



St. Katherine's School

An Introduction to Ready to Learn

Year 7-11 Parents/Carers

Learning together, succeeding together, inspiring excellence



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ACCEPTANCE | RESPECT | HONESTY | DETERMINATION | EQUALITY | EXCELLENCE
FRIENDSHIP | ASPIRATION | RESILIENCE | RESPONSIBILITY



Climate for learning at St Katherine's School

At St Katherine's School we are passionate about young people and enabling them to achieve their aspirations. Our priority is to provide an effective environment which enables our young people to flourish as scholars and human beings.

Our ethos, *'learning together, succeeding together, inspiring excellence'* captures our approach and we challenge everyone within our community to live and breathe our values each day.

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Our 3Rs (Respect, Responsibility, Resilience) provide a focus for conversations with pupils and help everyone understand our expectations. A St Katherine's pupil is respectful, responsible and resilient.

Ready to Learn covers all aspects of school life, ensuring fairness and consistency and maximising achievement and success. Ready to Learn will strengthen the 'learning triangle' between staff, pupils and parents/carers to ensure we are all participants in our young people's education and support them to learn in an environment which allows them to make great progress in every lesson, every day.

Ready to Learn responds to feedback from pupils and staff who want to see greater consistency across the school in addressing the climate for learning and minimising disruption to learning through low level disruption. For example, arriving late to lesson, not having the correct equipment, talking unnecessarily or chatting, calling out, being slow to start work or follow instructions, showing a lack of respect for each other and staff.

What is Ready to Learn?

Ready to Learn is a strategy that at its centre, holds the belief that all pupils can and should take responsibility for their actions. It is built around our expectation for all pupils to be ready to learn which allows teachers to focus on the learning taking place within the classroom to maximise pupil progress.

Ready to Learn will:

- **eliminate disruptive behaviour**, to create a culture of achievement, aspiration and learning;
- provide **clarity for staff and pupils** about acceptable behaviour and the consequences for any poor behaviour;
- encourage **pupils to take responsibility** for their own actions;
- enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural consequences.

In summary a St Katherine's pupil is expected to:

- **be responsible**
- **be respectful**
- **be resilient**

Every pupil at St Katherine's has the right to be in an environment that is free from disruption where:

- all pupils can learn
- all teachers can teach
- everyone in the class can learn without disruption

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To maximise opportunities for effective learning and success, Ready to Learn has very simple and clear expectations and consequences. The system is in effect a binary one; i.e. a pupil either does or does not do as expected. Ready to Learn covers situations both inside and outside of the classroom.

Expectations of all pupils

Our expectations of all pupils are very clear. Pupils are expected to meet our expectations and to take responsibility for being a St Katherine's pupil and being Ready to Learn. If a member of staff asks a pupil to do something they must do it. If they do not immediately do what has been asked, the member of staff will send the pupil to the Ready to Learn room.

Pupils can make sure that they make a positive start to each day and demonstrate that they are Ready to Learn by arriving in school on time, in full uniform, with the required equipment and by meeting school expectations. Pupils who make positive choices are recognised and rewarded. Pupils who make poor choices and do not act in line with school rules and expectations will receive a consequence.

Punctuality - Morning registration

Pupils are expected to be in their tutor base by 8.45am. Pupils must go to registration if their arrival time is **before 9.05am**. Pupils arriving in school **after 9.05am** must sign in at Student Support. Any pupil who is late arriving into school in the morning will be given a warning and the lateness recorded. If there is a repeat incident within a week the tutor will log a Pastoral Support detention via Class Charts. Failure to attend this detention will lead to the pupil being sent to the Ready to Learn room for 24 hours.

Where there are exceptional circumstances for their lateness a pupil will be given a red authorised AM lateness card by a member of staff on duty to present to their form tutor.

Punctuality - Afternoon registration

Pupils are expected to be in their tutor base by 2.10pm. Where a pupil arrives after this time the tutor will log a **pastoral support detention** via Class Charts. If a pupil is detained by a member of staff after the bell they must be given a green card to present to their tutor. Failure to attend this detention will lead to the pupil being sent to the Ready to Learn room for 24 hours.

