

# Plymstock School



*Succeeding Together*

**'Ready to Learn' Behaviour Management System**

## Summary

Ready to Learn is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system and are carefully monitored by the RTL team, Heads of Year and senior staff.

### What does the evidence say about behaviour interventions?

The **Education Endowment Foundation (EEF)** shows that behaviour interventions add, on average, three months of additional progress per year (EEF +3). The findings state:

*School-level behaviour approaches are often associated with improvements in attainment. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses based on robust studies of interventions in schools.*

In March 2017, the **DfE** published the Tom Bennett's detailed report on behaviour in schools - **Creating a Culture: How school leaders can optimise behaviour**. The report concludes

*The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:*

- *students achieve more academically and socially*
- *time is reclaimed for better and more learning*
- *staff satisfaction improves, retention is higher, recruitment is less problematic*

### The aims of Ready to Learn are:

1. To maintain a culture of achievement, ambition and learning everywhere in the school, and ensure no learning time is ever wasted.
2. To provide complete clarity for all staff and students about behaviour standards and the consequences of misbehaviour
3. To encourage all students to take responsibility for their own actions
4. To facilitate teachers to deliver engaging and creative lessons, experiment and take risks.

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 behaviour can be used.

Members of staff may still set personal detentions for non-behavioural issues but whole school sanctions always take priority.

One of the key strengths of Plymstock School is the fantastic relationships that exist between staff and students. It is important to continue to foster this central part of our school culture.

## School rules

School rules are broken down into three areas:

1. Rules in the classroom
2. Rules around school
3. Rules relating to serious incidents

## School rules in every classroom (Years 7-13)

Students will show they are 'ready to learn' by adhering to **10 clear rules**:

1. Arrive on time, usually within three minutes of the bell, and by the second bell after break and lunch, ensuring an orderly entry and exit.
2. Always try your best and be positive.
3. Start work as soon as instructed by the member of staff.
4. Listen respectfully when others are talking – there should be no calling out or interrupting.
5. Keep 'off-task' conversations for social times only.
6. Follow all seating arrangements.
7. Focus on your own work and do not distract the learning of others.
8. Stay in your seat unless instructed otherwise by a member of staff.
9. Don't eat, drink or chew gum (water is allowed, if the teacher permits it) and put all litter in the bin.
10. Speak to all staff and other students with respect.

If a student in Years 7-11 breaks one of these rules, a member of staff will tell them that they have a '**warning**' and their name will be written on the board. If they break a rule for a second time, they will be sent to the **Improvement Room (IR)** for one school day, including an hour's detention from 3pm until 4pm that day, and their parents or carers will be contacted. The teacher will **immediately email the RTL Team** with the child's name and reason for being sent there. **Break and lunch times are spent in the IR.**

**Students must arrive in the IR within 5 minutes of when the class teacher's email was sent.** If they do not, they will be dealt with a member of the senior leadership team. This may result in a Fixed Term Exclusion.

**For Post-16 students,** they will be asked to leave the class and go to the Sixth Form work room for the remainder of that lesson. **Staff will need to email Beckie Littler and Wil Sprengel, who will make contact home.**

## School rules in PE lessons

As well as following the rules above, students will be expected to bring their PE kit. If a student fails to bring their kit they will be offered a replacement kit. If they refuse to wear it they will be sent to the **IR** for one school day, including an hour's detention from 3pm until 4pm that day, and their parents or carers will be contacted.

## Additional rules for Post-16

- An ID badge is worn and visible at all times.
- Students are not permitted to leave the site until 11:00am and must follow the signing in/out procedure.

## Students with special educational needs or disabilities

All students at Plymstock School are expected to follow school rules so that all can achieve success and be happy at school. The Ready to Learn system applies to all students in the school. The pastoral team and SENDCo will take into account a student's identified special needs or disability when deciding how long a student should spend in the IR. In some cases, alternative arrangements will be made.

# Staff guidelines for giving warnings in lessons

## A common language

It is essential that warnings are given in a consistent way across the school, by all teachers, including supply and cover teachers. Staff should always try to use language to de-escalate situations.

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

“Adam, I’m, giving you a warning as you are talking and not ‘Ready to Learn’. You need to be ‘Ready to Learn’ for the rest of the lesson.”

“Leah, you are having an off-task conversation. You are not ‘Ready to Learn’; that’s a warning.”

“Olivia, you need to go to IR. You had a warning and now you are talking over me. Please make your way to the IR.”

## Starting lessons

In most cases, unless there is a health and safety issue, students will arrive and line up outside the classroom waiting for the teacher to invite them in. It is useful to have a well-established routine for entry.

All staff should expect students to:

- Unpack promptly
- Have appropriate equipment/planner out on the desk
- Stand behind their desks for a short uniform check

Whilst students are unpacking, there may well be some noise (but loud noise/shouting is not acceptable).

