



EMMANUEL COLLEGE

Character Development in the Classroom

Context

At Emmanuel College, we place great importance on putting character first; the challenge for students, therefore, is to build character in College, meaning to develop spiritual and moral excellence in whatever they undertake. That's why our College culture puts more emphasis on responsibilities than rights, and why academic reports and self-evaluation focus on character. Students starting at Emmanuel encounter consistent rules, role models and traditions, requiring them to respect others as well as helping them feel part of a family; older students use their gifts to serve younger students. We challenge our sixth formers to *do hard things* to build physical, emotional and mental strength.

A key aspect of students building character is trying their personal best in their academic work, and through this *building character in the classroom*. Students trying their personal best is both honouring to their teachers who prepare, teach and mark for students' benefit, but is also morally excellent in and of itself. By trying their personal best in the classroom, students are taking responsibility for their learning, recognising that without working hard and challenging themselves in lessons, academic success cannot be sustained.

Building character in the classroom, students trying their personal best, is far more than just completing the class and homework that a teacher sets, important though those things are. It also means behaving in an appropriate way at all times, so that others can learn without distraction. It means looking out for those students who might find aspects of the work difficult and helping them to achieve. It means students ensuring they are organised for lessons. It means being obedient to the teacher and treating other students with the upmost respect and dignity at all times. It means doing hard things in a classroom context, which could involve volunteering an answer during a class discussion, when you are not completely sure you are correct, or taking the lead when working in a group.

Students who build character in the classroom via all these ways will achieve their personal best academically, and will grow in to young men and women of character who are ready to take on the challenges of the world beyond Emmanuel College.

Responsibility for Learning

Emmanuel College calls character in the classroom Responsibility for Learning, or RFL.

The Responsibility for Learning grid (see below) explains in more detail how students build character in the classroom.

Three times a year, in two interim reports, and in one annual report, each teacher gives each individual student an RFL grade, reflecting the student's responsibility for learning in their lessons over the previous term. There are four grades:

- 1 – Outstanding Responsibility for Learning
- 2 – Generally good Responsibility for Learning
- 3 – Less than Satisfactory Responsibility for Learning
- 4 – Responsibility for Learning is a serious cause for concern.

When making a judgement on a student's RFL, teachers consult the RFL grid.

Responsible Learners		Excellent	Good	Less than Satisfactory	Serious Cause for Concern
		1	2	3	4
Attitude	<i>Enthusiasm</i>	I love to discover new things, so my work often goes beyond what the teacher expects.	I like to do a good job, especially when I know my teacher is going to check my work.	Sometimes it takes me a while to get going with my work and I need the teacher to push me.	When I find it hard to get on with my work, I can't be bothered and give up.
	<i>Risk Taking</i>	I am always prepared to try out demanding tasks or skills and don't mind if I get it wrong at first.	I will try demanding tasks and skills when there is a good chance of success.	I need to be confident before trying demanding tasks. I might give up if I find something difficult.	I don't like making mistakes, so unless it's easy I make excuses to get out of work.
	<i>Serving others</i>	I can see others' needs and will meet them instinctively.	I volunteer to do things without being asked.	I don't volunteer my help and will only do something if asked.	I expect others to help me and do things for me in class.
Engagement	<i>Enquiring</i>	I always ask my teacher and other students questions because I want to learn more.	I ask questions of my teacher and other students when I have a query or need help.	I am reluctant to ask questions in class, even if I am finding the work difficult.	I don't ask questions in class, even when I am stuck, because the work doesn't interest me.
	<i>Listening</i>	I enjoy hearing what others have to say, and they can tell I value their view.	I listen carefully to the teacher and other students.	I sometimes lose focus and stop listening to the teacher or other students.	I find it hard to listen to what my teacher or other students are saying and interrupt a lot.
	<i>Expressing</i>	I am able to think for myself, and I express myself clearly and creatively.	I am able to think for myself and let others know my views.	I write down what the teacher says but rarely express my own thoughts.	I expect the teacher to tell me what to think, say and write.
Organisation	<i>Time management</i>	I always meet deadlines and plan ahead without the need for reminders.	I am able to meet deadlines and organise my workload well with few reminders.	Sometimes I leave things until the last minute and struggle to meet deadlines even though I have been reminded.	I often miss deadlines and would not get the work done without detentions.
	<i>Team work</i>	I am able to bring out the best in others when I work in a team.	Teams I am in do well because I work hard at doing what I am good at.	When I am in a team, I leave others to do the work.	To be honest, the team would get more done without me!
	<i>'Self-starter'</i>	I complete tasks without fuss, and seek out advice on how to achieve my personal best.	I get on with my work without having to be told twice, and I pay attention to feedback in order to improve.	I need a reminder to get on with my work and don't listen to the feedback given to me.	I often need the teacher or others to stop me wasting my time and other people's.

