

St Katherine's School



Pupil Behaviour Policy

Policy Number SKP A011

Next Review: July 2019

Signed : Justin Humphreys Dated : 10 July 2018
Headteacher

Signed: William Harding Dated : 10 July 2018
Chair of Governors

**St Katherine's School
Policy No. SKP A011**

PUPIL BEHAVIOUR POLICY AND PRACTICE

1.0 RATIONALE

1.1 St Katherine's has a clear ethos, values and vision statement. This informs our approach to managing behaviour in our community. Our aim is for every child to reach their full potential and develop essential employability skills by:

- providing a comprehensive school education, available for all ages and abilities
- developing teaching and learning habits which are a beacon of best practice
- placing the learner at the centre through assessment for learning, personalised feedback and regular review of the learning journey
- creating a high quality learning environment both inside and outside the classroom
- providing a broad curriculum which develops a wide range of knowledge and skills in equal measure
- giving choice at the appropriate time for pupils to specialise in areas which meet their interest, talents and future goals
- giving high quality information, advice and guidance so that pupils and families can fully access the best choices available to them
- growing partnerships with parents, families and the wider community
- providing extra-curricular learning opportunities beyond the classroom and beyond the school day
- providing enriching learning experiences that promote deeper and more memorable learning experiences
- developing compelling young people who are polite, respectful and confident in character
- developing pupils who understand the principles of good leadership and have the opportunity to practise this in our community
- teaching young people about the value friendship, embracing diversity and difference, demonstrating mutual respect
- developing pupils who demonstrate a passion and love of learning for the rest of their lives
- celebrating the success and achievements of all members of our school

1.2 **Climate for learning at St Katherine's School**

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.

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

Our 3Rs (Respect, Responsibility, Resilience) provide a focus for conversations with pupils and help everyone understand our expectations. A St Katherine's pupil is Ready to Learn. Our **Ready to Learn system (Appendix 1)** underpins our pupil Behaviour Policy and incorporates our approach to ensuring that we have a clear and transparent behaviour system.

Our policy is based on 2 key principles:

1. Praise - leading to the issue of awards / rewards

2. Choice – instilling in our pupils a clear sense that they choose how to conduct themselves and that from these choices will come positive or negative consequences

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.

The St Katherine's Way is a collaborative approach to harness collective energy: when everyone works together on core consistencies, momentous change is created. In this case, to transform the learning behaviour of our pupils.

- 1.3 Young people are a product of their family values, the friends with whom they socialise, the school they attend, their early childhood attachment, significant events which happen in their adolescence and their future ambition. Young people are not born knowing how to behave in all the social situations they encounter. Some young people learn good behaviour quickly and some young people need continual reinforcement to change poor attitudes, entrenched habits and the conflict between the school and their family values.

It is the equal responsibility of schools to teach the formal academic curriculum and to teach the values, attitudes and skills needed to become responsible, mature and engaged citizens. Teaching children to behave is a fundamental part of school life and we can expect young people to grow by getting things wrong as much as they get things right. It is also important to understand that young people learn good behaviour by watching the world in which they live and listening to the common messages received from both school and home.

2.0 AIMS

- 2.1 The aims of St Katherine's School can only be achieved through the good behaviour of its pupils. This policy sets out the principles and procedures which promote the good behaviour of all in pursuit of these aims.

- 2.2 The responsibilities for implementing this policy of different roles in the school are set out below:

2.2.1 Governors

- will establish, in consultation with the Head of School, staff, pupils and parents, the principles and practice of the policy
- will review this policy every two years
- will support and challenge the school in maintaining high standards of behaviour
- will monitor and evaluate the impact of this policy
- will fulfill statutory responsibilities of governors in relation to behaviour and safeguarding

2.2.2 Head of School

- will establish good behaviour in the community through this policy
- will draw the community's attention to the policy at the beginning of each year
- will recommend changes to policy

- will delegate responsibility for the implementation and day-to-day management of policy and procedures to the Deputy Headteacher
- will fulfill statutory responsibilities in relation to detentions and exclusions

2.2.3 Staff

- will ensure the policy and procedures are followed and consistently and fairly applied
- will create a positive classroom climate setting high standards for themselves and pupils they teach, applying our consequence and reward procedures
- will teach good behaviour, including the effective management of poor behaviour and bullying incidents which may arise
- will be a role model for good behaviour at all times
- will give mutual support to each other in the implementation of this policy
- will report and resolve any incidents of bullying and harassment, notifying other leaders where appropriate
- will advise the Head of School on the effectiveness of this policy

2.2.4 Parents

- will take responsibility for the behaviour of their child both inside and outside of the school
- will work in partnership with the school, agreeing and supporting the planned actions for improving behaviour
- will attend meetings with school staff to ensure the good behaviour of their child
- will constructively raise issues arising from the operation of this policy
- will report any incident of bullying or harassment endured or perpetrated by their child to an appropriate adult in school

2.2.5 Pupils

- will follow the school rules
- will take responsibility for their own behaviour
- will accept the consequences for any poor choice they make and learn from experience
- will not engage in incidents of disruption, violence, bullying or any form of harassment
- will not stand idly by and allow incidents of poor behaviour to escalate
- will report any concerning behaviour of others to an appropriate adult.