As the teacher, you must make it crystal clear for students that you are ready to start and want silence. Staff need to indicate this starting point by saying:

*“I’m expecting you now to be ready to learn in 5... 4... 3... 2... 1. Thank you”. Alternatively, you could choose to use the Kagan ‘Hands up’ signal.*

## 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”, a warning 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”.*

### **Collective reminders**

Sometimes, a member of staff may wish to draw attention to the 'Ready to Learn' rule, without giving a warning to an individual 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."*

### **No 'scatter gunning'**

Once you have given a warning, you should not give a second warning 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 send them to IR. 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 IR".*

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 acquiescence.

It is important to allow students time, they will often grumble, ignore and move on.

### **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 are 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."*

### **SLT on call**

More serious misbehaviours warrant immediate removal from the lesson to the IR and are likely to result in a fixed-term exclusion. These include:

- Swearing at or about a member of staff.
- Violence, aggressive or intimidating behaviour.
- Racist, disablist or sexualised incidents.
- Unsafe or dangerous behaviour.
- Hitting furniture, walls, doors etc...
- Deliberate damage to displays or equipment.

These are incidents where a member of the Senior Leadership Team should be called to remove the student.

## School rules around the site

At Plymstock School, we expect everyone to behave with respect for each other and the school site 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 a member of staff asks a student to do something reasonable, 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 they refuse, or walk away, they will be sent straight to the IR for one school day.**

### Red Cards

There are no warnings for these misbehaviours. Students will receive a **'Red Card'** for any of the following:

- Late to school
- Missing key school equipment with no note from their tutor
- Failure to complete homework
- Running indoors
- Eating and drinking in the corridors
- Taking hot food/hot drinks out of the Galley (*N/A to Post-16*)
- Shouting indoors
- Leaving/dropping litter anywhere other than in the bins
- Pushing/shoving in corridors or the Galley queue
- Being in another year group's area at break/lunch (*N/A to Post-16*)
- Incorrect uniform with no note from the Head of Year (*N/A to Post-16*)

If a student in Years 7-11 breaks one of these rules, an adult will tell them that they have a **'Red Card'**, and that they must serve a 20-minute lunchtime detention the following day. Students will need to check the 'Red Card detention' list, which is on the wall outside the Hub. The list will be updated at the end of each day. ***The teacher will need to email the RTL Team to alert them that a 'Red Card' has been given, the student's name and the reason for the 'Red Card'.***

If they fail to attend, they will be sent to the **Improvement Room (IR)** for one school day, including an hour's detention from 3pm until 4pm that day, and their parents or carers will be contacted. The teacher will immediately email the **RTL Team** with the child's name and reason for being sent there.

**For Post-16 students, if you have any of the above concerns with a Post-16 student, it should be referred straight away to Beckie Littler and Wil Sprenkel (not the main RTL Team).**

### Mobile phones

Whilst students are on the school site, mobile phones should be switched off and not used during the school day. They must hand over to a member of staff any phone that is seen or heard. If confiscated more than once during a term, an adult will be required to collect it from the Hub. If a student refuses to hand it over, they will be sent to the IR for one school day. If they refuse to hand it over whilst in the IR, they will be fixed term excluded. **Post-16 students are not to use their phones/headphones around the site** – the only exception is in the Sixth Form building. If you see a post-16 student using a phone, ask them to put it away immediately. Any concerns, please let Beckie Littler and Wil Sprenkel know straight away.

### 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 they have lost or broken the article in the previous 24 hours. If a student arrives in school without the correct uniform, they will be offered a replacement. If they refuse to wear the replacement they will be placed in IR until a parent or carer brings in the missing article.

