

BRANNEL



Behaviour for Learning Policy

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Adopted by (body): **Local Governing Body**

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School Principle

We believe that all people have equal value and that showing respect to others –adults and classmates – is the foundation of good behaviour.

Children have a responsibility for their own behaviour and for their own learning. Our expectation is that they will always be considerate to each other and will be respectful and co-operative in the classroom. We are determined to build a culture among staff and students which enables the very best learning to take place.

Students' role and participation and attitudes towards their learning determine, in part, the quality of learning in the school. Rules and codes of conduct help maintain standards and teach about good behaviour. We expect teachers and support staff to uphold school rules and we ask parents and carers to reinforce these basic expectations.

Our school rules and codes of conduct help:

- Make everyone feel valued and safe
- Protect the quality of learning for all children
- Instruct everyone about expected behaviour
- Set out what is acceptable behaviour
- Prepare children for successful membership of society Objectives
- To help support effective learning and teaching
- To promote high standards of behaviour, self-discipline and responsibility
- To operate a clear and effective system of rewards and sanctions
- To reinforce good behaviour by the appropriate use of praise and encouragement

SEND

As part of our inclusive behaviour policy, reasonable adjustments are made for students who are on the SEND record of need.

Rewards

Brannel School is passionate about supporting all students to reach their full potential. An intrinsic part of this is the way that students learn to equate hard work and effort with rewards that they value and which motivate them. Rewards are used in school to recognise the efforts of students and to encourage students to give their best in every aspect of their schooling.

We aim to recognise all students for their efforts, remembering that although each student has different strengths, all can try new things, take risks and seek to grow and learn.

We deliberately do not reward simple achievement because when students try their hardest any achievement is a huge success.

- Non-verbal and verbal recognition are essential in promoting outstanding learning through good behaviour.
- Ideally positive interactions between staff and Students in a lesson should far outweigh any negative interactions in the form of formal reminders and staged sanctions. (We should be aiming for 4:1 positive: negative feedback to students as a minimum).

Positive feedback includes:

- Non-verbal, e.g. eye contact, smiles, friendly expressions, encouraging gestures such as 'thumbs up', standing close and looking appreciatively at student's work.
- Single word/short phrase comments e.g. 'spot on', 'good', 'excellent', 'well done' etc

- Personalised (using student's name) positive comments, particularly those that praise learning and/or reinforce positive behaviours you wish to see repeated by others e.g. "thank you Julie and Simon, you are listening really well", "well done John and Susan, you have your equipment out, your uniform is perfect, you seem ready to learn, you may sit down first" etc.

Any direct instruction to the whole class should be quickly followed by this type of praise to an individual or group of students following the direct instruction.

More formal staged rewards (Merits) are available and recorded on SIMs and pupils are rewarded for merits achieved at the end of every Term.

House Points are also awarded to pupils for positive/ good behaviour around the school, to pupils who may help staff and represent the school well.

The Brannel School Rewards system aims to provide:

A motivational and aspirational rewards system which recognises effort and achievement in and out of the classroom.

A clear and robust rewards system that is easy for staff to use and easy for all students and students to comprehend.

Opportunities for all students in the school to gain rewards.

Opportunities for students to work both individually and as team or House to gain rewards.

Both short and long-term competitions for which students can achieve success and receive rewards.

House identity through the use of competitions and rewards.

Merits/Positive Behaviour Points

Merits for giving significant effort will be awarded to students in each year group. When awarding a merit staff should ensure that they do the following:

1. Inform the student verbally they have achieved a merit and congratulate them for working hard and trying new things.
2. Record the merit in Satchel 1

Merits/Behaviour Points have a tariff with different numbers of points awarded for different achievements. These can be accessed on Satchel1.

It is essential that the value of the merits system is maintained so that students see merits as valuable and fair. Staff should follow these guidelines in issuing merits:

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Merits should only be given to students who have demonstrated exceptional effort and challenged themselves in new ways.

Awards

The number of merits achieved by students should be tracked by tutors and will be monitored using Satchel 1. Students will then have the opportunity to receive awards for the merits they have obtained.

Termly Draw/Reward Assembly

At the end of each term, students will be entered in to a draw and will have a number of entries equivalent to the number of merits during that term.

A number of winning entries will be randomly selected with a prize being awarded to each student. Students may only win one prize per term.

At the end of each term the year group will gather and take part in an awards assembly. At this time

awards will be given for Attitude to Learning, behaviour, attendance, progress made and merits received.

Reward Trips and Activities

Regular opportunities will be offered to students as a reward for making a positive contribution to the school. These may take the form of trips or special activities within the school.

Year 11 Rewards

- Passport to the Prom - In order to motivate Year 11 students to fully participate in the rewards system, particular rewards will be offered to them.