3.0 Principles

3.1 The Governing Body, Head of School and staff will ensure there is fair and equitable application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality making reasonable adjustments for pupils who are considered disabled under the Equality Act(2010). They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.2 The principles we work to in developing a positive, caring and respectful learning environment are to:

- provide a safe environment for all (pupils, staff, visitors) free from disruption, violence, bullying and any form of harassment
- promote our core values of tolerance, respect, honesty, determination, equality, excellence, friendship, aspiration, resilience and responsibility.
- encourage a positive relationship with parents, carers and other agencies developing a shared approach when implementing the school's policy and procedures.

- clearly define and model what good behaviour is
- ensure positive reinforcement is used more than consequences
- focus our efforts on high quality teaching
- promote self-esteem and self-discipline through relationships that are based on mutual respect
- identify and respond to each individual's behaviour needs to the best of our ability and resources. This includes careful thought given to specific social and emotional need, special educational need, physical or mental health difficulty and children in care
- acknowledge that there will be some instances where the only alternative is to exclude
- encourage consistency of response to both positive and negative behaviour
- promoting early intervention

3.2.1 Pupils who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals. Advice from the schools Inclusion department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings. Some pupils may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SENCO or Inclusion Manager

3.3 Rewarding positive behaviour

3.3.1 It is essential that all staff recognise the efforts and contributions of pupils who demonstrate positive behaviour in line with core school values. Through our behaviour policy we want to recognise:

- pupils who are ready to learn
- pupils who go above and beyond
- pupils who live and breathe our values
- pupil effort as well as achievement

Ready to Learn encourages, supports and rewards positive behaviour in all aspects of school life. Our praise system is clear and easy to understand by pupils and parents and straightforward to apply by staff.

Frequent praise and reward are embedded in our teaching and learning at St. Katherine's School, so that pupils receive recognition for their positive contributions to school life. The school believes that every pupil should have their contribution acknowledged and when appropriate rewarded. Such recognition:

- builds pupil self-esteem and confidence.
- helps to create a positive learning environment.
- highlights the importance of good behaviour.
- encourages pupils to participate in a variety of activities.
- encourages pupils to strive for more.

3.3.2 Giving praise

Praise systems

- **Praise Points** are related to each of our ten school values along with community, acts of kindness and 'Above and beyond'. Our 10 values:

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

- **Praise Postcards** - Staff complete these for pupils who have produced excellent work or behaved in a manner worthy of this award
- **Head of School commendations** - Staff nominate pupils who deserve the highest recognition for their endeavours.

We also recognise the achievement of pupils in the following ways:

- Inclusion of work/recognition in the school newsletter
- Work shared with Heads of Faculty/Senior Leadership Team
- Work displayed in classrooms/corridors
- Pupil leadership opportunities
- Opportunities to take part in special events
- Termly celebration assemblies
- Yearly Celebration of Achievement events
- Yearly Best of the Best event

4.0 Consequences

4.1 With reference to the School Discipline chapter of the Education and Inspections Act 2006 which came into force on 1st April 2007, teachers and other staff as described in this policy have a specific power to enforce disciplinary penalties to any pupil of the school. These powers are decided by the Head of School are set out in the table below: The categories listed below are neither prescriptive nor exhaustive.

4.2 Rights

4.2.1 No pupil has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and pupils will have disruption free classrooms in which they can learn. On a lesson by lesson basis, pupils will have one simple choice, to either be in class working hard and progressing with their learning or to be isolated from their peers for the remainder of the day until 3.20pm so that the learning of others is not disrupted.

4.2.2 Fixed Term Exclusion

We believe that Learning is the most important reason for being in school and that opportunity to Learn must be protected at all times. An exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude for either a fixed-term or in rare cases, permanently, is not taken lightly.

4.2.3 Principles regarding exclusion

The School is a learning institution which aims to provide life chances for all of its pupils. We view exclusion as a last resort when all other possible methods of managing pupil behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.

We recognise the detrimental impact of exclusion on both the education and well-being of pupils and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a pupil and will try hard to avoid it.

Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a pupil to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.

We take account of the Equality Act and of our duty not to discriminate against pupils for any reason.

We also take account of our statutory duties in relation to S.E.N

We aim to involve parents as early as possible in any process.

5. Out of School Behaviour

5.1 To maintain good behaviour, consequences continue to apply to all pupils who misbehave outside the school premises and on school business: using school transport, travelling to and from school, educational visits, work-experience placements and college courses, using technology and social media.

5.2 Poor behaviour in these situations, may be dealt with as if it took place in school. In considering the application of consequences, the Head of School will take account of the following:

- the extent to which the reputation of the school has been affected
- whether pupils were wearing school uniform or are otherwise identifiable as members of the school
- the extent to which the behaviour of pupils may have repercussions for the orderly running of the school
- whether the behaviour of individuals was on the way to or from school, outside the school gates or in close proximity to the school

5.3 The Head of School will take firm action against abuse or intimidation of staff, including unacceptable conduct of pupils when not on the school site and when not under the lawful charge of a member of staff of the school. All staff have the same rights of protection from threat as any citizen in a public place.

6. Break and Lunchtime detentions

School staff may put pupils aged under 18 in a break or lunchtime detention without needing to give notice to parents. The length of the detention will reflect the

seriousness of the misbehaviour. Staff will ensure that sufficient opportunity is given for pupils to eat, drink and use the toilets.

