

# 1. Summary

Ready to learn is a whole school classroom behaviour and learning policy at Oasis Academy Brightstowe. All sanctions are given through a central school system and are carefully monitored by the Ready to Learn room coordinator.

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 students** about acceptable behaviour and the consequences of misbehaviour.
3. To encourage students 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 sanctions for classroom behaviour can be used.**

Members of staff may still set detentions for non-behavioural issues but whole school sanctions always take priority. Examples of detentions that teachers set include:

- Failure to complete homework
- Poor behaviour choices outside of the classroom

**At Oasis Academy Brightstowe students can show they are Ready to Learn by;**

1. **Following instructions immediately**
2. **Remaining on task**
3. **Listening and engaging when others are speaking**
4. **Always speaking appropriately**
5. **Arrive equipped and on time to lessons**
6. **Wear correct school uniform, appropriately at all times.**

If you break one of these rules, an adult will tell you that you have a 'Verbal Warning', this will be displayed on the board. If you break a rule for the 2nd time you will be sent to the RTL room for 6 school lessons, including family time and a 45 min detention from 3.20pm until 4.05pm that day and your parents or carers will be contacted.

## **Equipment and PE kit**

Students should arrive to school 'Ready to Learn' in every respect. They should bring appropriate equipment for each of their lessons, including cooking ingredients, PE kit and stationery.

As a minimum stationery requirement, students will be expected to arrive to school with;

Planner

2 x Black pens

1 x Red pen

1 x ruler

1 x pencil

It is also recommended that students should have a scientific calculator and an appropriate school bag.

If a student does not have PE kit on a day where they have a PE lesson or the correct equipment for a particular lesson they will receive a Verbal Warning. The student will be offered spare kit or equipment for the lesson. If the student refuses to borrow they will be referred to the RTL room for 6 lessons.

## **Guidelines for giving warnings in lessons**

### **1. A common language**

It is essential that warnings are given in a consistent way across the school, by all teachers, including cover and guest teachers, using a simple 2-step process. Staff should always use language to de-escalate situations: **'Language to engage not to enrage'**.

It is also important that all staff use a common language when giving warnings. For example:

"John, I'm giving you a verbal warning as you are talking. You need to be Ready to Learn for the rest of the lesson".

"John, you are talking over me; that's a verbal warning".

"John, you are having an off-task conversation; that's a verbal warning".

"John, you need to go to the Ready to Learn Room. You have had a verbal warning and now you are talking over me. Please make your way to the Ready to Learn room". You have 4 minutes to get there.

### **2. Making expectations clear**

#### **Starting lessons**

It is normal that students may walk in to a lesson and still be finishing a conversation that they started on their way. It is essential, therefore, that all students know that the adult taking the lesson is ready to start and that the students must therefore be RTL.

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

"I'm expecting you now to be 'Ready to learn' in 3..., 2..., 1 and 0 Thank you".

*\*Please note that staff are able to use the longer version to embed routine if they wish - 3: finishing your conversations, 2: putting all equipment down, 1: eyes on the board/me/name of pupil/your books And 0: thank you.*

#### **Establishing silent work**

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

"We'll now be working in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a "verbal warning".

## Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen. It is recommended that all staff use them. As soon as staff get to '0', warnings must be given to any student still talking.