Participation in the Y11 intervention programme and an overall commitment to all aspects of the school community are taken into account, including; attendance, behaviour, attitude to learning and merits.

Discretionary Rewards

Some students need reward systems to help them develop the cognitive control necessary to keep school rules. Decisions regarding these kinds of rewards are made carefully, balancing the needs of the student against the needs of the rest of the student body. Generally, rewards should be linked to engagement targets rather than achievement targets e.g. attendance, completing homework etc.

BEHAVIOUR MANAGEMENT/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 aim should be to keep all students accessing their learning within the lesson for the duration, however 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 reminder by correcting their behaviour can be sent to the Ready to Learn room in order for the learning of the rest of their group to continue. We also employ the On-Call system so that a student can be collected (if deemed a serious incident) and removed from the classroom to the Ready to Learn room.

When issuing a verbal reminder 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 and that calling support through 'On Call' is something the teacher would have preferred to avoid and is having to resort to reluctantly. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student sent to the Ready to Learn room will be met by the member of staff responsible at the end of the day.

1. It is the responsibility of each teacher to manage the behaviour of students in their teaching groups and tutor group, including the appropriate use of rewards and sanctions, so that effective learning can take place.
2. Issues relating to behaviour should be dealt with, as far as possible, by the teacher concerned. This would include following up students who failed to respond in the first instance to their instructions/detentions etc.
3. The Head of Department is responsible for the management of behaviour within their subject area and should be the first port of call for any difficulties that a member of that team is unable to resolve

themselves.

4. The Head of Department should work with the member of staff concerned and the student in resolving the concerns.

5. It is important for the Form Tutors and Heads of Year are to be kept informed of concerns as they arise, both formally through SIMs and, when possible, informally.

Boundaries must be made explicit to students and it is essential that high expectations of behaviour are clearly defined. Professional judgment should be used to impose sanctions appropriate to the misdemeanour. Intervention by the teacher must clearly indicate the consequences of misbehaviour.

Consistent Expectations

Consistency is hard to achieve in any organisation but at Brannel School we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain fairly constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one house to the next.

Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. At Brannel School we recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions, they are committed to doing so in a calm, nonconfrontational and professional manner at all times.

Ready to Learn

Aims

- To eliminate disruptive behaviour
- To ensure **staff and students** are 100% clear on what is acceptable behaviour at Brannel School
- To encourage students to **take responsibility** for their own actions
- To enable teachers to **deliver engaging and creative lessons** all of the time

Practice

If a student does not adhere to the Ready To Learn expectations, a teacher will tell them that they have a "reminder" and their name will be written on the board in the Ready To Learn section. If a student does this for a second time, they will be sent to the Student Reception and the Ready to Learn Room for 24 hours, including 45 minutes detention from 3.15pm until 4.00pm that same day.

Expectations

- Arrive on time, within 3 minutes prior to the start of the lesson or before the second bell after lunch
- 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
- Phones should be placed in your bag and silent throughout lessons unless given permission by staff to use them
- Headphones are not to be used in the school building at any time

Restoration

As part of the 'Ready to Learn' system Inclusion Mentors will work with pupils to address the behaviour which has seen them enter the system. Any staff member who sends a student to isolation will visit the student and complete a restorative conversation during the period after the school day.

Ready to Learn - Follow up and intervention

When a student is sent to Ready to Learn it is essential that we understand that it has a wider impact to their learning than in one particular subject. Poor behaviour in one subject can have a negative impact on the progress being made in other subject areas given the amount of teaching time away from timetabled classes.

Therefore, it is important to ensure that attendance in Ready to Learn is addressed by subject teachers, Heads of Department and Heads of Year.

Subject Teacher Follow up:

In the event of a pupil receiving 3 Ready to Learn sanctions from the same teacher in a half term, a meeting will be required to take place between the Teacher and the parent/carers of the pupil at the earliest convenience.

An email will be sent to the parent/carer notifying them that they will be contacted by the teacher to arrange a suitable time for this meeting.

The purpose of the meeting will be to discuss the pupil behaviours and how they will be addressed and any interventions that may be put in place. If appropriate the Head of Department should attend.

A summary of the discussion and any interventions to be put in place should be produced and a copy sent to the HoD and HoY.

Head of Year Follow up:

In the event of a pupil receiving 5 Ready to Learn sanctions in a half term, a meeting will be required to take place between the Head of Year and the parent/carers of the pupil at the earliest convenience.

An email will be sent to the parent/carer notifying them that they will be contacted by the HoY to arrange a suitable time for this meeting.

The purpose of the meeting will be to discuss the pupil behaviours and how they will be addressed and any interventions that may be put in place. If appropriate a member of the Senior Leadership Team should attend.

A summary of the discussion and any interventions to be put in place should be produced and a copy sent to the SLT.