## School rules relating to more serious incidents

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?" <b>There must be no negotiation.</b> If a student does not immediately comply with your request, he or she should be sent straight to <b>IR</b> .
2. Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none"> <li>• Pushing past staff.</li> <li>• Swearing at staff.</li> <li>• Rudeness and name calling.</li> </ul> This will result in immediate <b>Fixed Term Exclusion</b> .
3. Exam/Test misconduct	Students will be sent to <b>IR</b> .
4. Truancy or wandering for 10 minutes or more during a lesson.	Students may only be out of lessons with a note from a member of staff. If a student breaks this rule this will immediately result in a referral to the <b>IR</b> .
5. Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Threatening behaviour</li> </ul> Violence will not be tolerated and will usually result in an <b>immediate Fixed Term Exclusion</b> .
6. Possession or use of alcohol or drugs	This is against the law, and is likely to result in a <b>Permanent Exclusion</b> . Students may not refuse to be searched if a member of staff 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 is likely to result in a <b>Permanent Exclusion</b> .
8. Poor behaviour travelling to and from school	This includes: <ul style="list-style-type: none"> <li>• Swearing or being offensive in public.</li> <li>• Being loud/shouting/playing music on the bus.</li> <li>• Forcing members of public into the road by taking up the pavement.</li> </ul> This will result in being sent to the <b>IR</b> or in some cases a <b>Fixed Term Exclusion</b> .
9. Deliberate damage to or theft of property	The following will result in a <b>Fixed Term Exclusion</b> : <ul style="list-style-type: none"> <li>• Deliberate vandalism of display boards, walls, doors and windows.</li> <li>• Deliberate vandalism to the school toilets.</li> <li>• Setting off fire alarms</li> </ul>
10. Smoking or vaping	Smoking or vaping is not permitted anywhere on the school site. If a student is seen smoking/vaping, in possession of smoking/vaping equipment or is present with others smoking/vaping on the school site or travelling to and from school in uniform, this will result in being sent to the <b>IR</b> or in some cases a <b>Fixed Term Exclusion</b> .
11. Bullying or prejudicial language directed at another person	This may include: <ul style="list-style-type: none"> <li>• Physical or verbal abuse of others</li> <li>• Offensive text messages or misuse of social networking or other internet sites.</li> </ul> This will result in being sent to the <b>IR</b> or in some cases a <b>Fixed Term Exclusion</b> .

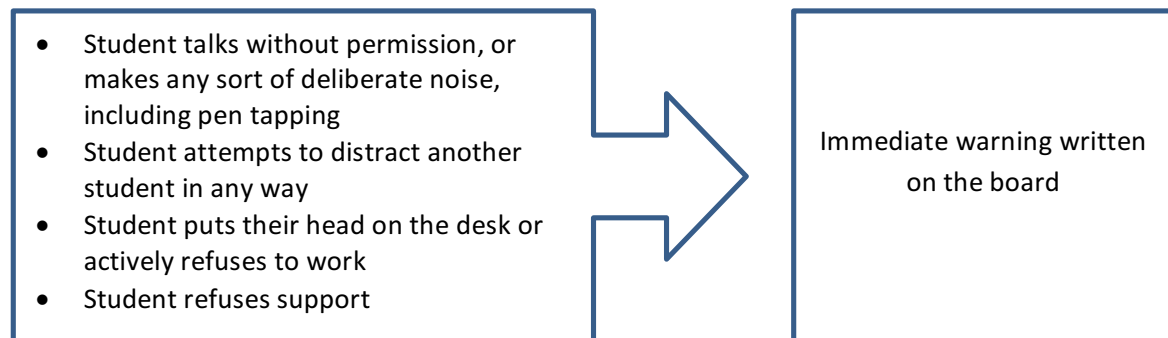
## Appendix A: Rules in the Improvement Room (IR)

Students must work in silence at all times, in **'exam conditions'**. If a student shows they are not **'Ready to Learn'** in the IR, 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 Pastoral Team will phone home to alert the parent or carer that their child is on their last warning and will be issued with a Fixed Term Exclusion if they disrupt again. If they disrupt a third time, they will be sent home and excluded from school the following day.

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

1. Students can ask for help
2. Students must continue working

Examples...



### Arriving in the Improvement Room

**Students must arrive in the IR within 5 minutes of when the class teacher's email was sent.** If they do not, they will be issued with a Fixed Term Exclusion.

### Break and lunch times in the Improvement 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 to sit quietly.

Students will be escorted to collect food at break or lunch time (which will happen before the rest of the school goes to break and lunch).

### Exceptions to staying in the Improvement Room

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

1. A public examination.
2. A literacy, numeracy or behaviour intervention.
3. A pre-arranged appointment out of school.
4. An alternative has been agreed linked to a child's SEND.



## **Appendix B: Managing Fixed Term Exclusions**

All return from exclusion meetings will take place at 8:30am on the day the student returns to school. The Pastoral Team will make the phone call to confirm this meeting.

The Head of Year and Deputy Headteacher will conduct meetings for all returns from Fixed Term Exclusion.

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

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

## Appendix C: The Ready to Learn Team

The Ready to Learn (RTL) team have the following responsibilities:

- Supervision of the IR on a rotational basis, including social times and until 4:00pm.
- Identifying non-arrivals quickly (which are then picked up by the pastoral team).
- Initiating and maintaining good communication with parents/ carers, Heads of Year and support structures within school.
- Providing re-integration support for students, as required.
- Keeping accurate records of all incidents and referrals.
- Ensuring appropriate work is provided for all students, by maintaining stocks of work for Years 7-11.
- Organising lunchtime detentions.
- Analysing the data around behaviour incidents, and passing on issues arising to the Pastoral Team.

**The team works in close collaboration with:**

Heads of Year
Assistant Heads of Year
SENDCo
Deputy Headteacher