7. Search and Confiscation

- 7.1 The school policy on confiscation has been revised with reference to the School Discipline chapter of the Education and Inspections Act 2006 which came into force on 1st April 2007. All staff have the authority to seize, retain and/or disposed of certain items to safeguard the rights of other pupils and to ensure a conducive learning environment. The following is an example of this authority but is not an exhaustive list:

Items dangerous to the health and safety of others	Confiscated and passed to appropriate authorities.
Cigarettes, lighters and associated paraphernalia	Confiscated and disposed of without parent's or pupil's permission.
Chewing gum, fizzy drinks and other small items such as paperclips etc	Confiscated and disposed of without parent's or pupil's permission.
Items counter to the ethos of the school and that may cause tension between different communities.	Confiscated and disposed of without parent's and pupil's permission.
Items of jewellery, clothing and other /valuables not part of the School's Uniform Policy.	We will always consider the particular religious significance of jewellery. Where jewellery has sentimental value (eg of a deceased relative) we may allow the item to be worn if it is hidden. Items confiscated will be returned at the end of the school day. We will dispose of items not reclaimed after three months.
Mobile Devices	First offence Confiscated and returned at the end of the school day. Second and further offences Confiscated and returned at the end of the school day. Further breaches of our policy may result in an extension to this confiscation or a requirement for the parents of the pupil concerned to prevent their son or daughter bringing a mobile device into school. Staff will not search through a mobile device or access text messages without the permission of the owner. In some circumstances it is reasonable to ask a pupil to reveal a message, for example, to establish whether cyber-bullying has occurred. If the pupil refuses, staff may not enforce the request, but may issue a consequence of failing to follow a reasonable instruction.

- 7.2 A member of staff should first ask the pupil to give him or her the item. If such a reasonable request is refused, the member of staff should refer this as a serious incident to a member of SLT.
- 7.3 The confiscated item should be given to the Student Support office at the earliest opportunity where a central record will be kept. pupils will collect their belongings at

the end of the term. Under no circumstances should a pupil be allowed to leave their lesson before the final bell at 3.20 pm to collect confiscated items.

- 7.4 We will take all reasonable steps to store confiscated items securely, however, we are not liable for any damage or loss arising.
- 7.5 Members of the Senior Leadership Team can search a pupil for any item, if the pupil agrees. Only the Head of School and authorised staff are able to utilise the statutory power to search pupils or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item.
- 7.6 A search without consent should where possible, be undertaken by a member of staff who is the same gender as the pupil being searched; there must also be a witness (also a staff member) and again where possible, they should be the same gender as the pupil being searched. There is a limited exception to this rule. An authorised member of staff can carry out a search of a pupil of the opposite sex and without a witness present, only when it is believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 7.7 Searches without consent are only carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings. The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights. Prohibited items include:
- Knives or weapons
 - Alcohol
 - illegal drugs or other chemical substances that produce similar effects to alcohol or drugs
 - Stolen items
 - Tobacco
 - Cigarettes and other smoking paraphernalia including vaping paraphernalia
 - Fireworks
 - Pornographic images/literature
 - Discriminatory images/literature
 - Images/literature appertaining to radicalisation or extremism

Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of any person (including the pupil)

- 7.8 Any prohibited item found as a result of a search will be confiscated. Items confiscated will be handled according to the DfE guidance.

8. Use of Reasonable Force

- 8.1 The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. As a community we are aware that there may be occasions when the use of

reasonable force should be considered. This will be done only when there is a tangible risk to the security and safety of an individual or others. In deciding to use force, teachers will use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

8.2 The Head of School and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

9. Malicious Allegations

9.1 School staff will always listen to pupils and parents who raise a concern. In such cases, the school's safeguarding procedures may be activated. All incidents will be taken seriously and investigated so that school leaders can form their own judgement.

9.2 In very rare circumstances, there may be a reasonable belief that a pupil has made a malicious allegation. Such incidents will be treated extremely seriously due to the detriment caused to the school, waste of resources, the undermining of this policy and the detriment to an individual's reputation. This will be dealt with on a case by case basis but may incur the most severe consequence of the school depending on circumstances, intent, response and attitude of the pupil and the precise nature of the malicious allegation.

10. Other policies

10.1 There are a number of further policies which may be cross-referenced when applying the school behaviour policy and procedures and are available on request. These are outlined below:

Exclusions policy
Safeguarding Policy
Student Anti-Bullying Policy
Student Drugs Policy
No Smoking Policy
Mobile devices Policy
Physical Intervention Policy
Equal Opportunities Policy

11. Complaints by parents about the use of the school behaviour policy

11.1 At St Katherine's School we always welcome feedback and comments from parents and pupils. If you have a concern or complaint we would like you to tell us about it. We hope we can resolve your problem informally but if you continue to be unhappy you

should make a formal complaint to the Head of School in writing. A full copy of the school complaints policy is available on request to any parent who wishes to make a representation about the application of this behaviour policy.

12. Monitoring and Evaluation

12.1 The impact of this policy will be monitored by Governors, drawing evidence from the following data: behaviour logs, exclusions, detentions, parent questionnaire, pupil questionnaire, teacher questionnaire, racial incidents log, central record of bullying incidents.

12. Review

12.1 The principles of this policy will be reviewed every two years. The review will involve representatives of the staff, parents and pupils.