Punctuality - Lessons

Pupils are expected to be in class within three minutes of the lesson bell ringing - All staff must dismiss pupils on the bell. If a pupil is detained by a member of staff after the bell they must be given a green card to present to their next teacher. **Any pupil arriving late without a green card will be issued with a Study Support detention via Class Charts. This is NOT a Ready to Learn warning.** Failure to attend this detention will lead to the pupil being sent to the Ready to Learn room for 24 hours.

Uniform

A pupil must hand over any non-school jumper or hooded top that is not allowed. A warning on Class Charts must be made by the tutor. On the second occasion in the same week a lunchtime detention will be issued. The non-uniform items will be confiscated until the end of the school day and can be collected from Student Support at the end of the day. If confiscated more than twice during a term, a parent/carer will be required to collect the item. If a pupil refuses to hand over the item, they should be sent to the Ready to Learn room for 24 hours. If the pupil has not handed over the item by the end of that period of time, they will remain in the Ready to Learn room until the item is handed over.

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Mobile phones, earphones and excess jewellery

A pupil must hand over to a member of staff any phone and/or earphones that is seen or heard in lessons. A pupil must hand over any excess jewellery that is not allowed. This will be confiscated until the end of the school day and can be collected from Student Support at the end of the day. If confiscated more than twice during a term, a parent/carer will be required to collect the item. If a pupil refuses to hand over the item, they should be sent to the Ready to Learn room. If the pupil has not handed over the item by the end of that period of time, they will remain in the Ready to Learn room until the item is handed over.

Helping your child to be Ready to Learn

Tutors will check uniform and equipment each morning to ensure that all pupils are equipped and ready for a successful day at school.

There are a number of things that parents/carers can do to help their child to be Ready to Learn:

- Make sure your child has the expected essential equipment - a pen, a pencil, a ruler, the Pupil Planner and a reading book. Basic equipment will be on sale before school and at break times. In addition to these essentials it is desirable for pupils to have a pencil sharpener, a calculator, colouring pens or pencils, highlighters and a pencil case
- Make sure your child is on time for school and reinforce the importance of punctuality to lessons
- Ask your child about their learning and how Ready to Learn they have been each day
- Praise your child for making positive choices and being Ready to Learn
- Make sure your child completes any consequences and encourage them to move forward positively once the consequence has been completed

Class Charts

Real-time pupil behaviour logs are on [Class Charts](#). This system allows you to see every behaviour point, both positive and negative, that is logged for your child. You are also able to receive notifications of any detentions and we will also begin sharing details of the supportive interventions that we provide for some students. Homework is also recorded on Class Charts so we would ask that all parents/carers check the site regularly and support their child with staying up to date on important home learning.

If you have lost your login or have any questions about Class Charts please email Mr Francis-Black.

Expectations of all staff

Just as Ready to Learn has a clear expectation of all pupils, it has clear expectations of all staff. All staff are responsible for consistently adhering to the Ready to Learn system on all occasions, both in and outside of the classroom.

Staff have been issued with clear guidance and training on the implementation of Ready to Learn and work with pupils and parents/carers to maximise pupil success. Tutors have responsibilities for monitoring pupils and will pay particular attention to punctuality, uniform and equipment as well as tracking pupils' positive behaviour and Ready to Learn referrals and detentions.

