



Ready to Learn Policy

Llanwern High School

December 2021

Date agreed by Governors: 13.01.2022

Chair of Governors: Cllr. D. Harvey

Headteacher: Tracey Jarvis

Date to be Reviewed: January 2023



Ready to Learn at Llanwern High School

The Ready To Learn system is about the quality of the behaviour and learning that covers all aspects of the school. The aims are:

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, 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 behaviour can be used.

There are a set of rules that covers 3 areas:

1. Red Cards - Rules that apply anywhere on school site
2. Rules in the classroom
3. Serious incidents

1. Rules that apply to anywhere on school site

At Llanwern School we expect each other to behave with respect at all times. That means how we treat each other, the building and our attitude to learning.

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 'This is a reasonable request. Are you choosing not to follow it?'

If the student refuses, or walks away, they will be sent straight to Isolation for 5 hours.

Red Cards

These can be applied anywhere around the school site, there are no warnings for these misbehaviours. You will receive a 'Red Card' for any of the following:

1. Wear the correct school uniform at all times (including PE kit for practical lessons).
2. Have the correct equipment so that I am ready to learn (pen, pencil, ruler).
3. Only eat and drink in allocated areas.
4. Show respect towards each other and the environment, (no swearing, dropping litter or damaging property).

If a student breaks one of these rules, they will be told that they have received a 'Red Card' and the following sanctions are in place:

- Students receive an automatic 20 minute detention if they receive a 'Red Card'. If pupils fail to attend this detention they will have another chance to complete the detention the following day.
- Failure to attend a detention 2 days in a row will trigger 3 hours in the Reset Room.

2. Rules in the classroom

- Arrive on time, within 3 minutes of the bell (R2L.1).
- Sit where you are told/stay in your seat unless asked to do differently (R2L.2).
- Listen respectfully when others are talking (R2L.3).
- Work in silence if an adult tells you to (R2L.4).
- Allow others to learn (R2L.5).
- Remain on task (R2L.6).
- Phone/headphones out in class (R2L.7).

If a pupil breaks one of these rules they are given a warning and their name is put on the board under 'R1' for them to clearly see. If they then break a rule for a second time they will be sent to The Reset Room (R2) for 3 teaching periods. The whole process will be managed by the Ready to Learn team.

Guidelines for giving warnings in lessons

A crucial part of R2L is the language used to issue warnings:

a) Common Language

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

“Language to engage not enrage”

When giving a warning a common language must be used. For example:

“John, I’m giving you a warning as you are talking and not R2L. You need to be R2L for the rest of the lesson.”

“John you are talking over me. You are not R2L so I am giving you a warning.”

“John, you are having an off task conversation. You are not R2L; that is a warning.”

“ John, that is the second time you have talked over me, you have already had a warning. You now need to go to internal exclusion as you are not R2L.”

b) Making expectations clear.

When students enter the classroom they may still be talking. They must be given the chance to settle themselves but it must be made clear to them that they need to be R2L.

A starting point for settling the class may be:

“ I am expecting you to be R2L in 3 (tri)..2 (dau)..1(un)... Diolch”

If you wish the class to work in silence then it must be communicated very clearly to the students. For example:

“We will now need to work in silence for the next 10 minutes. Obviously, if you talk or make a deliberate noise during this time, you will receive a warning as you are not Ready to Learn.”

If students are involved in group discussions or work that involves them talking to each other then a longer countdown should be used. For example:

“Ok class you have 30 seconds left , 20 seconds, 10 seconds and R2L in 3 (tri)..2 (dau)..1(un)... Diolch.”

c) Immediate warnings

Once expectations are clear, if students are not R2L they should be given an immediate warning. For example if you are talking and a student talks over you, they must be immediately be given a warning and 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 talk over me you will get a warning.”

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

“Ok Yr8, a large number of you are talking about the task. I must remind you that I expect you to now work in silence. Anyone who now talks will receive a warning.”

Sometimes an adult may wish to draw attention to R2L rules without giving a warning to a particular student. In such situations, a collective reminder to the whole class would be more appropriate.

If one group in the class seems to be straying off task, you may say:

“I’d like to remind everyone that off-task tasks conversation are not allowed. I do not wish to have to give anyone a warning about this.”

d) No ‘machine gunning’

Once a warning has been given to a student, 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 the isolation room.

