staff</li> <li>• Open defiance</li> <li>• Continual detentions</li> <li>• Vandalism</li> <li>• Breaching the school's student E-Safety Policy</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Report to Principal</li> <li>• Letter Home</li> <li>• Contract</li> <li>• Internal Seclusion</li> <li>• External Exclusion</li> </ul>

## 7.0 Early Years Foundation Stage

Due to the age of the children in the Early Years Foundation Stage not all of the rewards and sanctions in the policy are appropriate. The EYFS use as many of the same strategies as possible to ensure consistency within the school.

Below are further details of strategies that are implemented within the EYFS to ensure the Network International School values and attitudes are met.

### Rewards

- Postcards
- Verbal positive phrase
- Attendance certificates
- Graduation for Foundation 3

## Attitudes for Learning and Sanctions.

Network International Schools' Classroom Strategies	Support and Monitoring Procedures
<ul style="list-style-type: none"><li>• Non-intrusive strategies e.g. informal discussion with student, praise, eye contact, sitting/standing by the student, 'Values and Attitudes' reminder and use of student name.</li><li>• Verbal Warning e.g. "If this behaviour continues then this will happen" or "This is not making me feel happy because"</li><li>• Student moved within the classroom</li><li>• Student moved to another area</li><li>• Contact parents via student diary, telephone or in person at home time</li></ul>	<ul style="list-style-type: none"><li>• Teacher talk</li><li>• Note in planner</li><li>• Telephone call/email home</li><li>• Meeting with parent</li><li>• Letter home</li><li>• Referral to Head or Deputy Head of EYFS</li></ul>

The teacher must always use age appropriate or their native language (where possible) to ensure the child understands.

Due to the way the EYFS environment works when a teacher has ongoing concerns about a child's behaviour, we will devise and implement a whole team behaviour strategy for that child. This is to ensure that there are consistent strategies being used to support the children in every aspect of their school day. These strategies will be shared with parents and the teacher will work with parents to help them devise a home behaviour strategy (consistent with school) to help the children be successful at home too.

## 8.0 Monitoring

- Throughout the academic year the Executive Leadership Team will review all records of rewards and sanctions.
- Throughout the academic year the teachers will continually monitor individual records ensuring that patterns are identified and interventions are put in place to support students and staff.
- Evaluations of rewards, sanctions and interventions will be reviewed termly.