Appendix

Ready to Learn system

1. Summary

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 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

The aims of Ready to Learn are:

1. To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide clarity for staff and pupils about acceptable behaviour and the consequences of misbehaviour
3. To encourage pupils to take responsibility for their own actions
4. To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behavioural consequences Ready to Learn is a whole school system which relies on all staff using it in a fair and consistent way. No other consequences for behaviour can be used.

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

- **be respectful** by listening and speaking politely
- **be responsible** by arriving on time and fully equipped
- **be resilient** by remaining on task and working hard

Our Ready to Learn system clearly articulates our expectations for all pupils:

St Katherine's Way

<p>A St Katherine’s pupil is Ready to Learn. They are expected to:</p> <p>Be respectful by arriving on time and fully equipped Be responsible by listening and speaking politely Be resilient by remaining on task and working hard</p>
<p>In the classroom and around the school</p>
<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 · 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

2. Rules in the classroom

Expectations In the classroom:

If a pupil is not ready to learn in class, they will be given a warning and their name will be recorded by the teacher on the **Not Ready to Learn** section of the board. If the same pupil is not ready to learn again during the lesson they they will be asked to leave the classroom and make their way to the Ready to Learn room. They have three minutes to arrive.

Teachers can only set lunchtime detentions for:

- non-completion of classwork

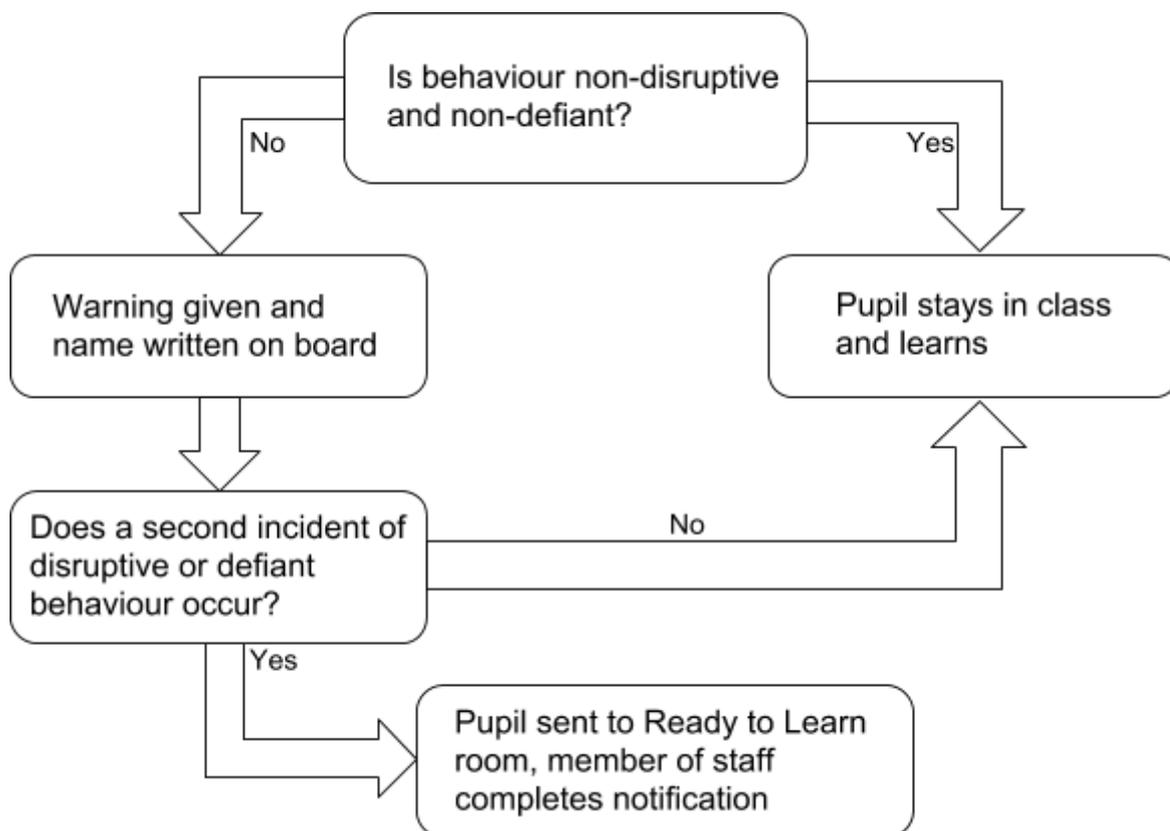
If a pupil fails to attend a lunchtime detention for non-completion of classwork they will be sent to the Ready to Learn room.

Non-completion of homework is not a part of the Ready to Learn system. The setting, monitoring and follow-up of detentions for non-completion of homework is the responsibility of faculties. Members of staff can and should set faculty detentions but whole school consequences will take priority. Repeat incidents of non-completion of homework should be discussed with the Head of Year.

Immediate referrals

More serious misbehaviours warrant immediate removal from the lesson, to the Ready to Learn room for 24 hours:

- Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff)
- Verbal or Physical abuse of staff
- Exam misconduct
- Truancy or wandering for 10 minutes or more during a lesson
- Violent or dangerous behaviour
- Possession or use of alcohol or drugs
- Possession or bringing a weapon or dangerous item on to the school site
- Malicious setting off of the fire alarm
- Deliberate damage to or theft of property
- Smoking
- Bullying or prejudicial language directed at another person



3. Rules around the school

Expectations of all pupils

Our expectations of all pupils are very clear. Pupils must **meet our expectations** and **take responsibility** for being a St Katherine’s pupil by being Ready to Learn. If a member of staff asks a pupil to do something, they must do it. We will always use clear language in our expectations - **“This is a reasonable request. I expect a reasonable response”**. If the pupil refuses or walks away they **must** be sent to the Ready to Learn room.