On the basis of termly RFL grades, and on the basis of other concerns raised by the Head of Lower or Upper School respectively, students who need support and guidance in improving their RFL are placed on RFL Support.

RFL Support is a key way in which students are supported at Emmanuel College, since it recognizes and attempts to correct where a student is failing to put ‘character first’ in a subject; they are not putting in the requisite effort into a subject, and thereby do not honour the teacher who is educating them, or give themselves the chance to succeed academically to the best of their ability.

RFL Support is a way in which the College reinforces its vision of the ‘tripod’ (parents, teachers and students working together), in which the parents are the most valued part of this tripod. Parents carry the primary responsibility for their children’s education on and welfare. RFL Support enables parents to keep their children accountable on a weekly basis and gain a greater understanding into their child’s conduct in every lesson.

RFL Support

RFL Support Stage detail	How it is triggered and how a student is removed from Support Stage
<p>Stage 1 – ‘light touch’ monitoring. Parents receive a weekly email from College, with an appropriate summary comment if needed. This email contains a weekly RFL summary grade from each lesson, colour coded for guidance, and a chart that tracks the overall average RFL progress of the student from week to week.</p> <p>The email is also sent to the student’s tutor, who talks through the weekly RFL grades with the student, praising the student for positive grades, and challenging them over how grades might improve.</p> <p>Parents are informed by letter from the respective Head of School prior to their child being placed on RFL Support.</p>	<p>The judgement of the respective Head of School on the basis of all, one or some of the below:</p> <ul style="list-style-type: none"> - A parental request for RFL Support; - An average termly RFL grade of over 2 on an interim/final report, reflecting sufficient concern in a number of subjects; - More general behaviour and/or academic concerns; - As an aid to mentoring or support. <p>Whether a student is removed from RFL Support is the decision of the Head of School. They would normally make this decision based on a sufficiently improved RFL grade in the next termly assessment, or if a specific period of mentoring or support was at an end.</p>
<p>Stage 2 – as above, and if students receive 3 or more RFL grades that are less than satisfactory or cause for concern, they are given by detention by their Head of School or a Pastoral Lead. Parents are informed in the weekly email of this.</p> <p>Parents are informed by letter from the respective Head of School prior to their child being placed on RFL Support Stage 2.</p>	<p>The judgement of the respective Head of School on the basis of an average termly RFL grade of over 2 on an interim/final report after a term of being on RFL Support Stage 1, reflecting sufficient and growing concern in a number of subjects.</p> <p>Whether a student is moved down from RFL Support Stage 2 to Stage 1 is the decision of the Head of School. They would normally make this decision based on a sufficiently improved RFL grade in the next termly assessment.</p>

<p>Stage 3 – as above (Stage 2)</p> <p>Students carry a daily sheet with three clear specific targets reflecting the support each student needs. Every lesson, teachers fill in the sheet, giving a grade for each target.</p> <p>Students are monitored by a Student Welfare Officer who takes in and gives out a student’s daily sheet. They may also be monitored by a Pastoral Lead. Students are given daily escalating sanctions, such as a break and lunch detention, if:</p> <ul style="list-style-type: none"> - they receive 3s or 4s on a previous daily sheet - if they lose their sheet - if they do not get their sheet filled in by every teacher - if they do not get their sheet signed by their parent <p>Students are placed on Stage 3 following a parental meeting with the Head of School.</p>	<p>The judgement of the respective Head of School on the basis of a student who is has been on Stage 2 RFL Support for at least a term and is not showing sufficient improvement or whose RFL and/or general behaviour and conduct in lessons is getting significantly more concerning.</p> <p>A student should only be on Stage 3 for a half term. At the end of the half term, there should be a review in a parental and Head of School meeting, wherein the progress of the student on Stage 3 will be discussed. A student will either be moved down to Stage 2 RFL Support or placed on a PSP.</p>
<p>PSP (Pastoral Support Plan) Tier 1 (Head of School Support) - as above (Stage 2)</p> <p>Students remain on a daily sheet, with more specific and restated targets.</p> <p>There are three parental meetings (at start of PSP), a 6 week review and a final review at 12 weeks. The meetings are with the Head of School. Prior to each of these meetings, teachers are asked for a progress report. During the meetings, the student’s progress against target and conduct in lessons is discussed.</p>	<p>The judgement of the respective Head of School on the basis of a student who has been on Stage 3 RFL Support for a half term and is not showing sufficient improvement or whose RFL and/or general behaviour and conduct in lessons is getting significantly more concerning.</p> <p>At the end of the 12 weeks, the student will be either put down to Stage 3 or 2 RFL Support or placed on a PSP Tier 2 (Vice Principal Support).</p>
<p>PSP (Pastoral Support Plan) Tier 2 (Vice Principal Support)</p> <p>As above (Stage 2)</p> <p>Students remain on a daily sheet, with more specific and restated targets.</p> <p>There are three parental meetings (at start of PSP), a 6 week review and a final review at 12 weeks. The meetings are with the Vice Principal (students). Prior to each of these meetings, teachers are asked for a progress report. During the meetings, the student’s progress against target and conduct in lessons is discussed.</p>	<p>The judgement of the respective Head of School on the basis of a student who has been on PSP Tier 1 and is not showing sufficient improvement or whose RFL and/or general behaviour and conduct in lessons is getting significantly more concerning.</p> <p>At the end of the 12 weeks, the student will be either put down to Stage 3 or 2 RFL Support or referred to the Principal.</p>