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

“John, 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 as you are disrupting the learning of others.”

This approach turns it back to the student and allows them to make the right decision. Also now try to carry on engaging the rest of the class.

e) Calling out

If a student calls out and is genuinely engaging with the learning they should **not** be given a warning. However if they continue and repeatedly call out in a way that is unhelpful for learning then 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 to others. If you call out again I will have to give you a warning.”

f) Immediate removals (see section 3).

More serious misbehaviours warrant immediate removal from the lesson, to the Internal Exclusion room where pupils will complete 5 hours. These include:

- Swearing at a member of staff.
- Defiance
- Violence, aggressive or intimidating behaviour.
- Unsafe or dangerous behaviour.
- Climbing on or throwing furniture.

3. Rules Relating to Serious Incidents

These are incidents which warrant parental contact/meeting, 5 hours in Internal Exclusion, warning of fixed-term exclusion, fixed term exclusion, a governor's' warning, or permanent exclusion. Students may also face a fine/community service detention.

Code	Serious Incident	Description
SI.1	Defiance	<p>Students should be asked explicitly, “I have asked you to.... This is a reasonable request. Are you refusing to do as I have asked?”</p> <p>There must be no negotiation. If a student does not immediately comply with the request, he or she should be sent straight to isolation.</p>
SI.2	Verbal or Physical abuse of staff	<p>This may include:</p> <ul style="list-style-type: none"> • Pushing past staff • Swearing at staff • Rudeness and name calling

SI.3	Exam misconduct	Students will be sent to isolation for 24 hours.
SI.4	Truancy or wandering for 10 mins or more during a lesson	Students may only be out of lessons with the written permission of 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 (see section on truancy for more detail).
SI.5	Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> • Fighting • Threatening behaviour
SI.6	Possession or use of alcohol or drugs	This is against the law and may result in a permanent exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
SI.7	Possession or bringing a weapon or dangerous item onto the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
SI.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 fixed term exclusion.
SI.9	Deliberate damage to or theft of property	This may include: <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the school toilets
SI.10	Smoking/Vaping	Smoking and Vaping is not permitted anywhere on the school site. If a student is seen smoking or vaping or has a clear intention to smoke or vape on the school site, this will result in a fixed term exclusion.

SI.11	Bullying or prejudicial language directed at another person	<p>This may include:</p> <ul style="list-style-type: none">• Physical or verbal abuse of others• Offensive text messages or misuse of social networking or other internet sites <p>N.B. Specific details of this needs to be documented in Class Charts.</p>
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Reintegration process

All reintegration meetings occur between 8.30am and 9.00am by HoY or SLT depending on the stage at which the student is at (see consequence map below). These meetings are logged on standard proformas and are handed immediately to HoY to log onto provision maps and class charts (where appropriate).

Consequence map

The process to be followed when a FTE or PEx is issued. Inline with the graduated response process.

Incident to be discussed in tie-up at the end of the school day. NFa to contact TJa re number of days FTE, or FTE pending PEx.

FTE Issued

- HoY to contact parents, informing them of the incident, and how many days FTE have been issued.
- NFa to complete an A5 exclusion form and pass to SGr. SGr to log this on SIMS.
- HoY to arrange reintegration meeting before student returns to school. Reintegration meeting log to be recorded on Provision Maps.
- Student to be put on HoY report for 2 weeks, signed by each lesson teacher, and monitored daily by HoY.
- Successful fortnight = no further action. Unsuccessful report = passed on to NFa for further parental meeting to discuss next steps.

Note: When a student reaches 15 or more FTE days within one term, this should trigger a Governor panel meeting.

PEx Issued

- NFa to complete A5 exclusion form and pass to SGe. SGr to log this on SIMS.
- TJa to issue letter to parents.
- SBe to make initial checks to ensure good quality work has been sent home.
- GHu to inform the Civic if the student is FSM to provide vouchers.
- SBe to oversee completion of PEx report, to include:
 - Headteacher's report
 - Timeline of incident
 - Pupil and Staff Statements, typed, anonymised
 - Summary of attendance
 - Behaviour Overview
 - FTE details
 - ALN needs/ Support provided, including External Agencies
 - Any safeguarding referrals