Punctuality

Pupils are expected to be in their tutor base by 8.45am and 2.10pm. 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 tutors will give a 25 minute lunchtime detention. Failure to attend this detention will lead to the pupil being sent to the Ready to Learn room for 24 hours. Pupils are expected to be in class within three minutes of the lesson bell ringing - All staff must dismiss pupils on the bell. If they arrive after this they must be given a Ready to Learn warning unless they present a green ‘late to lesson’ card.

Equipment

Pupils are responsible for having basic equipment with them each day - pen, pencil, ruler, planner and reading book. Tutors will check uniform and equipment each morning to ensure that all pupils are equipped and ready for a successful day at school. On the first occasion that a pupil does not have equipment they will be given a warning on Class Charts by their tutor and will be given a pen, pencil or ruler. If there is a repeat incident within a week they will be given a 25 minute lunchtime detention. Failure to attend this detention will lead to the pupil

being sent to the Ready to Learn room for 24 hours. If a pupil does not have basic equipment in a lesson they must be given a first warning on Class Charts by the classroom teacher.

Uniform

All pupils must be in the correct uniform (any changes in hot weather will be communicated to staff and pupils), unless carrying a pass issued by their tutor; passes are only issued for medical reasons or if the pupil has lost or broken the item (blazer, tie, shoes, skirt or trousers) in the previous 24 hours. If a pupil who is not in uniform (no tie or blazer) refuses to resolve the issue when asked, they must be sent to the Ready to Learn room for 24 hours.

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 24hrs. 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.

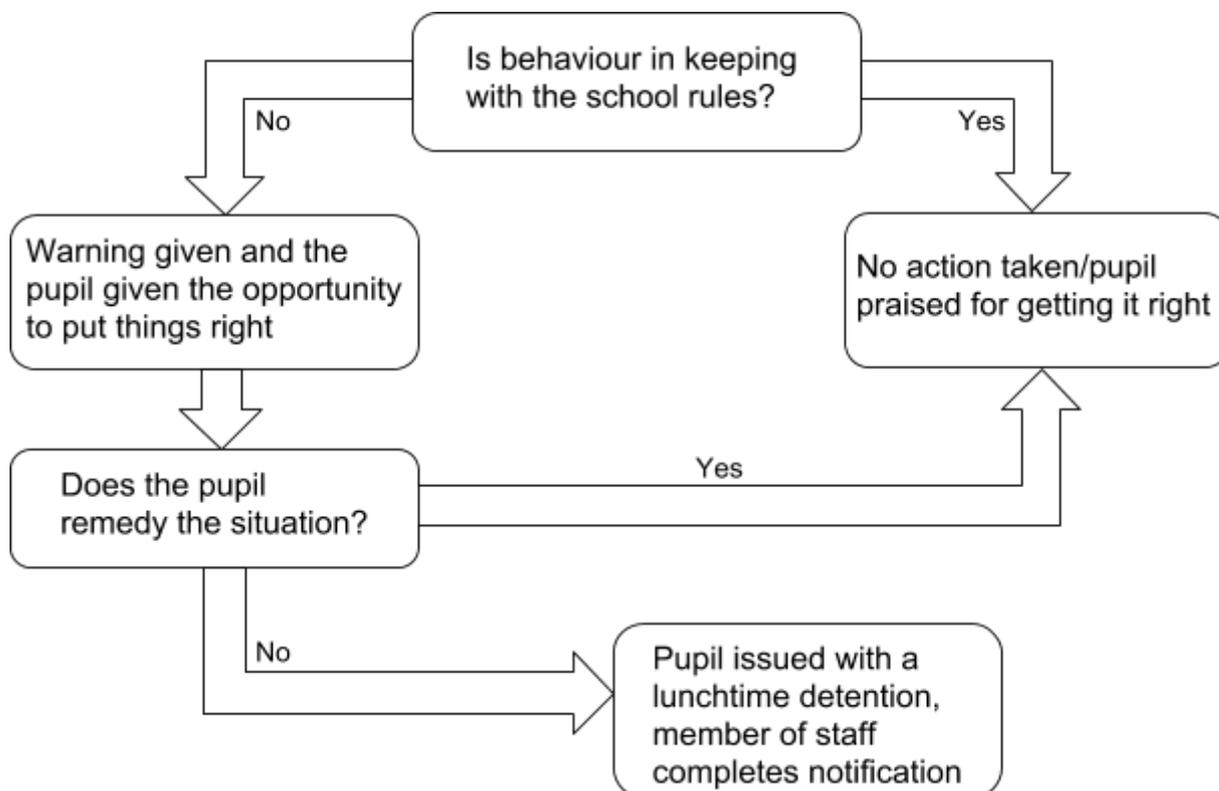
Mobile phones, earphones and inappropriate jewellery

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 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.

If a pupil breaks a rule (shown below) 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 or the next day if given after 1.25pm. 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)
- Littering (Including not clearing away your tray)
- Pushing/shoving
- Being out of bounds
- Inappropriate language or attitude



4. Rules relating to serious incidents

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.

