



READY TO LEARN
STAFF BOOKLET 2017-18

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1. Summary

Ready to Learn is a whole school behaviour and learning policy that covers all aspects of school life. All sanctions are given through a central school system and are carefully monitored by Heads of Year and by the Senior Leadership Team.

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 that every second counts.
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 interruptions as barriers.
5. To involve and **collaborate with parents/carers to support with their child's attitude to learning**.

Ready to Learn is a whole school system that relies on all staff using it in a fair and consistent way. No other sanctions for behaviour can be used. Central to this are the three Rs:

1. **Routines** – Consistent implementation of the RTL system and academy expectations.
2. **Responses** – Our use of language and de-escalations skills when dealing with behaviour.
3. **Relationships** – Establishing positive relationships based on high expectations.

Members of staff may still set study support sessions for non-completion of independent learning issues but whole school sanctions always take priority. Examples of detentions that teachers may set include:

- Failure to complete independent learning,
- Failure to complete classwork,
- Failure to complete homework or classwork to the required standard.

Expectations

Expectations are broken down into 3 areas:

- In the classroom
- Around the academy
- Serious incidents

Expectations in the classroom

Students are expected to:

- Arrive on time, within 3 minutes of the start time
- Sit where you are asked
- Show you are ready to learn
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn
- Stay in your seat
- Don't eat or drink (only water is allowed in lessons)
- Treat others with respect, including when speaking with them

If a student does not adhere to these expectations, they must be given a "warning" and their name must be written on the board in the Ready To Learn section. If a student does not adhere to one of these expectations for a second time, they must be sent to Isolation for 24 hours. This will include an hour's detention from 2:50pm until 3:50pm that same day, and their parents or carers will be contacted. The only exception to this will be if a student is sent to the Isolation room during session 5, if this happens their detention will be the next working day.

When sending a student to isolation you must email Staff-RTL@marineacademy.org.uk with the name of the student and the reason that they have been sent. Students have 5 minutes to take themselves to isolation. Should they refuse to leave the classroom on-call should be called for by the class teacher. If students do not arrive to isolation within 5 minutes on-call will be called for by a member of staff in the isolation room.

Supply teachers within the Academy will not follow the Ready to Learn system. They are the only members of staff who will internally refer students into another class. That teacher will then follow the Ready to Learn system as normal.

Expectations around the academy

At Marine Academy Plymouth, we expect each other to be respectful at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other.

Defiance

If you ask a student to do something (e.g. "please can you tuck your shirt in?"), they must do it. If they do not immediately do what has been asked, the member of staff may say "This is a reasonable request. Are you choosing not to follow it?"

If the student refuses, or if they walk away, they will be sent straight to Isolation for 24 hours.

Anti-social behaviour – Red Card

There are no warnings for these misbehaviours. Students will receive a social time detention for any of the following:

- Lateness to the academy
- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food
- Eating and drinking in banned areas
- Not clearing away your plate and cutlery in the canteen
- Being offsite without an appropriate pass
- Damaging or vandalising academy property
- Incorrect uniform (includes not wearing a blazer) with no pass from Head of Year (a pass will only be issued for a maximum of 5 days, if the uniform remains incorrect after this period the student will be isolated until the issue has been resolved).

If a student behaves in any of the ways listed above an adult must tell them that they have a "Red card", and that the student must serve a 20 minute lunchtime detention the following day. If students are not sure whether they have a red card detention, they can check the "Red Card Detention" list, which is on year group board by the year office.

When issuing a Red Card, staff must email the relevant HoY & AHoY.

If a student fails to serve this detention, they will be sent to Isolation for 24 hours and their parents or carers will be contacted.

