



St. Katherine's School

An Introduction to Ready to Learn

Year 8-11 Parents/Carers

Learning together, succeeding together, inspiring excellence



Contents

Climate for learning at St Katherine's School	2
What is Ready to Learn?	2
Expectations of all pupils	3
Helping your child to be Ready to Learn	3
Expectations of all staff	4
Expectations in the classroom	4
Expectations around school	5
Expectations in the Ready to Learn room	6
Implementing Ready to Learn and further information for parents/carers defined.	Error! Bookmark not defined.
Frequently Asked Questions	6
The School Rules explained	9
Ready to Learn stages	11

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.

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 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**

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



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

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.

Any pupil who is late arriving into school will be given a warning and the lateness recorded. 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.

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 by their tutor. 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.

Helping your child to be Ready to Learn

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 has the correct uniform. If there is a genuine reason for them not having the correct uniform, please contact your child's tutor who will issue them with a pass. If a pupil has the wrong uniform and no pass they will be sent to the Ready to Learn room
- 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 sanction has been completed

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



Expectations of all staff

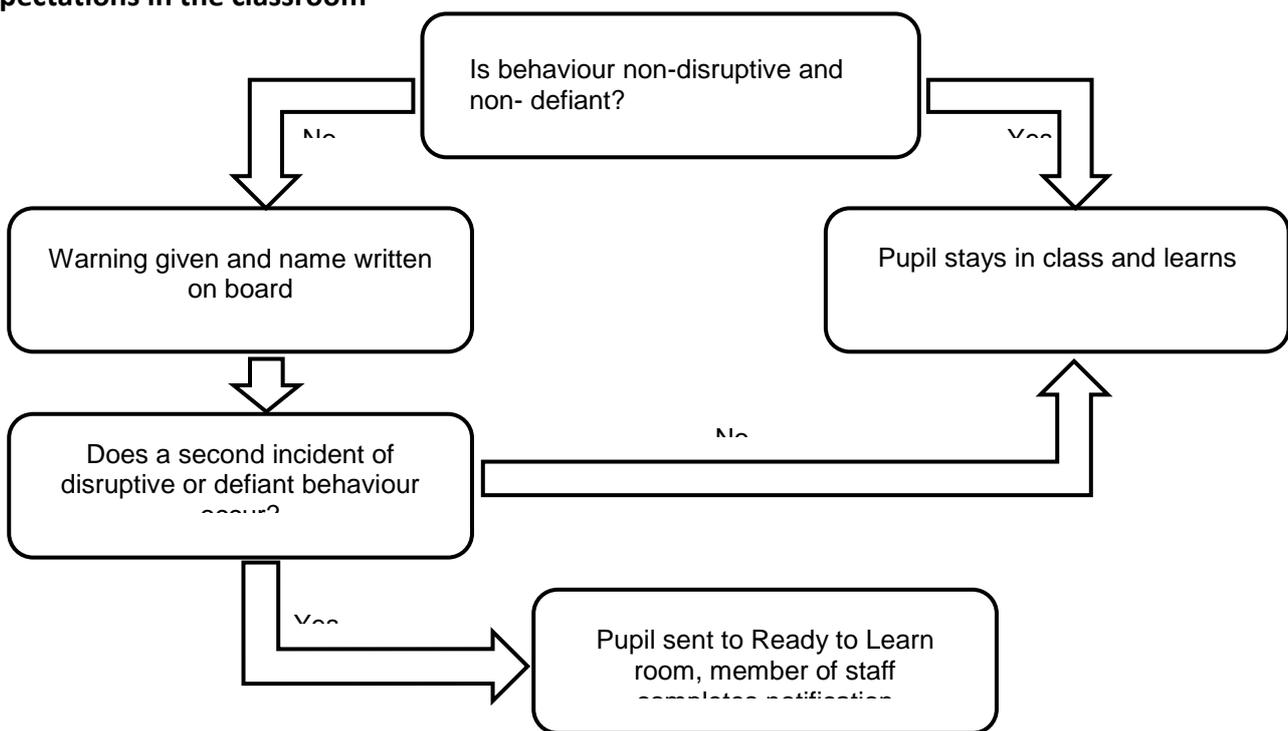
Just as Ready to Learn has a clear expectation of all pupils, it has clear expectations of all staff. All staff are responsible for consistently adhering to the Ready to Learn system on all occasions, both in and outside of the classroom.