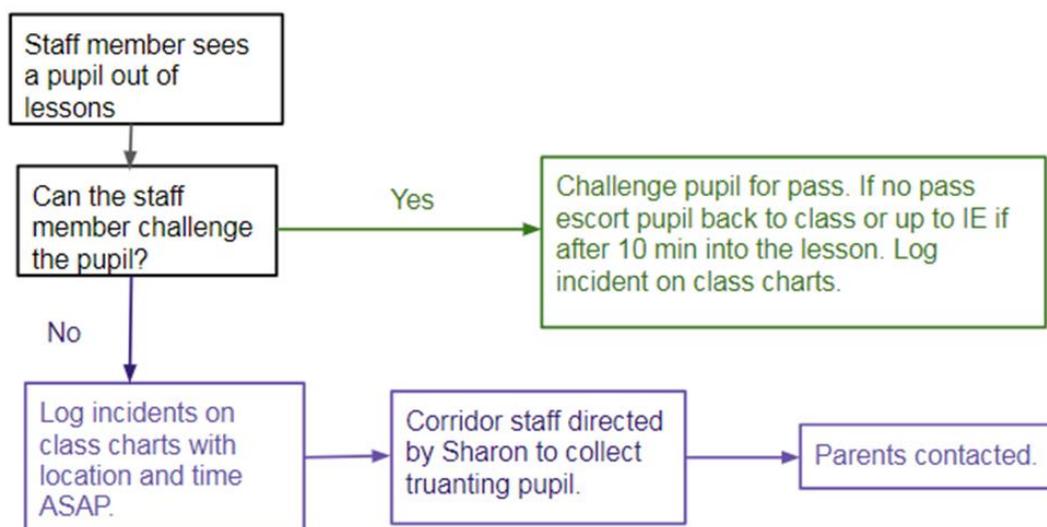


- Fully CC behaviour record (in appendices)
- FTE exclusion letters (in appendices)
- Risk assessment/s, where appropriate (in appendices)
- Provision Maps record (in appendices)
- School behaviour policy (in appendices)

Truancy

What are the expectations for all staff if pupils are not in lessons?

- If pupils are not in lessons then they are not making progress.
- Once pupils fall behind they often find it hard to catch up so continue to truant.
- Poor behaviour often takes place outside lessons when away from staff.
- Younger pupils imitate poor behaviour.
- Truants can be disruptive to nearby classes.



Role of the attendance team in tackling truancy:

- First response all year groups period 1.
- First response Yr11 period 5.
- SIMS truancy report run throughout the day, missing pupils identified.
- Parental contact made.
- Missing persons protocol to be enforced if a student previously marked present is marked absent.

These actions will only work if the registers are completed within the first 10 mins of the lesson.

FAQ: Possible R2L Scenarios raised by staff at Llanwern

1. Refusing to move within/leave a classroom.

- This is defiance and staff should offer the student the chance to reflect on their actions with the language “I have asked you to.... This is a reasonable request. Are you refusing to do as I have asked?” They should be sent straight to internal exclusion and the R2L team contacted and asked to collect. If pupil is still refusing the R2L team then SLT will be contacted.

2. Leaves the room but kicks off / intimidates member of staff.

- The R2L team should be contacted to come and collect the pupil if they are kicking off outside the classroom. Intimidation of a staff member is a serious offence and will be followed up with a more severe sanction.

3. Absconds from internal exclusion and spends the day running around site

- This will be followed up by the R2L team and will result in a fixed term exclusion followed by missed time spent back in internal exclusion. Parents will be contacted by the R2L team.

4. Refuses internal exclusion and spends the day running around site

- The R2L team will contact home and ask parents to come and collect their child. If this is impossible then SLT will be consulted as to whether the police need to be contacted to remove the pupils. The follow up will be a fixed term exclusion followed by a parental meeting.

5. Refuses to leave a classroom but continues to argue/insult staff and encourages others to join in.

- This is a combination of points 1 and 2 and the same procedure should be followed. This action will result in a more severe sanction for the pupil.

6. Talking over teacher

- This is a straightforward warning and their name goes on the board. They should be told what they have done and that means they are not R2L.

7. Talking to others and disrupting learning

- If this is the first time that they have not been R2L then it is a warning with their name going on the board. If it is a second offence then they must be sent to Reset with an explanation of why, and the offence logged on Class Charts.