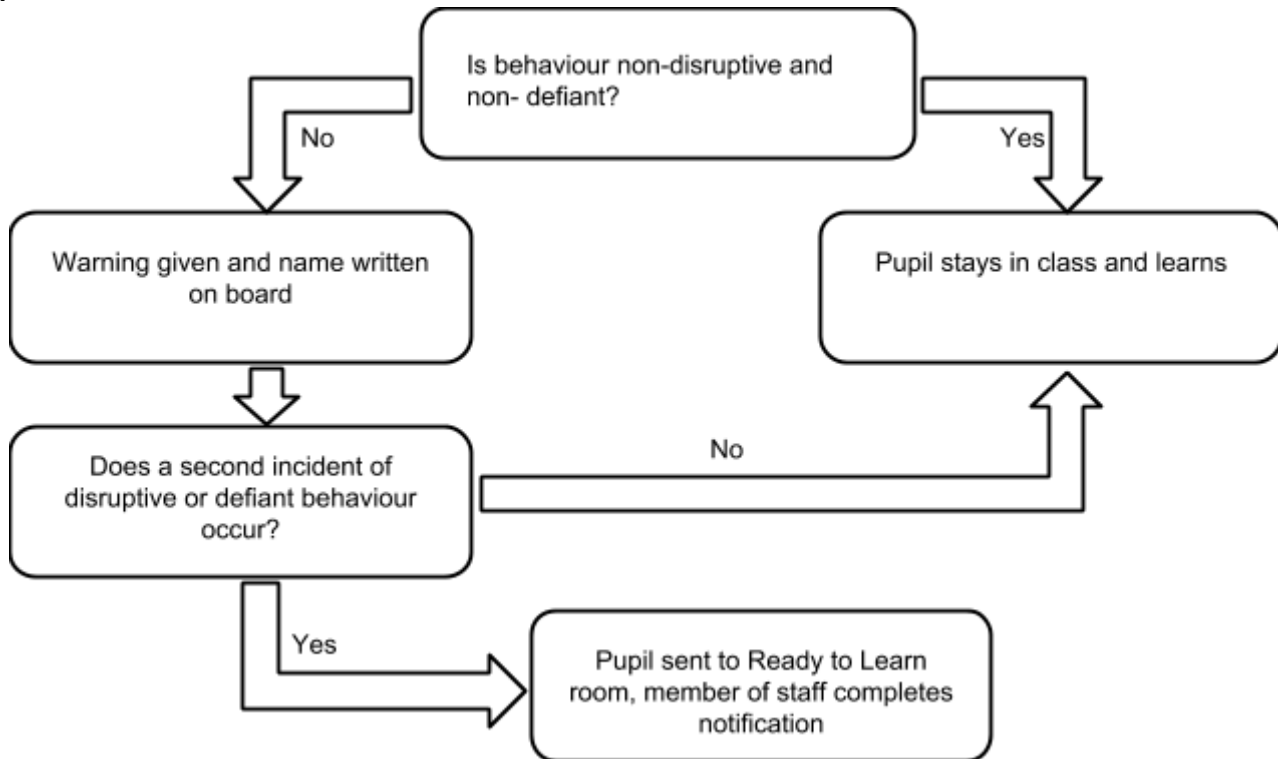
Heads of House and other pastoral staff support the smooth running of Ready to Learn as well as leading on interventions for identified pupils.

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Class teachers will reaffirm expectations and supporting pupils in making positive choices. Where required, they will follow the Ready to Learn system, reinforcing the school's high expectations. All staff are required to follow up incidents with pupils by having a restorative conversation, enabling the pupil to be successfully reintegrated back into the classroom for the next lesson.

Expectations in the classroom



If a pupil breaks a school rule in class, they will be given a warning and their name will be recorded by the teacher. If further disruption or breaking of school rules continue they will be asked to leave and make their way to the Ready to Learn room. They have three minutes to arrive.

Teachers do not set detentions for unacceptable behaviour within a classroom and can only set lunchtime detentions for:

- non-completion of classwork

If a pupil fails to attend a lunchtime detention they will be sent to the Ready to Learn room for 24 hours.

Modes of Learning

Each lesson consists of a number of different learning activities. In order to provide absolute clarity around our expectations for noise levels within classrooms we use **Modes of Learning**. There are FOUR different categories to represent the different activities that take place in the classrooms. All teachers will share the mode of learning with the class at the start of the activity. If a pupil does not follow the Mode of Learning they will receive a Ready to Learn warning.