Staff will be issued with clear guidance and training on the implementation of Ready to Learn and are looking forward to working with pupils and parents/carers to maximise pupil success. Tutors have responsibilities for monitoring pupils and will be paying 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 will be supporting the smooth running of Ready to Learn as well as leading on interventions for identified pupils.

Class teachers will be reaffirming 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.

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

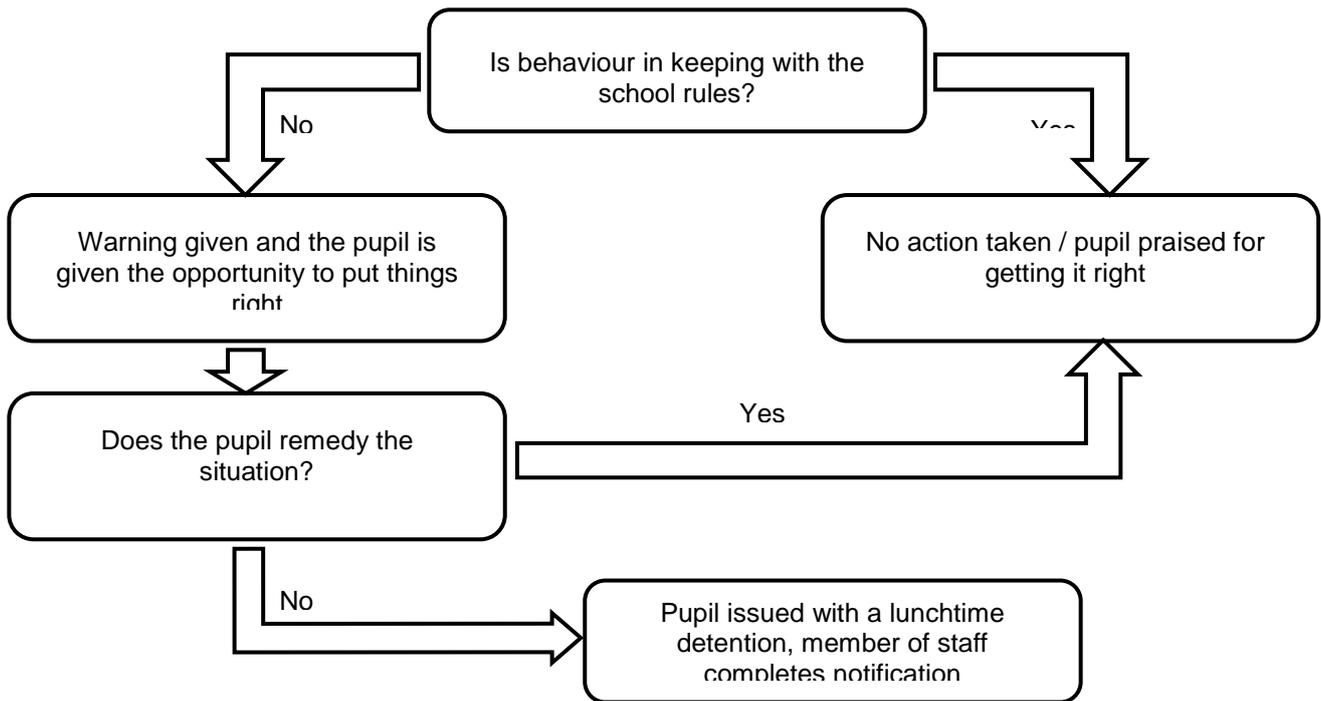


Teachers can only set lunchtime detentions for:

- 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.

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 or 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

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



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 (after Phased Introduction). Pupils must work in silence at all times, in 'exam conditions'. They will hand over their mobile phone 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.

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 lunch times 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 lunch time (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?

Pupils make their way directly to the Ready to Learn room. Pupils will complete a reflection sheet prior to completing work. The room is supervised by a member of staff. Pupils will collect snacks and lunch 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. Parents/Carers will receive a follow up communication on the day with details of your child's behaviour leading to the referral. 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 in the event of any significant behaviour incidents.

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

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.

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 new system. Some pupils identified by the Inclusion Manager will have a one to one session with a member of staff to explain the new system to them and to answer their individual

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



questions. 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?
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.

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



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
A St Katherine's pupil is Ready to Learn. They are 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
In the classroom and around the school
Be respectful <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
Be responsible <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
Be resilient <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

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



- 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

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.

	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 ● 2 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 ● 3 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 ● 1 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

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



pupil concerned.

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