## Forewarning

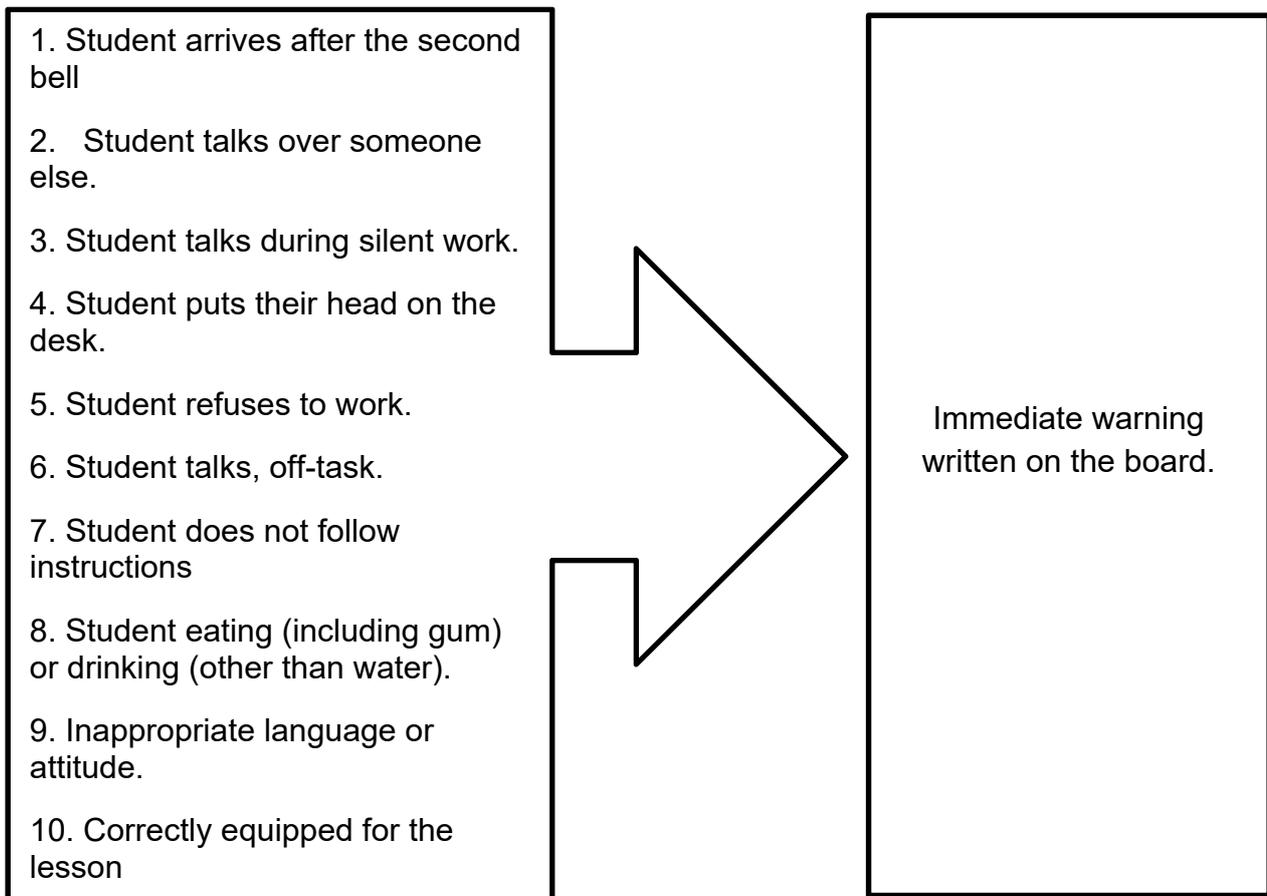
If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 3 seconds. In these cases, staff should **forewarn** students that they need to be ready for that. For example:

“(Over student discussion) 30 seconds left... 20.... 10... Ready to Learn in ..3..2..1 and 0”.

## 3. Immediate warnings

Once expectations are clear, if students show that they are not RTL, they should be given an immediate warning. For example, if you are talking and a student talks over you, they must be given a verbal warning, with their name written on the board. It will lead to significant inconsistency if some staff chose to 'remind' students that, for example, “next time you will get a verbal warning”.

Examples:



If a number of students have got something wrong, because you think you didn't make your initial expectations clear enough, then you should issue a whole-class **collective reminder**.

#### 4. Collective reminders

Sometimes, an adult needs to draw attention to the “Ready to Learn” rules, without giving a warning to a particular student. 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,

“Class I don’t think I was clear enough about my expectations. Let me be clear that off-task conversations are for social times. Now that clear I will issue a VW for those still engaging in off task conversations”.

#### 5. No ‘machine-gunning’

Once you have given a verbal warning, you should not give a referral **within 30 seconds of the first**. For example, if a student disagrees with you or argues with you about the warning, then you tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to refer them to the RTL room. For example:

“It wasn’t me, it was him, It’s not fair....”

“Sam, I will discuss this with you at the end of the lesson. If you continue to argue, I will have no choice but to refer you to the RTL room”.

#### 6. Calling out (an answer)

If a student calls out (and is genuinely engaging with learning) they should **NOT** be given a warning. However, if the same student **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 you have called out too many times, which is unhelpful for other students. If you call out again, I will have to give you a verbal warning”.