Mobile phones and inappropriate jewellery

Unless students have permission from their tutor/teacher, students must hand over to a member of staff any phone that is seen or heard during tutorial/sessions, or in corridors once the bell for sessions has sounded. The same is true of any nose rings, large earrings or other jewellery that is not permitted. This will be confiscated until the end of the school day and students may collect it from Reception at the end of the day. If confiscated more than once during a term, an increasing waiting time will occur as below:

1st Confiscation – Returned at 3:00pm (10 mins)

2nd Confiscation – Returned at 3:10pm (20 mins)

3rd Confiscation – Returned at 3:30pm (40 mins)

4th Confiscation – Returned at 3:50pm (60 mins)

5th Confiscation – Parents/Carers collect

If a student refuses to hand over confiscated items, they will be sent to the Isolation Room for 24 hours.

Uniform

All students must be in the correct uniform, unless carrying a pass issued by a Head of Year; passes are only issued for medical reasons or if students have lost or broken the article in the previous 24 hours. If a student arrives to the academy without the correct uniform, they must get a note from your HoY/AHoY. They will have 5 days to rectify the uniform issue, after which they will be placed in the isolation room until the issue is resolved.

If a student is out of uniform and does not have a pass they will be given a Red Card detention. Please be aware of our uniform expectations as set out in the staff handbook.

Unstructured Time

Students will be encouraged to be outside at breaks and lunches, but will have the option to be indoors. Students will have an allocated year group area, but will be given the freedom to move around the academy as long as they are behaving sensibly and appropriately. Students will be able to use the areas prioritised for other year groups should they wish to socialise with students in another year.

All hot food must be eaten in the canteen, staff on duty will need to move on students as they finish or those eating cold food. Students can eat cold food in designated break and lunch time areas, but food should not be eaten whilst moving through the corridors.

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|-------------------|--------------------|------------------|----------------|
| The Hub & Tennis Courts | Creative Breakout | Academies Breakout | Science Breakout | Maths Breakout |
| Privileges to this area will remain if: <ul style="list-style-type: none">• The area is treated respectfully and no litter or mess is left behind• Behaviour is appropriate and students are settled at all times | | | | |

Expectations relating to serious incidents

These are incidents of a serious nature and as such no warning will be given to students, these may warrant Isolation, a parental meeting, warning of a fixed-term exclusion, a fixed term exclusion, or a permanent exclusion. Students may also face further sanctions depending on the severity and frequency of their actions.

| | |
|---|---|
| 1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.) | Students should be asked explicitly, "I have asked you to ... this is a reasonable request. Are you refusing to do as I have asked?" There must be no negotiation. If a student does not immediately comply with your request, he or she should be sent straight to isolation. |
| 2. Verbal or Physical abuse of staff. | This may include: <ul style="list-style-type: none"> • Pushing past/physical contact with staff • Swearing at staff • Rudeness and name calling |
| 3. Exam misconduct | Students will be sent to Isolation for 24 hours and will serve an hour's detention the same day |
| 4. Truancy or wandering for 10 minutes or more during a lesson. | Students may only be out of lessons with a pass from a member of staff. If a student breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to the Isolation Room for 24 hours. |
| 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. Students cannot 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 serious sanction (and possible financial penalty). |
| 9. Deliberate damage to or theft of property | This may include: <ul style="list-style-type: none"> • Deliberate vandalism, display boards, doors and windows. • Deliberate vandalism to the school toilets |
| 10. Smoking (including all types of e-cigarette) | Smoking is not permitted anywhere on the school site. If a student is seen smoking or is suspected of smoking on the school site, in the vicinity of the school, or in school uniform, this will result in 24 hours in isolation and instant permanent removal of any lunch pass privilege. |
| 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 or other internet sites. |

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 and support staff, including cover supervisors, cover teachers and guest teachers. Staff should always try to 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 warning as you are talking and not RTL. You need to be RTL for the rest of the lesson"

"John, you are talking over me. You are not RTL; that's a warning."

"John, you are having an off-task conversation. You are not RTL; that's a warning."

"John, you need to go to Isolation. You had a warning and now you are talking over me. Please make your way to isolation."

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 the way there. 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 ready to learn.

To make this crystal clear for students, staff may wish to indicate this starting point by saying:

"I'm expecting you now to be RTL in 5... 4... 3... 2... 1." 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 warning".

Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen, and it is recommended that all staff use them. As soon as staff get to '1', warnings must immediately be given to any student still talking.

Forewarning

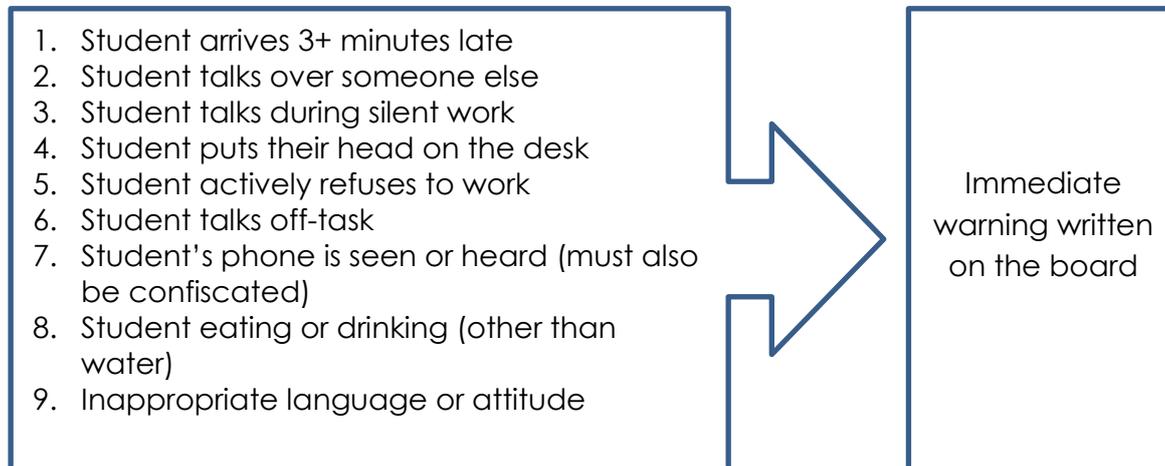
If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should **forewarn** students that they need to get ready for that. For example:

"[Over student discussion] 30 seconds left... 20 seconds... 10 seconds...5...4...3...2...1"

3. Immediate warnings

Once expectations are clear, if students show that they are not ready to learn, they should be given an immediate warning. For example, if you are talking, and a student talks over you, they must immediately be given a warning, with their name written on the board. It will lead to significant inconsistency if some staff choose to 'remind' students that, for example, 'next time you will get a 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 may wish to draw attention to the "Ready to learn" Expectations, 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,

"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 2 minutes 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 send them to the Isolation 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 send you to the Isolation Room."

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

6. Calling out

If a student calls out (and is genuinely engaging with learning) they should not be given a warning. However, if a 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 warning."

7. Immediate removals

More serious misbehaviours warrant immediate removal from the lesson, to the Isolation Room for 24 hours. These include:

- Swearing at or about a member of staff
- Violence, aggressive or intimidating behaviour
- Unsafe or dangerous behaviour
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment

8. Q&A

Q: I have sent a student to the Isolation Room and emailed RTL@marineacademy.org.uk but the student has refused to leave. What should I do?

A: If the student refuses to leave your room (and go to the Isolation Room of their own accord) then contact on-call, they will pick up the student and send them home and remain at home the following day on a fixed term exclusion. On-call should only be used for students who refuse to leave or indicate they will refuse to go to the isolation room.

Q: I have sent a student to the Isolation Room. Do I have to meet the student later in the Isolation Room?

A: Yes. The student will complete a restorative form (Annex D) and this will need to be signed by yourself and the student. The signing of this form and reflection required to complete will not change the length of time the student will spend in the isolation room. Staff should visit students within the 24 hour period that they are there at a time that is convenient to them.

Q: I have sent a student to the Isolation Room. Do I have to ring home?

A: Yes. You will need to ring home to explain the situation and the resolution discussed with the student. The communication with parents/carers can be logged (Annex D) before being returned to the HoY/AHoY.