8. Wanting to go to Internal Exclusion

- If internal exclusion is set up and working as it should this will be a one-off occurrence from most pupils. If, however a pupil is repeatedly being sent then this will trigger an intervention from the R2L team and meeting with parents. No student can 'opt' to go to IE at any point.

9. Claims that the teacher in lesson didn't give them their first warning

- Names will be noted clearly on the whiteboard in classroom.

10. "My mum said I can't go to exclusion./ I don't have to.../etc..."

- Parents will be asked to attend a meeting with a member of the R2L team and HoY (if available) and a copy of the school policy will be presented to them. The emphasis of the conversations should be around the impact of their behaviour on their child's learning and the learning of others All parental meetings should be logged on Provision Maps.

11. Claiming the teacher won't let them back into the class after previous lessons' behaviour.

- This isn't a valid reason as no member of staff will be refusing any student unless a serious incident has occurred and alternative arrangements agreed.

12. Leaves the room, but takes others with them/tries to take others from a different room

- Please press the emergency button on SIMS. The R2L team will collect the student and will take to isolation. If the student refuses, this will trigger a more severe sanction such as a fixed term exclusion. If other pupils try to join in then they will face internal exclusion.

13. Another pupil joins in disputing staff's decision when implementing the R2L procedure

- This pupil will be given a warning for disrupting the lesson and given the chance to reflect and calm down (No machine gunning). If they continue then they receive their second warning and must be sent to Reset.

14. Ignoring staff completely

- Please press the emergency button in SIMS. This counts as defiant behaviour, and will be treated as a serious incident.

15. Upset and unable to control emotion although poor behaviour - are we to treat this the same or use a more understanding approach rather than say red card which at this point do they really care. Do we need an intervention to explain what are consequences after cooling off period?

- a) Some students will have a 'Space Pass' based on their ALN need. These students will be allowed to go to the behaviour team for 10 minutes to calm down before getting back into lesson ready to learn.
- b) If you feel the student is upset, please send student to the R2L team. Again, the aim here will be to get the student back into lessons within 10 minutes ready to learn.

16. Do pupils accessing homeroom have IEP so as to speak get tackled differently?

- All students will have the same system applied to them for fairness but the time spent in internal exclusion and processes around communication of the sanction will be tailored for students with ALN. Where there is a specific learning need around anxiety, students will have an alternative room to complete their sanction with their nominated LSA.

17. How many staff should be involved when dealing as staff member could be dealing with situation and calmed it down and another member will come along and intervene.

- One member of staff should deal with the situation unless they request assistance. This is to ensure there is a clear message delivered.

18. Giving pupils a warning in class whilst a large gang are truanting outside the room swearing and disrupting the corridor.

- The actions of pupils outside the classroom must not stop the staff member from carrying out R2L inside their classroom. Log these as a serious incident (Truancy) on Class Charts.

19. Unable to log truants, as don't have laptop to hand (or a pen to write names down). Also if staff write them down but are teaching full day, lunch duty etc.

- A note can be given to another staff member or a student who can take it to the R2L team if the staff member is teaching all day. If you do not have a laptop to hand, please go to a neighbouring classroom to find another member of staff with a laptop.

20. If a teacher in internal exclusion can not get hold of anyone at home, after removal from internal exclusion. Where do the pupils go?

- R2L team will remove the student and place with a member of the senior team or HoY until parents can be contacted. If parents cannot collect their child they will receive a FTE for the following day with a reintegration meeting and repeat day in isolation on return.

21. When can a student leave the classroom during lessons?

- Students are not permitted to leave the classroom during periods 1, 3 and 5 to use the toilet or get a drink. It is expected that students use the toilet and the water fountain before school, break and lunchtime. Students with a medical need to use the toilet will have a note. Some students may have a 'Space Pass' that will be used if they need to speak to a member of the behaviour team. Use professional judgement for all other instances and always issue a purple pass.

22. Can I still set departmental or faculty detentions for poor behaviour?

- No, the R2L system is the only one used by the school and all sanctions must relate to the classroom rules and be co-ordinated by the R2L team.

23. I have sent a student to the internal exclusion room, do I have to ring home?

- No, all contact will be carried out by the R2L Team. In some cases parents may want to know what happened and the R2L team may ask you to make contact with the parent.