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	Pupils should be asked explicitly, <i>"I have asked you to ... This is a reasonable request. I expect a reasonable response."</i> There must be no negotiation. If a pupil does not immediately comply with your request, he or she must be sent straight to Ready to Learn room. You must complete an entry on Class Charts.
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2. Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none"> • Pushing past staff • Swearing at staff • Rudeness and name calling • Discriminatory comments
3. Exam misconduct	Pupils will be sent to the Ready to Learn room for 5 lessons
4. Truancy or wandering for 10 minutes or more during a lesson.	Pupils may only be out of lessons with the express permission of a member of staff and be wearing a lanyard. If a pupil breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to the Ready to Learn for 5 lessons.
5. Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> • Fighting • Threatening behaviour
6. Possession or use of alcohol or drugs	This is against the law, and may result in permanent exclusion. Pupils may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
7. Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
8. Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school, and will result in a fixed term exclusion.
9. Deliberate damage to or theft of property	This may include: <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the school toilets
10. Smoking	Smoking is not permitted anywhere on the school site. If a pupil is seen smoking or has the clear intent to smoke on the school site, this will result in a referral to the Ready to Learn room or a fixed term exclusion.
11. Bullying or prejudicial language directed at another person	This may include: <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking/internet sites. • Discriminatory comments

5. Guidance for giving warnings in lessons

Getting the script right

1. A common language

It is essential that warnings are given in a consistent way across the school, by all teachers, including cover and visiting teachers. Staff should always try to use language to de-escalate situations: '**Language to engage not to enrage**'.

We must all use our common language when giving warnings. For example:

*"John, you are not Ready to Learn. You are talking over me and **not being respectful**. This is your warning."*

*"John, you are not Ready to Learn. You have arrived more than 3 minutes late and **not being responsible**. This is your warning."*

*"John, you are not Ready to Learn. You are not attempting to start the task and **not being resilient**. This is your warning."*

*"John, you are not Ready to Learn. You have had your warning and now you are talking over me and **not being respectful**. Please make your way to the Ready to Learn room."*

2. Making expectations clear

Starting lessons

It is normal that pupils may walk in to a lesson and still be finishing a conversation. It is essential, therefore, that all pupils know that the adult taking the lesson is ready to start and that the pupils must therefore be Ready to Learn.

To make this crystal clear for pupils, staff should indicate this starting point by saying:

"...Ready to Learn in 3... 2... 1." Thank you.

This should also be repeated throughout the lesson to indicate to pupils that you want them to be silent and to listen.

Establishing silent work

If you want pupils to work in silence, this should be communicated very clearly to pupils. For example:

"We'll now be working in silence for 20 minutes. If you need support please raise your hand. If you talk or make a deliberate noise during that time, you will receive a warning".

Forewarning

If pupils are really engrossed in, for example, a group discussion, it might be unreasonable to expect them to switch immediately to silent listening within seconds. In these cases, staff should **forewarn** pupils that they need to get ready. For example:

"[Over pupils discussion] 30 seconds ... 20 seconds... 10 seconds...Ready to Learn in 3...2...1"

3. Immediate warnings

Once expectations are clear, if a pupil shows that they are not Ready to Learn, they should be given a warning. For example, if you are talking, and a pupil talks over you, they must be given a warning, with their name written on the board. **Every adult, every time.** It will lead to significant inconsistency if some staff choose to 'remind' pupils that, for example, 'next time you will get a warning'.

Examples:

- Pupil arrives more than 3+ minutes late
- Pupil talks over someone else
- Pupil talks during silent work
- Pupil actively refuses to work
- Pupil talks off-task
- Pupil's phone is seen or heard (must be confiscated and passed to the Student Support Office)
- Inappropriate language or attitude
- Pupil is eating or drinking other than water

If a number of pupils have got something wrong, because you think you did not make your initial expectations clear enough, then you should issue a whole class **collective reminder** and clarify the task again.

4. Collective reminders

Sometimes, an adult may wish to draw attention to the Ready to learn rules, without giving a warning to a particular pupil. In such situations, a collective reminder to the whole class would be more appropriate. For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say:

"I'd like to remind everyone that off-task conversations are for social times. I don't wish to have to give anyone a warning about this."

5. No 'machine-gunning'

Once you have given a warning, you should not give a second warning **within 30 seconds of the first.** For example, if a pupil disagrees with you or argues with you about the warning, you tell the pupil that you will discuss the issue at break or lunchtime and that if they continue to argue you will have no choice but to send them to the Ready to Learn room. For example:

"It wasn't me, it was him. It's not fair..."

"Sam, I will discuss this with you at the breaktime. If you continue to argue I will have no choice but to send you to the Ready to Learn Room."

This approach turns it back on the pupil to make the choice. It would also help if you then turn your attention back to the lesson to give the pupil time to consider their response. Silence usually means acquiescence.

6. Calling out

If a pupil calls out (and is genuinely engaging with learning) they should **not** be given a warning. However, if a pupil **repeatedly** calls out in a way that is unhelpful for learning, you should say to them:

"I know you're only trying to answer the question, but calling out is unhelpful for other pupils. If you call out again, you will get a warning."

7. Behaviour outside of a lesson

Defiance (Please read in conjunction with page 16)

If a member of staff asks a pupil to do something outside of a lesson, they must do it.

"Simon, the bell has now gone, please make your way to period 3."

