

Ready to Learn Policy



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Ratified by Governors: September 2020

Heathfield Community School Behaviour Procedures:

Heathfield Community School encourages good behaviour through high standards and expectations. Students are part of the Heathfield Community: Ready, Respectful and Safe. Clear procedures allow an ethos which ensures students are 'Ready to Learn'.

These procedures aim to outline the measures by which the school promotes good behaviour, self-discipline and respect and ensures that students complete the allocated work in lessons.

The commitment to the Ready to Learn Policy for staff, students and parents is vital to develop a positive whole school ethos. Heathfield Community School reserves the right to apply these procedures to all students and any time.

The purpose of this document is to ensure that Heathfield Community School has clarity in relation to achieving high standards of behaviour from all students and consistency in their approach to behaviour management.

These key aspects of our school practice contribute to improving student behaviour:

- A consistent approach to behaviour management
- Clear leadership across the school
- Effective classroom management
- Appropriate use of awards and sanctions
- Effective use of behaviour strategies and the teaching of good behaviour
- Focused staff development and effective support
- Effective student support arrangements
- Effective partnerships with parents/carers and other agencies
- Good organisation and use of appropriate facilities

Aims of the policy

- Promote a positive environment: Ready, Respectful, Safe.
- Promote positive behaviour, self-discipline and self-esteem.
- Promote a culture of praise and encouragement in which all students can achieve in lessons.
- Create and maintain an environment in which students are able to progress academically.
- Promote independent good behaviour and citizenship.
- Ensure equality and fairness of treatment for all.
- Encourage consistency of response to both positive and negative behaviour.
- Promote early intervention.
- Provide a safe environment free from disruption, violence, bullying and any form of harassment.

Roles and Responsibilities

Senior Leadership Team

- That all employees are aware of the procedures and all follow a consistent approach.
- Ensure concerns of students and parents/carers are listened to and appropriately addressed.

Heads of Year

- Have responsibility for implementing the procedures on a day to day basis in relation to their year group

RTL Team

- Will ensure that students follow high expectations in the RTL room – Working in silence and completing work – See Appendix 4
- Will ensure the work is collected for the student and the Ready to learn pack will return to the teacher/ HOD.
- Will ensure a text message is sent to parents/ guardians to inform them that their child is in RTL. For period 4 a phone call home to inform parents/ guardians that their child will be staying until 4.30.

All Staff

- Are responsible for ensuring their familiarity with and understanding of the procedures
- Apply the procedures fairly and consistently when carrying out their duties
- Understand that behaviour of students is the responsibility of all
- That all employees are aware of the procedures and comply with legal requirements.
- Where the procedures are not understood it is the responsibility of staff to direct questions to their line manager in the first instance
- Work to create a high-quality learning environment, teaching positive behaviour for learning.
- To act as a positive role model for conduct and behaviour
- To ensure that all RTL referrals are logged on Sims.
- To ensure that work is sent to RTL for the student to complete.

All students

Students are expected to take responsibility for their own behaviour. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable/inappropriate behaviour.

Parent/Carers

Parents/carers will be expected, encouraged and supported to take responsibility for the behaviour of their child. Heathfield Community School will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of desired behaviour.

Ready To Learn (RTL)

Aims:

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 interruptions as barriers

If a student does not adhere to the Ready To Learn expectations, a teacher will tell them that they have a 'Ready to Learn' Warning.

If a student does this for a second time, they will be sent to the Ready to Learn room for the rest of that lesson and the next lesson- this will include either; break, lunch and after school (See appendix 2).

Non-Negotiable Rules

- Sit in allocated seat
- Be ready to learn quickly and quietly
- Focus on your own work and try your best.
- Do not distract others from their learning.
- Listen to the teacher without talking
- Follow the teacher's instructions at all times.
- Show respect to everyone in the room.

Review and Restoration

Students should go to RTL if they have been sent out of their lesson. They should knock and wait outside sensibly and quietly until the member of staff is ready to let them in the room. The RTL team will assess the reasons for isolation. All students will complete a reflection sheet upon entry to the RTL room.

Any staff member who sends a student to Ready to Learn will arrange a restoration meeting with the student and HOD and complete a restorative conversation. This conversation needs to take place before the students next lesson. This will allow for a fresh start before the next lesson.

All staff sending a student to RTL must be clear about which expectations haven't been met in the lesson. All staff must have followed the RTL flow chart (Appendix 1).

Sanctions

See Heathfield Community School Behaviour Policy for a full list of sanctions. Sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The only sanctions/systems to be used within a lesson are warnings and Isolation. See appendix 1 for a staged sanctions diagram.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal warning by correcting their behaviour can be sent to the Ready to Learn in order to allow the learning of the rest of the group to continue.