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MODES OF LEARNING

EXAM CONDITIONS (WORKING IN SILENCE)

- No turning around - eyes on your work only
- Hands up if you need to communicate

ONE VOICE

- Active listening - Be ready to give positive feedback and answer questions
- Eye contact with teacher/pupil speaking

LEARNING PARTNERS/LIBRARY

- Whisper voices about the work to the person next to you

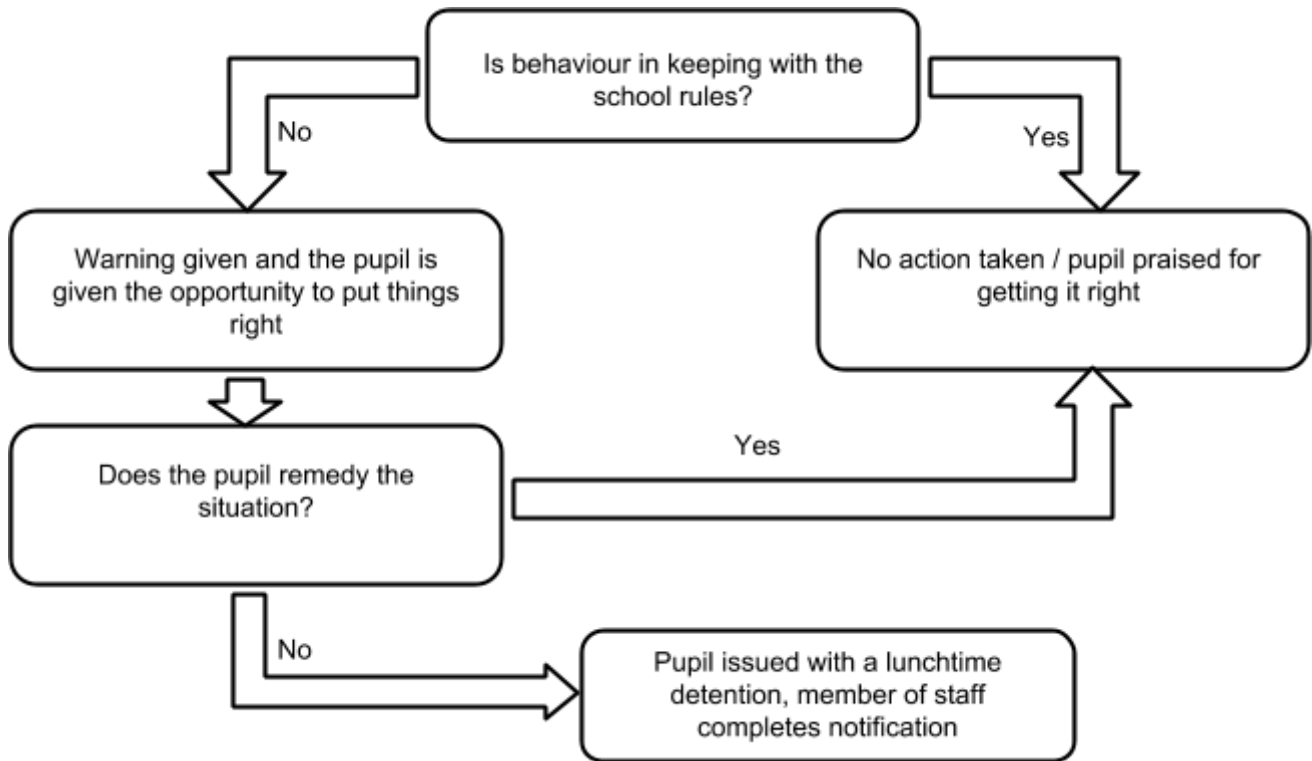
GROUP LEARNING/WORK

- Focussed discussion of the work within the group

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Expectations around school



If a pupil breaks a rule in social time or between lessons, the member of staff will tell them that they have a detention and must serve a 25 minute detention at the start of the next lunch hour on the next day. Failure to attend a lunchtime detention will result in a pupil being sent to the Ready to Learn room.

Pupils are not given a warning and will be given a lunchtime detention for these reasons:

- Running around the site (except on the field and courts)
- Not clearing away your tray in the canteen
- Pushing/shoving
- Being out of bounds
- Inappropriate language or attitude
- Dropping litter/food

Expectations in the Ready to Learn room

If a pupil is sent to the Ready to Learn room they will spend the equivalent of a whole school day in the room. Pupils must work in silence at all times, in exam conditions. They will place their mobile phone in their bag upon arrival and will be expected to spend the day working hard, in silence, on subject based work. If a pupil shows they are not Ready to Learn, they will immediately receive a warning. If they remain not Ready to Learn they will receive a second warning. At this point, the school will phone home to alert the parent/carer that their child is on their last warning and will be excluded and sent home should they disrupt again. If they continue a third time, they will be excluded from school for half a day.