“I’m just telling you now, if you call out again, I will give you a verbal warning”.

#### 7. Immediate removals

More serious misbehaviours warrant immediate removal from the lesson, to the RTL room for the incident to be investigated fully. These include:

- Swearing directly at a member of staff (this is an automatic fixed term exclusion)
- Violence, aggressive or intimidating language or behaviour
- Unsafe or dangerous behaviour
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment.

## **8. Teacher Responsibility**

If you, as a teacher refer someone to the RTL room, and you want them to complete a particular piece of work then it is your responsibility to provide that piece of work. It is also vital that you discuss with your LT/Subject director, any behaviour concerns that you may have so as a department you can discuss strategies to support behaviour management. These could include,

- changing seating plan
- Discussion with tutor
- subject report card
- coaching observations
- phone call home
- meeting with parents

These should all be done **BEFORE REFERRING TO THE HIM/HOH.**

## **9. Tutor Responsibility**

As a tutor it is your responsibility to monitor and discuss behaviour concerns with each child in your tutor group. If a child is being referred by a particular subject or teacher then discuss measures with the student and member of staff to try and resolve the issue before it needs to be referred to the LT/director. If a student is receiving referrals from more than 2 separate subjects then it is your responsibility to place them on a tutor report and contact home to discuss the reason why and inform the HIM/HOH. If there is no improvement in the child's behaviour then the tutor should raise this in a pastoral meeting for escalation to a HIM report.

## **10. LT/Director Responsibility**

It is vital that you take ownership of students' behaviour and behaviour management of your team. As a LT/Director you should check the daily behaviour report from SIMS to ensure you know what is happening in lessons in your department. You should dedicate time in department meetings to discuss the behaviour of students and highlight (using the strategies mentioned above) how you are going to support your team in managing the behaviour of students.

## **11. HOH/HIM**

The HOH and HIM will maintain an overview of students' behaviour and will contact teachers/LTs/Directors if a student's behaviour is such that they are causing concern across a number of subject areas. If this is the case the HIM will take ownership of that child and liaise with all staff involved about strategies and interventions that will support the behaviour of that student in lessons. If, following HIM intervention there is no marked improvement in the student's behaviour the HOH will place the student on an IBP and take responsibility of that child.

## Rules around school

At Oasis Academy Brightstowe, we expect each other to behave with respect at all times. That means walking around school calmly and quietly, respecting each other's space and looking out for each other.

### Uniform

All students will need to enter the school via the doors in student reception.

At this point their uniform will be checked.

They will only be allowed to go to lessons if they have full uniform including blazer, tie, shirt, appropriate trousers/skirt and school shoes and coat/jackets removed.

If they have not got correct uniform they will be issued with a green slip on the first occasion (only one green slip will be issued per term). After which, students will be placed in the RTL room until the uniform infringement has been resolved. The HIMs will record the issuing of green slips on SIMS.

### Defiance

If a member of staff asks a student to do something, they must do it. If they do not immediately do what has been asked, the member of staff may say to them

***'At Brightstowe we follow instructions first time. If you choose not to follow my instruction you will be placed in the Ready to Learn room for 6 school lessons'.***

If they refuse, or if they walk away, they will be sent straight to the RTL room. If a student argues with any sanction the teacher will always be supported in their decision immediately

### Truancy

If students choose to truant lessons they will be placed in the RTL room for 6 school lessons. The reason for this is it takes time to follow up the poor behaviour, time that HIMs could be using to support students who come to school to learn. Truancy also reduces the learning that students can undertake as they are not attending their lessons, it undermines the ethos of the school and harms the culture of learning.

### Mobile Phones and electronic devices

Mobile phones, headphones or any other electronic devices are not allowed to be seen or heard anywhere in the school building or grounds. If a student has their mobile phone out, or it goes off then it will be confiscated. They will be able to collect it from student reception 48hrs later or their parents can come and collect it at any time before hand.

If a student refuses they will be sent to the RTL Room until the phone is handed over.

### Smoking

If a student is caught smoking, or in possession of smoking paraphernalia then they will spend 6 school lessons (including family time) in the RTL room. This includes 'vape' pens and other such equipment.