When issuing a verbal warning to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student sent to the Ready to Learn will be met by the member of staff responsible.

Appendix 1: Ready to Learn sanctions Diagram

Non-Negotiable rules

These rules are displayed clearly in every classroom and explained clearly to students.

- Sit in allocated seat
- Be ready to learn quickly and quietly
- Focus on your own work and try your best.
- Do not distract others from their learning.
- Listen to the teacher without talking
- Follow the teacher's instructions at all times.
- Show respect to everyone in the room.

Failure to meet any of these expectations will result in a single "Ready to Learn" warning from the teacher. This is recorded on SIMS.



Repeated failure to meet these expectations will result in being sent to the Ready To Learn Room.



This will lead to exclusion from lessons for 2 sessions. When a student is then judged as being Ready to Learn they will return to their normal lessons.



Parents will be informed by a phone or text message that their child has been sent to Return to Learn.



Heathfield School is an inclusive environment. There may be a small number of students who through SEND / SEMH needs may at times find these expectations challenging. Whilst remaining consistent in our expectations, our response and support to some students may vary. The Learning Support Department and the Oak Centre may accommodate some students, whom the Ready To Learn system may not be suitable.

Appendix 2: Time Spent in Ready to Learn

The School Day

8.50: Staff Briefing
 9.00: Assembly/Tutor Time/Registration
 9.20: Circulation
 9.25: Period 1
 10.30: Break Time
 11.00: Period 2
 12.10: Circulation time
 12.20: Period 3
 1.30: Lunch Time
 2.15: Period 4
 3.30: Finish / Period 5 start – extended finish.
 4.30: Extended Finish

Lesson sent out to RTL	Time spent in RTL	Back to Lessons
Period 1	Period 1, break and Period 2	Circulation Time
Period 2	Period 2, period 3 and 15 minutes of lunch	Lunch time (1.45 release)
Period 3	Period 3, lunch time and period 4.	Period 1- Next day
Period 4	Period 4 and Period 5 (Extended Finish)	Period 1 - Next day

See Guidance for after School detentions – Period 5 – Extended finish.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

All of the above is based on a student behaving well & working in RTL. If a Student fails a lesson they will then stay for the next lesson. If a student continues to fail RTL, they will be removed by a member of SLT and more serious sanctions will take place eg: – internal suspension/ FTE – Exclusion off site. If this happens a meeting with Parent/ Carer will take place to discuss the next steps.

Appendix 3: Ready to Learn – Reflection Sheet

Name:

Tutor Group:

Lesson sent out of:

Teacher:



“I am Ready to Learn” – Ready, respectful and safe.

(1) What went wrong in the lesson?

(2) Which rule/ rules did you not follow? Tick the appropriate box below:

Ready to learn rules:

- Sit in allocated seat.
- Be ready to learn quickly and quietly
- Focus on your own work and try your best.
- Do not distract others from their learning.
- Listen to the teacher without talking.
- Follow the teacher’s instructions at all times.
- Show respect to everyone in the room.

(3) How did your behaviour affect others?

(4) What must you do differently in future lessons?

(5) How can we (including the teacher) help and support you?

Appendix 4: READY TO LEARN RECORD SHEET

Name:

Form:

Uniform Checked Phone checked RTL questionnaire completed Added to SIMS Text/phone

Period:

Date:

Time:

Subject:

Date & Period of next lesson with this teacher:

Staff (referred by):

Work provided?

You have been sent to RTL as your behaviour has fallen below the expected standard for at least 1 of the **Seven Non-negotiable Rules**.

You are now in the Ready to Learn room where the behaviour expectations are high. Before entering the room your **uniform will be checked** & staff will ask to see that your **phone is completely off & in your school bag or on the front desk**.

- You will work in silence.
- Communication is with staff only & **only after raising your hand** & being invited to speak.
- You will place your bag in the corner of the room.

If you are in RTL for the whole lunch break staff can order lunch from the canteen from the following options (subject to availability).

Ham, cheese or tuna **sandwich** & a cake.

Any work you complete in RTL MUST have your name, tutor group, subject teacher's name & will be attached to this sheet & passed to your subject teacher and/or Head of Year.

Lunch required?

Date	Sandwich / Cake

Time spent in RTL

Lessons in RTL	1	Break Time	2	Circulation	3	Lunch Time	4	5 Extended
Work Completed								
Behaviour								

Head of Department / Subject Teacher Follow Up Meeting with Student

To be completed before:	Date completed:	Now send to HOY
Notes		

For more note space please use overleaf

Behaviour/attitude good/poor – work done/not done – queries/concerns raised by student