<p>Principal Referral</p> <p>This would necessitate a formal meeting between the Principal and Vice Principal (students) in order to discuss the best way to support the student moving forward. This meeting could have multiple outcomes including:</p> <ul style="list-style-type: none"> - Mechanism puts in place to place the student on a Managed Move in another Local Authority school; - A student and parent meeting with the Vice Principal or Principal, resulting in a specific or general final warning for conduct; - A student placed on an IBP (Individual Behaviour Plan) directly accountable to the Principal. 	<p>The judgement of the Vice Principal (students) on the basis of a student who has been on PSP Tier 2 and is not showing sufficient improvement or whose RFL and/or general behaviour and conduct in lessons is getting significantly more concerning.</p>
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Departmental Support

Departmental support is another key way in which individual departments pick up concerns and seek to develop character in the classroom. This process is overseen by the specific Pastoral Lead with a whole school strategic responsibility for Department Support, under the guidance of the respective Head of School.

	Explanation	Action
Behaviour Support	<p>A student's conduct in lessons in that particular subject is not what is expected. They might be:</p> <ul style="list-style-type: none"> - explicitly and repeatedly distracting other students; - not completing the work to the required standard as an act of defiance; - not respecting the authority of the teacher as they should. 	<ol style="list-style-type: none"> 1.) Head of Department informs Pastoral Lead and respective Head of School; 2.) A letter to parents notifying them of student being put on Departmental Support; 3.) A student meeting with the Head of Department who will discuss specific targets and the reasons why the student is not behaving appropriately; 4.) Student has a Departmental Target Sheet for 6 weeks, with specific targets to improve. 5.) At the end of the 6 weeks, a student's progress is reviewed. If there is good progress and student's conduct has improved significantly, they are removed from Departmental Support. If there is no progress or if conduct has become more concerning, then the student will be referred to Pastoral Lead. 6.) If referral is made, the Pastoral Lead and respective Head of School will decide on further supportive actions, which could include: <ul style="list-style-type: none"> - Placing the student on a certain RFL Stage (1 to 3); - Placing the student on after College homework support or homework club; - Referral to the Vice Principal (students). <p><i>Note: a student would not normally be placed on more than two departmental behaviour support sheets at one time. A request by three or more departments for</i></p>

		<i>behaviour support would cause the issue to be escalated to the Head of School, who might consider RFL Support and/or Stage 3 Support.</i>
Endeavour Support	<p>Students are not making the academic progress they should be. This is a judgment made by the Department or Heads of School or Pastoral Lead on the basis of interim assessments or the annual exam.</p> <p>On investigation by the Head of Department, this lack of progress is not down to students not making the effort as an act of defiance, but is down to:</p> <ul style="list-style-type: none"> - Poor organisation; - Poor habits of working. <p>Students might be receiving multiple behaviour and homework detentions.</p>	<p>Heads of Department discusses student with the Pastoral Lead and a tailored programme of support is put in place. This might include:</p> <ul style="list-style-type: none"> - A parental meeting to discuss specific concerns; - Placing the student on after College homework support or homework club, which might involve a specific programme of study skills; - Student being mentored and coached by a Pastoral Lead or a Student Welfare Officer.
Academic Support	<p>Students are not making the academic progress they should be. This is a judgment made by the Department or Heads of School or Pastoral Lead on the basis of interim assessments or the annual exam.</p> <p>On investigation by the Head of Department the students are working hard and have good habits of organisation. Their RFL is satisfactory and they are not receiving multiple homework or behaviour detentions.</p>	<p>The Pastoral Lead analyses the data and teaching and learning context of the respective student in conjunction with the Head of Department and the class teacher. The Pastoral Lead and Head of Department then commence a tailored programme of support, which could include:</p> <ul style="list-style-type: none"> - Learning walks for specific lessons; - Discussions with other Departments to cross examine concerns over progress; - Discussions with and observations of the class teacher in conjunction; - Tailored differentiation support for the class teacher and/or department; - Individual/parental meeting with student to ascertain concerns. <p>Any support for the class teacher would be organised in conjunction with the Head of Department and Senior Teacher (Teaching and Learning).</p>