"Jane, please keep to the left in the corridor."

"David, please do not eat food at Student Support."

"Sandra, please can you stop shouting at others in the corridor".

If they do not immediately do what they have been asked, a member of staff must say to the pupil **"This is a reasonable request, I expect a reasonable response."**

If the pupil does not respond and do as they have been asked despite this request they must be sent to the Ready to Learn room:

"John, you are not being respectful. Please make your way to the Ready to Learn room."

Annex A - Rules in the Ready to Learn room

When a pupil is sent to the Ready to Learn room

The teacher sending the pupil must complete the referral using Class Charts. There are a number of things that will happen once a pupil has been sent to the Ready to Learn room:

1. The pupil arrives at the Ready to Learn room:

- The pupil hands over their mobile phone.
- The pupil completes a reflection sheet.
- Once the reflective sheet is completed the pupil is then given additional work to complete.
- The pupil remains in the Ready to Learn room until they have attended five lessons

If the pupil does not engage with any of the above expectations then a half day Fixed Term Exclusion will be issued.

2. Parents will be contacted by email from the member of staff on duty in the Ready to Learn room to inform them that their child has been sent to the Ready to Learn room.

3. The teacher who referred the pupil will have a restorative conversation (on the same day where possible)

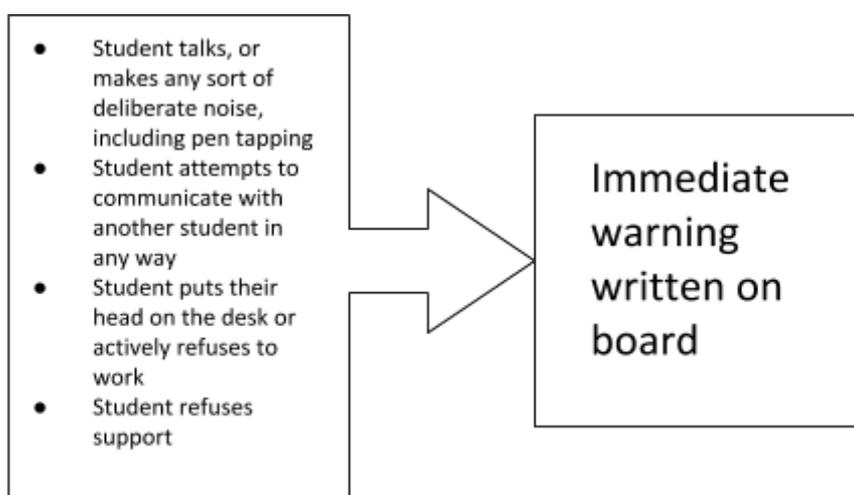
Rules in the Ready to Learn room

Pupils must work in silence at all times, in 'exam conditions'. If a pupil shows they are not 'Ready to Learn' in the Ready to Learn room, then they must immediately receive a warning. If they show this again, after more than 30 seconds, they must receive a second warning. At this point the parent or carer will be alerted that their child is on their last warning and will be sent home if they disrupt again. If they show it a third time, they will be excluded from school.

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

Examples:



Break and lunch times in the Ready to Learn room

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.

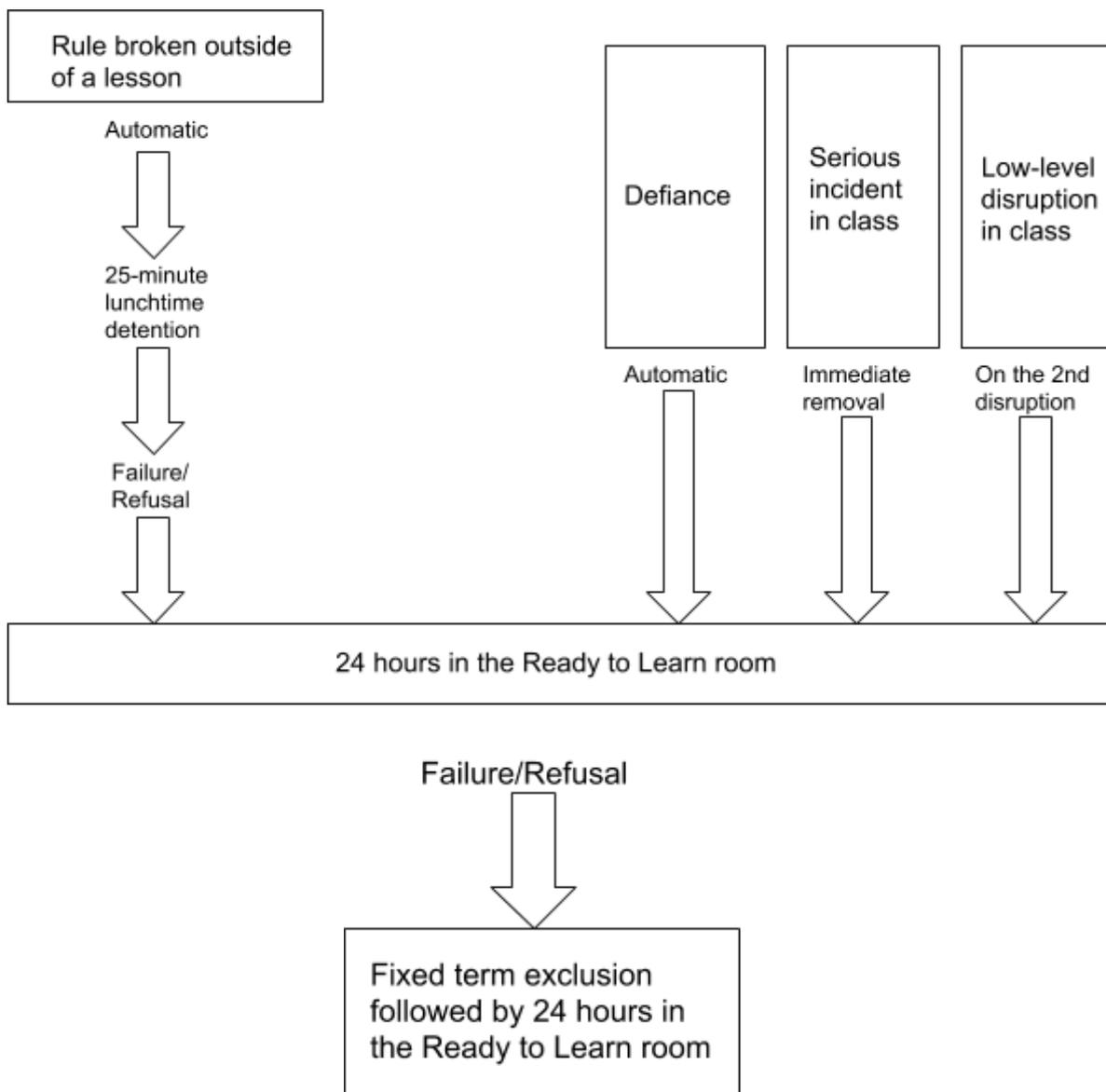
While collecting food at break or lunch time (which will happen 15 minutes before the rest of the school goes to break and lunch) pupils will obviously be able to talk with each other, albeit quietly and sensibly.