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As such, the Ready to Learn room will have the same rules as an examination, with two important exceptions:

1. Pupils are allowed to ask for help
2. Pupils must continue working

Arriving in the Ready to Learn room

Pupils must arrive in the Ready to Learn room within 3 minutes of when logged by the class teacher. If they do not, they will be given a first warning in the Ready to Learn room. If they refuse to go to the room when asked they will receive a Fixed Term Exclusion for half a day and will repeat the day in the Ready to Learn room upon their return to school.

Break and lunchtime in the Ready to Learn room

At these times, all the rules still apply, except that:

1. Pupils may eat and drink at their desks
2. Pupils may read a book or magazine, or do other silent personal activities, such as a sudoku
3. Pupils may choose not to work, and will not get a warning for putting their head on the desk.

While collecting food at break and lunchtime (which will happen before the rest of the school goes to break and lunch) pupils will obviously be able to talk with each other, albeit quietly and sensibly.



Frequently Asked Questions

Q: What happens if my child is referred to the Ready to Learn room?

Parents/Carers will be notified via Class Charts which displays behaviour information in real time. Pupils make their way directly to the Ready to Learn room and must arrive within 3 minutes. Pupils will complete a reflection sheet prior to completing work. The room is supervised by two members of staff. Pupils will be taken by a member of staff to collect food/drink from the canteen before break and lunchtime.

Q. Who should I talk to if I am concerned about my child's progress or behaviour?

The tutor is the first point of contact as they are a member of staff that has daily contact with your child and will be monitoring their positive and negative referrals. If your concern is in a particular subject then contacting the class teacher is the best way forward. If you feel that neither of these routes has sufficiently answered your question then please contact the Head of Faculty or Head of House.

Q: What should I do if I receive notification stating my child has been referred to the Ready to Learn room?

Please do not immediately contact the school upon receiving notification via Class Charts. This notification will details the reasons why your child has been sent to the Ready to Learn room. We encourage all parents/carers to discuss their child's behaviour in class at home, encouraging them to take responsibility for their actions. Parents/Carers will be contacted by telephone in the event of any significant behaviour incidents such as fighting or swearing at a member of staff.

Q: How will my child catch up on missed work?

Pupils follow a set timetable in the Ready to Learn room which focused on English, maths and science. Pupils must complete work that has been set by curriculum teams. Set work is relevant to the year group and curriculum being covered across the key stage. Pupils take all completed work with them when they leave the room and should give this to their class teachers.

Q. My child has complex and additional needs?

The Ready to Learn system and our expectations apply to all pupils. If a pupil with Special Educational Needs (SEN) has a Ready to Learn referral or a detention they will still be served. The school will of course make 'reasonable adjustments' to ensure that pupils with special educational needs are well supported in the Ready to Learn system. Any issues relating to a pupil's individual SEN will be addressed by the Inclusion Manager in discussion with parents/carers.

Q: How does the school support pupils who are referred to the Ready to Learn room?

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Your child will have the opportunity to reflect with the member of staff before returning to lessons. Support plans will be put in place for pupils receiving a number of Ready to Learn referrals.

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School Expectations

To help all pupils to understand what is expected of them, detailed clarification is provided on our school rules. We are passionate about the power of education to transform lives. We believe our young people deserve great provision every day: great teaching, great care, great education.