## **Escalation**

Please be aware at Oasis Academy Brightstowe our behaviour policy is an escalation system and if a student repeats such behaviours then they will spend longer in the RTL room than if it was their first incident of that nature.

### **12. Q&A**

**Q: I have sent a student to the RTL room and emailed the administrator, but the student has refused to leave. What should I do?**

A: If the student does not turn up in the RTL room of their own accord within 4 minutes of your email, the HIMs or the RTL coordinator will pick up the student and the student will be sent home on a 1 day fixed term exclusion. Obviously, if a student has still not left after 2-3 minutes of your email and is still causing disruption, you may wish to send a further email to the Ready to Learn Team.

**Q: I have sent a student to the RTL room. Do I have to ring home?**

A: No, the HIM will do this, However, you may want to ring home to explain the situation. In some cases, parents or students might query why they were sent to the RTL room and the Pastoral Team might ask you to phone home to explain.

**Q: I have sent a student to the RTL room. Do I have to meet the student later in the day?**

A: Not normally. However, you may wish to. If you have sent the student to the RTL room more than once in a small term, or if the student disagrees strongly with your decision, the Pastoral Team might ask you to come to speak to the student. Your decision, however, is final.

**Q: A student is drinking/eating in my lesson (other than water). Should they get a warning?**

A: Yes, they should get a verbal warning and their food or drink should be taken away from them. If they refuse to hand over the food or drink, give them 30 seconds take up time. If they still refuse they must be sent to the RTL room. (Energy drinks and 2 litre bottles of fizzy drinks are banned in school and should be confiscated).

**Q: Do all students stay in the RTL room for 6 school lessons? (including Family Time)**

A: No, Some students will only spend a specified amount of time in the RTL room depending on need. These students will be pre-determined by the Inclusion team, SENCO, HOH, HIM and AP – pastoral and shared amongst staff.

Some students will be given a 're-focus' card. This will allow them to leave the classroom if they reach a **verbal warning** and spend **5 minutes** with their HIM or HOH. Teachers should

sign the planner when the student leaves and the HIM or HOH should sign the planner when the student returns to lessons. If the HOH or HIM is not available then the student should return to stand outside their classroom and return inside the classroom after 5 minutes.

A list of students will be updated and reviewed fortnightly. These students will typically be on the SEND register or have specific SEMH concerns.

## Annex A: Rules in the RTL room

Students must work in silence at all times, in 'exam conditions'. If a student shows they are not Ready To Learn in the RTL room, then they must immediately receive a rule reminder. If they show this again, after more than 1 minute, they must receive a verbal warning. At this point, the RTL coordinator will phone/text home to alert the parent or carer that their child is on their last warning and will be excluded from school if they disrupt again. If they show it a third time, they will be sent home and excluded from school the following day.

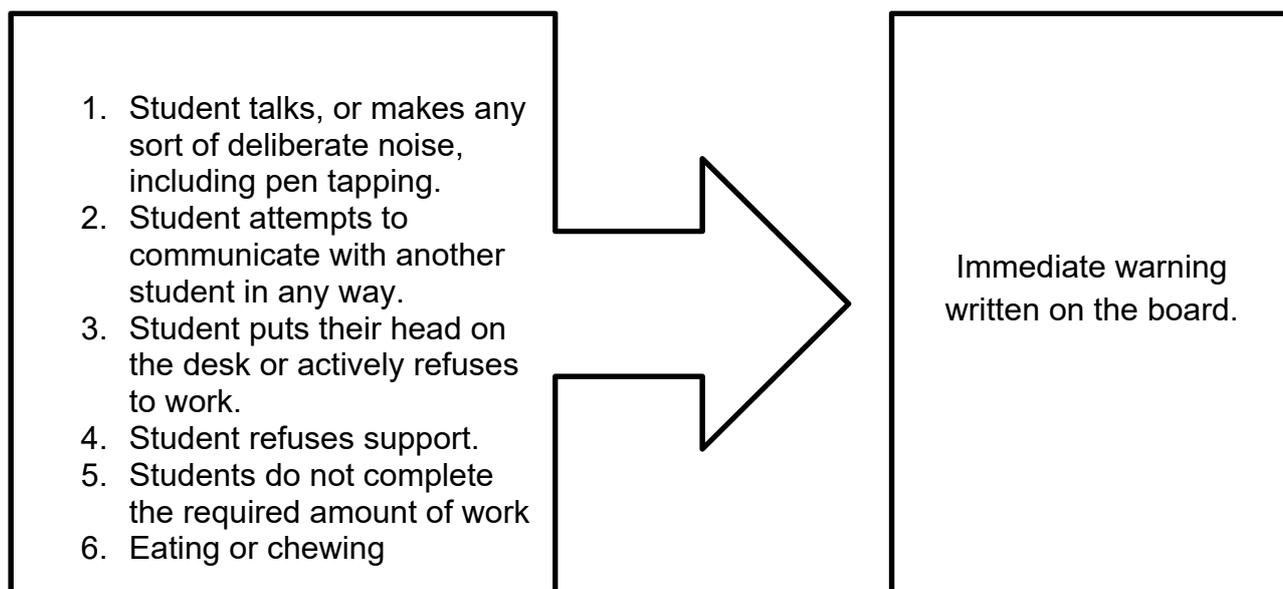
If available a HOH/HIM will visit the student and give them some time out at a verbal warning stage. This should be for no longer than 10 minutes.