Exceptions to staying in the Ready to Learn Room

A pupil must never be allowed out of the Ready to Learn room to attend a normal lesson, including a lesson to complete coursework. A pupil may only leave the Ready to Learn room if they have:

1. A public examination
2. A literacy, numeracy or behaviour intervention
3. A music lesson
4. A pre-arranged appointment out of school

Annex B - Consequence map



Consequences and Points

Any member of staff can set a lunchtime detention. Lunchtime detentions are held each day from 1.25-1.50. Detentions cover three areas:

- In class
- Out of class
- Tutor time

Area	Description	Action	Points
In class			
	Ready to Learn warning	Log on Class Charts	-1

	Incomplete classwork	Log on Class Charts (detention given)	-2
	Ready to Learn referral	Log on Class Charts	-4
	Serious incident	Log on Class Charts, including details	-5 Immediate referral to Ready to Learn room
Out of class			
Pastoral Support detention issued Non attendance at Pastoral Support detention results in being sent to the Ready to Learn room	Inappropriate physical contact with other pupils	Log on Class Charts (detention given)	-2
	Inappropriate language or attitude towards other pupils	Log on Class Charts (detention given)	-2
	Dropping litter/throwing food	Log on Class Charts (detention given)	-2
	Running around the site (except on the field and courts)	Log on Class Charts (detention given)	-2
	Being out of bounds	Log on Class Charts (detention given)	-2
	Serious incident	Log on Class Charts, including details	-5 Immediate referral to Ready to Learn room
Tutor			
	Serious incident (requires a note on Class Charts)	Log on Class Charts, including details	-5 Immediate referral to Ready to Learn room
Second offence within a week results in Pastoral Support detention.	Lack of equipment, including planner First offence - warning Second offence - detention	Log on Class Charts (detention given)	-1 -2

Non attendance at Pastoral Support detention results in being sent to the Ready to Learn room	Lack of reading book First offence - warning Second offence - detention	Log on Class Charts (detention given)	-1 -2
	Incorrect uniform First offence - warning Second offence - detention	Log on Class Charts (detention given)	-1 -2
	Late First offence - warning Second offence - detention	Log on Class Charts (detention given)	-1 -2

If a pupil fails to attend a lunchtime detention they will be sent to the Ready to Learn room at 2.10pm by their tutor or Head of House.

Expectations for conduct in lunchtime detentions are the same as for a lesson:

- Pupil not Ready to Learn - warning given
- Second occasion - pupil is sent to the Ready to Learn room

Annex D - Ready to Learn stages

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.

Stage	Trigger	Support for pupil
A	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 • 6 week duration
B	7 incidents (Referrals to the Ready to Learn Room or Fixed Term Exclusions)	<ul style="list-style-type: none"> • Ready to Learn plan updated • Two day intervention programme in the Ready to Learn room to include mentoring sessions and restorative plan • Agreed strategies to support the pupil • Parental meeting with Head of House and updates every 2 weeks • Individual Behaviour Plan • 6 week duration
C	12 incidents (Referrals to the Ready to Learn Room or Fixed Term Exclusions)	<ul style="list-style-type: none"> • Ready to Learn plan updated • Three day intervention programme in the Ready to Learn room to include meeting with Associate Headteacher • 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	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 • One week in the Ready to Learn room including daily mentoring and refocus meetings • Pastoral Support Plan updated • Support from Deputy Headteacher
E	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

If a pupil successfully completes a six week Ready to Learn plan and then completes a further six weeks 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.

Ready to Learn Stages Support Map