St Katherine's Way
<p>A St Katherine's pupil is Ready to Learn. They are expected to:</p> <ul style="list-style-type: none">Be respectful by listening and speaking politelyBe responsible by arriving on time and fully equippedBe resilient by remaining on task and working hard
In the classroom and around the school
<p>Be respectful</p> <ul style="list-style-type: none">● Treat everyone and everything with respect at all times● Listen carefully and follow all staff instructions first time● Listen when others are talking● Put your hand up and avoid calling out● Respect school property● Speak appropriately with no bad language or prejudicial bullying language or behaviour● Engage when being spoken to and never walk away● Show good manners i.e. holding doors open for each other, greeting visitors politely● Clear away after yourself● Respect the needs of others● Keep left in corridors and avoid contact
<p>Be responsible</p> <ul style="list-style-type: none">● Have a positive attitude● Be punctual● Show kindness every day● Arrive in class within 3 minutes of the bell● Have all the required equipment● Keep mobiles phones and earphones out of sight during tutor, lessons and lesson changeover● Walk around the site and run only on the courts and fields● Eat and drink outside or in the canteen at break time and/or lunchtime● Go to the toilet at break time and lunchtime● Put your litter in a bin● Speak calmly to each other without shouting● Wear all items of uniform correctly and with pride at all times● Have a pass for incorrect uniform/items● No involvement in serious incidents
<p>Be resilient</p> <ul style="list-style-type: none">● Work hard to complete all work to the best of your ability● Understand and accept your own strengths and weaknesses● Develop problem solving skills● Self control● Set personal goals with realistic expectations

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- Learn from your mistakes
- Be willing to overcome difficulties rather than avoid problems
- Be optimistic in your thinking
- Refuse to give in when facing a challenge or set back
- Be able to recognise your own emotions and those of others
- Develop social skills and the ability to seek assistance from others

Serious incidents:

1. Defiance (refusal to carry out a reasonable request made by, or walking away from a member of staff)
2. Verbal or physical abuse of staff or pupils
3. Bullying or prejudicial language directed at another person
4. Truancy or wandering for 10 minutes or more during a lesson
5. Exam misconduct
6. Violent or dangerous behaviour
7. Possession or use of alcohol, cigarettes or drugs
8. Possession or bringing a weapon or dangerous item onto the school site
9. Malicious setting off of the fire alarm
10. Deliberate damage to or theft of property

Rules relating to serious incidents

These are incidents which warrant a parental meeting, a period of time in the Ready to Learn room, warning of fixed-term exclusion, fixed term exclusion, a meeting with parents and governors, or permanent exclusion. Pupils may also face a fine/community service detention.



Ready to Learn stages

Pupils who repeatedly are sent out of class and are not Ready to Learn will be placed on a Ready to Learn stage as outlined below to clearly indicate the support that they will be offered to help them to improve their attitude to learning and make more progress in the classroom.

If a pupil successfully completes a six week Ready to Learn plan without being sent to the Ready to Learn room or being given a Fixed Term Exclusion, they will move positively to a different stage or off the stages altogether. We will celebrate this success with each pupil concerned.

Stage	Trigger	Support for pupil
A Tutor	3 incidents (Referrals to the Ready to Learn Room or Fixed Term Exclusions)	<ul style="list-style-type: none"> ● Ready to Learn plan 1 ● Parental meeting with tutor ● Reiterate Ready to Learn principles and expectations ● Share agreed targets with teachers and add them on Class Charts ● 6 week duration
B Head of House	7 incidents (Referrals to the Ready to Learn Room or Fixed Term Exclusions)	<ul style="list-style-type: none"> ● Ready to Learn plan updated ● Agreed strategies to support the pupil ● Parental meeting with Head of House and updates every 2 weeks ● Individual Behaviour Plan ● 6 week duration
C Associate Headteacher	12 incidents (Referrals to the Ready to Learn Room or Fixed Term Exclusions)	<ul style="list-style-type: none"> ● Ready to Learn plan updated ● Explore additional interventions including support from the Inclusion Manager ● Peer mentor ● Parental meeting, including next steps ● Refocus card ● Pastoral Support Plan ● 6 week duration
D Deputy Headteacher	16 incidents (Referrals to the Ready to Learn Room or Fixed Term Exclusions)	<ul style="list-style-type: none"> ● Governors Disciplinary panel meeting with parents ● Negotiated Transfer if possible and desirable ● Pastoral Support Plan updated ● Support from Deputy Headteacher
E Headteacher	20+ incidents (Referrals to the Ready to Learn Room or Fixed Term Exclusions)	<ul style="list-style-type: none"> ● Final 12 week PSP plan ● Progress reported to Head of School every 6 weeks - decision on alternative provision or permanent exclusion if no improvement