Please note that students can only be given one warning per session for lack of work. Staff will clearly set out the minimum amount of work required for each session and check at the end of the allocated time.

As such, the RTL Room will have the same rules as an examination, with two important exceptions:

1. Students are allowed to ask for help
2. Students must continue to work

Examples



## Arriving in the RTL room

Students must arrive in the RTL room within 4 minutes of when the class teacher's email was sent. If they do not, they will be sent home for that day and continue to serve a fixed term exclusion the following day.

If a student arrives late to the RTL room the following day then the time missed shall simply be added to the time they stay in the RTL room, rounded up to the nearest hour. For example, a student who arrives at 9.00am (10 mins late) and were due to leave the RTL room at 9.50am (after lesson 1) they would now stay in the RTL room for an additional hour (1 extra lesson)

## **Break and lunch times in the RTL room**

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

1. Students may eat and drink at their desks
2. Students may read a book or magazine, or do other silent personal activities, such as a Sudoku.
3. Students may choose not to work and will not get a warning for putting their head on the desk.
4. Students may communicate with each other – appropriate language

During break and lunch (which will happen after the rest of the school goes to break and lunch) students will obviously be able to talk with each other, albeit quietly and sensibly.

## **Exceptions to staying in the RTL room**

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

1. A public examination
2. A literacy, numeracy or behaviour intervention
3. A pre-arranged appointment outside of school

## **Fire alarm/emergency evacuation procedures**

In the event of a fire, the RTL coordinator will be responsible for keeping the RTL students together and correctly supervised and registered. In the event a student does not comply with the rules of the RTL room during an emergency evacuation, they will be excluded for 1 day.

Students will be expected to line up on the tennis courts on the nearside, in silence throughout the whole procedure.

## **Annex B: Managing fixed term exclusions**

All return from exclusion meetings will take place between 9.30am – 10.30am on the day the student returns to school. The HIM will make the phone call to arrange this meeting. The HIM will conduct all meetings resulting from exclusions from the RTL Room.

The Head of House will conduct meetings for incidents other than RTL Room behaviour.

The student and parent/carer must attend the meeting and will sign a behaviour contract before returning to mainstream lessons. Students will not be allowed into the Academy until this meeting has taken place.

In very exceptional circumstances and with the agreement of the Assistant Principal, a discussion may take place by phone with the parent or carer.

## **Annex C: The Pastoral Team**

The Pastoral Team are: TBC

They have the following responsibilities:

- Supervision of the RTL Room on a rotational basis, including social times and until 4.05pm
- Picking up non-arrivals
- Initiating and maintaining good communications' with parents/carers, heads of house and support structures within school
- Providing re-integration support for students, as required
- Managing meetings with parents relating to RTL incidents and exclusions
- Keeping accurate records of all incidents and referrals on SIMs
- Ensuring appropriate work is provided for all students, by maintaining a stock of work for KS3 students and liaising with teachers of KS4 students
- Analysing the data around behaviour incidents and providing termly reports on issues arising and suggestions to manage.

The team works closely in collaboration with:

- Heads of House
- Director/Lead teachers
- SENCO
- Assistant Principal
- Principal