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

- Yes, they should receive an R1 and their name written on the board. If the student already has an R1, an R2 should be given and the student sent to Reset, with the referral logged on Class Charts.

25. A large number of students are misbehaving, should I give them all a warning?

- Yes, there are no exceptions for poor behaviour. Any student who deserves it should receive a warning.

26. I can see pupils running around the corridor, what should I do?

- Log it as Serious Incident (truancy) on Class Charts.

27. I am a PE teacher. How will I notify the R2L team if I need to send a pupil to the isolation room?

- Class Charts is accessible on all devices. Please ensure you have an iPad in use within the department.

28. 2 pupils turn up 5 minutes late claiming they have been with another teacher. Should they get a warning?

- Yes they should get a warning and their names put on the board. An email should be sent to the teacher to confirm that the students were with them. If this is the case then remove their names from the warning board.



Microscript for routines at Llanwern High School

Time	Student Experience	Adult Action	Outcome	Rationale
8.30am	<p>Students lined up in tutor groups in their respective outdoor areas and greeted by tutors.</p> <p>Welcomed to the school.</p>	<p>Members of SLT and HOYs present to support student line ups.</p>	Students	<p>“Own the door own the day”.</p> <p>Tone set at the start with a positive welcome.</p>
8.35am	<p>“Bore da!”</p> <p>Coats off at the door.</p> <p>School gates are closed, except the side car park gate.</p>	<p>SLT to support with student entrances into the building (by tutor group).</p> <p>Late pupils are issued with a Red Card late detention by attendance team.</p>	Students arrive at tutor rooms as a group, escorted by tutor.	Entrance to the building is organised, and reduces truancy/lateness.

8.40am	Form activities	<p>Form tutors to check equipment (pen, pencil, ruler) and correct uniform, and log resulting Red Cards on Class Charts.</p> <p>Form time activities.</p>	<p>Pupils wearing incorrect uniform sent to HoY Hub.</p> <p>Pupils without correct equipment given equipment by form tutor.</p> <p>Attendance, punctuality, behaviour and academic performance are discussed.</p>	Form time gives purpose to the day and is productive.
9.00am	Move to period 1	<p>Staff to greet pupils at the door.</p> <p>Staff on PPA to be on the corridor for lesson change over.</p> <p>R2L rules apply.</p>	<p>SLT allocated teaching zones.</p> <p>Ensures orderly purposeful movement and behaviour around their areas. Keep left, follow one-way bridge system.</p>	<p>Why should we all teach transition?</p> <p>Calm corridor conduct supports a more productive start to lessons, hence better quality learning time.</p>
10.00am	Move to period 2	<p>Staff to greet pupils at the door.</p> <p>Staff on PPA to be on the corridor for lesson change over.</p> <p>R2L rules apply.</p>	<p>Ensures orderly purposeful movement and behaviour around their areas. Keep left.</p>	As above

11.00am	Break Time	All duty staff to be in place within first 5 mins. SLT duty team leader to check.	Students can relax in a safe environment. Corridors are kept clear, food to be taken to allocated outdoor year group area.	Expectations of polite conduct reinforced throughout the school.
Time	Student Experience	Adult Action	Outcome	Rationale
11.20am	Move to period 3	See periods 1 and 2		
12.20pm	Move to period 4			

13.20pm	<p>Lunch Time - All students to the Atrium for food or in a club.</p> <p>Students in a club should have bought their food at break to go straight to the club from P4.</p> <p>Red card detentions to take place in N135.</p>	<p>All duty staff to be in place within first 5 mins. Duty team leader to check.</p> <p>Staff should ensure all club attendees have a pass.</p> <p>Supervising staff to ensure attendance to detention is logged. Atrium staff to remind students collectively of RC detentions.</p>	<p>Food is consumed in the year group area to reduce the amount of litter around the school.</p> <p>Detentions are monitored and followed up. All students can complete detentions for fairness and consistency.</p>	<p>Expectations of polite conduct reinforced throughout the school.</p> <p>Clear expectations consistently applied.</p>
13.55pm	Move to period 5	See periods 1 - 4.		

15.00pm	Students to exit the building in an orderly fashion.	Duty staff to be prompt on the exits. SLT to support with students leaving site.	Students leave site promptly.	An orderly exit from the school, with high expectations of conduct.
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