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

A: Yes, they should get a warning and their food or drink should be taken away from them. If they refuse to hand over the food, give them 30 seconds take up time. If they still refuse, they must be sent to the Isolation Room. Caffeine and Taurine based drinks are banned in school and should be confiscated and disposed of.

Q: I am a PE teacher. How will I notify the Behaviour Management Team if I am sending someone to the Isolation Room?

A: You will need to contact on-call and will be given a radio to do so. The relevant staff member will then meet the student at reception if teaching outside or at the entrance to the changing rooms if teaching indoors.

Q: I am a supply teacher how do I deal with someone who is not ready to learn.

A: Short term supply teachers will internally refer students into another class. That class teacher will then take responsibility for following the RTL procedure. Long term supply teachers will be supported to use the RTL system.

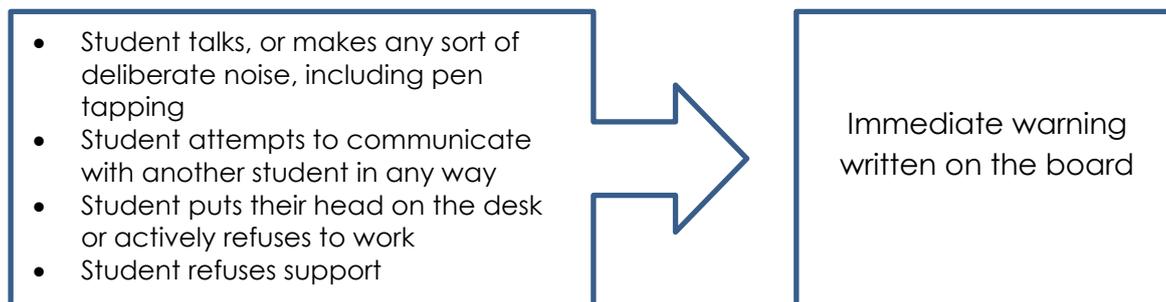
Annex A: Expectations in the Isolation Room

Students must work in silence at all times, in 'exam conditions'. If a student shows they are not 'Ready to Learn' in the Isolation Room, then they must immediately receive a warning. If they show this again, after more than 2 minutes, they must receive a second warning. At this point, a phone call home will be made to alert the parent or carer 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 can be sent home.

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

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

Examples



Arriving in the Isolation Room

Students must arrive in the Isolation Room within 5 minutes of being sent. If they do not, they will be excluded and serve the following day, including detention, in isolation.

Break and lunch times in the Isolation Room

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

1. Students may eat and drink water 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.

For break or lunch students will be brought a grab bag from the canteen.

Exceptions to staying in the Isolation Room

A student must never be allowed out of the Isolation Room to attend a normal lesson, including a lesson to complete coursework. A student may only leave the Isolation Room if they have:

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

Annex B: Managing fixed term exclusions

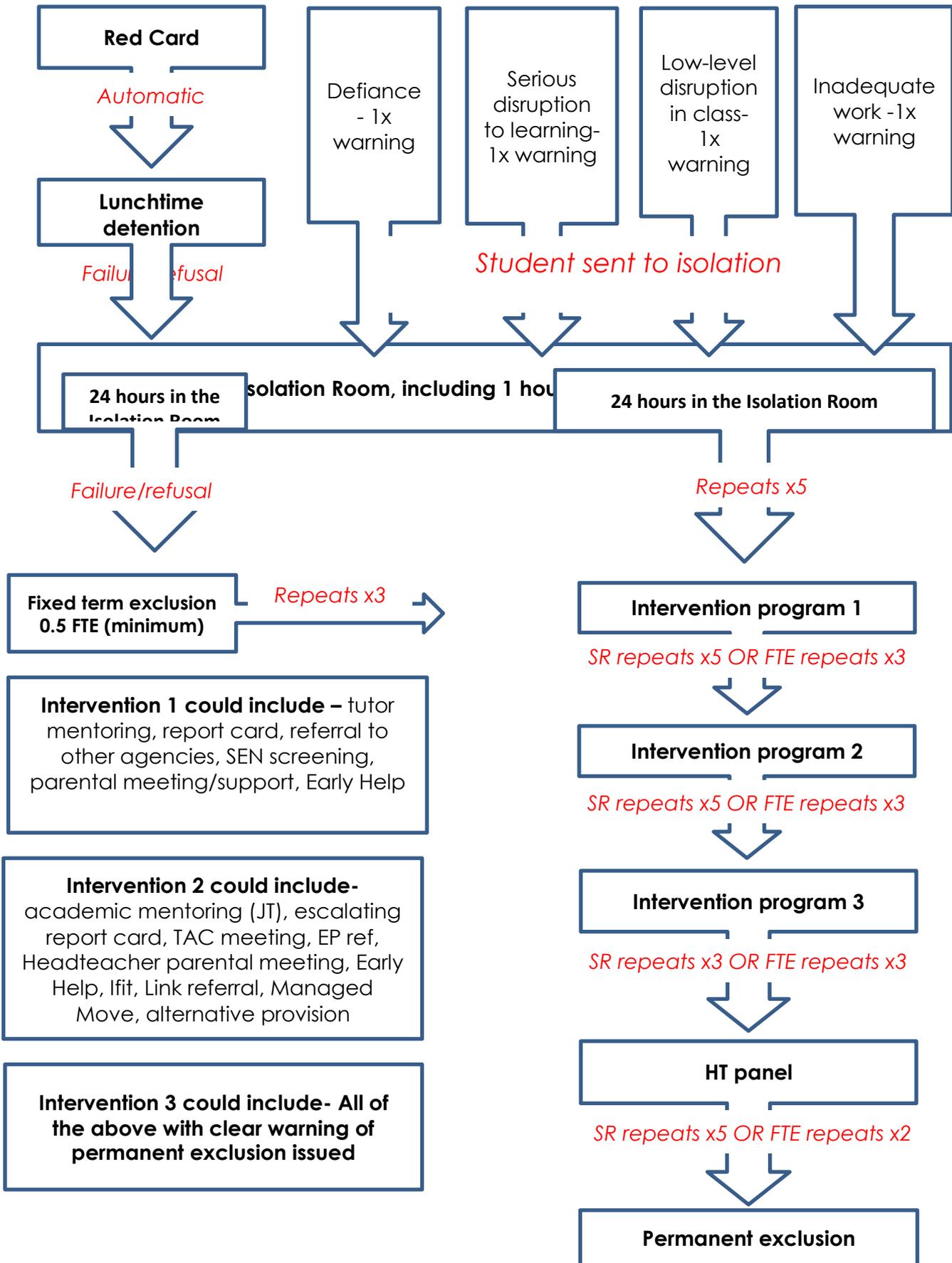
All return from exclusion meetings will take place prior to a student returning to sessions as normal. The HoY will make the phone call to arrange this meeting.

The Head of Year or a member of the Senior Leadership Team will conduct meetings for incidents, other than Isolation Room behaviour.

The student and parent carer will be expected to attend the meeting and will sign a behaviour contract before returning to mainstream lessons.

In exceptional circumstances, and with the agreement of the Vice Principal/AVP C2A, a discussion may take place by phone with the parent or carer.

Annex C: The consequence map



Annex D: RTL Reflection Form

Name: _____ **Year:** ____ **Tutor:** _____

Please give the details of the session you were placed in RTL from:

Subject: _____ Teacher: _____ Day: _____ Session: _____

1. What went wrong in the lesson? (completed by student)

2. What was discussed in the restorative conversation?

3. What should be done differently next time?

4. Parental comment:

5. Teacher Notes:

Student completes section 1 independently on arrival
Class teacher and student complete sections 2 and 3 together
Class teacher completes section 4 and 5 then returns to HOY for further action (Annex C consequence map)