It is expected that addressing poor behaviour quickly with pupils, parents and staff will produce positive outcomes, a reduction in time spent in Ready to Learn and uninterrupted progress for the pupil.

Red Card Detentions

The 'Red Card' detention is a 20 minute detention for anti-social behaviour in and around Brannel School. At Brannel School, we expect everyone to behave and treat each other with respect at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. Our red card detentions enable us to address any behaviour that does not meet our high expectations.

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

- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language or attitude
- Dropping litter/throwing food
- Not following staff requests
- Eating and drinking in banned areas
- Not clearing away your tray in the canteen or dining hall
- Being out of bounds
- Hitting or kicking lockers or any other school property
- Incorrect uniform with no pass, including not wearing a blazer.
- Use of chewing gum around the school

If a student does one of the things above, an adult will tell them that they have a "Red card", and that they must serve a 20 minute break-time detention at the start of the next break (either that day or the next day). A daily list to remind students will be available at Student Services.

Red Card detentions will take place in D9 and will be supervised by Senior staff.

Community Service

We believe that students should be encouraged to be active contributors to the school community. When a student's behaviour damages the community or the environment, they may be asked to undertake community service to repay that damage. Community Service projects could include picking up litter, cleaning, or other administrative tasks during break time, lunch time or after school.

Suspensions

The suspension of students from school is always a difficult and important decision. Brannel School will only make the decision to suspend a student when there is sufficient evidence to do so and where all other sanctions have been discounted. Parents and carers will be kept fully informed of the decision to suspend throughout and will be informed of opportunities to appeal if they feel the school has acted unfairly.

A Trust Suspension may be issued for a serious breach of the schools Behaviour for Learning Policy or for repeated behaviours over time. In the event of a student being issued with a Trust suspension, the student will be placed at a host school within the Trust. The duration of the Trust suspension will be assessed on the severity of the incident but will be a maximum of 5 days.

Students on a Trust suspension will be expected to attend the host school in full school uniform at an agreed time with both schools. The host school will be responsible for recording the daily attendance and communicating this with the registered school (Brannel School). During the period of the Trust suspension, when present, the student will be coded as 'B' on their attendance certificate. This indicates that education is being provided off-site and is a positive attendance mark. The parent/carer has full responsibility for the students transport to and from the host school.

Further breaches of the Behaviour for Learning Policy whilst in a Trust suspension will result in a failed Trust Suspension. The registered school are responsible for the issuing of further sanctions following the failure of a Trust suspension.'

It needs to be clearly understood that consistency in the way that we deal with behavioural issues is crucial. However, it must equally be clear that dealing with individuals requires skill, judgment and awareness that each situation is different.

On Call Support

This is available to staff to help them resolve an emergency i.e. a particularly disruptive student, violence, etc. It should only be called for when the Head of Department or others within the Department are unable to provide support. It should be used sparingly - a teacher who overuses this form of support is likely to considerably weaken their position in the minds of the students.

Sequence of events

1. Teacher contacts reception by telephone or 'runner' requesting On Call Support stating their name, room number and the student's name. It may also be useful to describe the incident.
2. Reception/Admin locates a member of senior staff available, records incident and provides details.
3. The student will be removed from the lesson and will enter the Ready to Learn system and remain there for 24 hours.

It is essential that On Call Support is only used for the above purpose.

Suspension Prevention

Meeting the school's expectations for conduct, is for some students particularly challenging. Students who persistently fall outside of the school's expectations will receive sanctions. These are allocated points which are recorded on and monitored through Satchel 1. This data is shared with HoY, their Assistants and the Behaviour Team to place suitable interventions in place.

Attitude to Learning Reports (see Appendix 3) Our reporting system has been designed to provide students with a clear pathway, which supports them in the classroom to self-regulate their conduct, and focus on setting individual and specific targets to improve their behaviour for learning. Some students recognise that continuous monitoring can be beneficial and regularly self-refer.

GREEN ATL Report – Tutors to issue and monitor reports. Students can also self refer

AMBER ATL Report – Head of Year to issue and monitor. Students whose conduct has not improved on completion of a Green ATL will be escalated to Amber.

RED ATL Report – Head of Year to issue and monitor with a member of the SLT. Students whose conduct continues to cause concern will be placed on a RED ATL Report.

Any student returning from a Suspension will automatically be placed on a RED ATL Report. Students whose conduct continues to fail to improve or who fail to complete RED ATL reports, will be monitored by a member of the Senior Leadership Team.

Uniform and Appearance

We ask all students to uphold the same standards of uniform and appearance. Students who attend school without the correct uniform will be asked to correct it and will receive a formal warning (S1). Repeated failures to wear correct uniform will incur greater sanctions. Any student who fails to comply with the school's Uniform Policy, will be subject to the schools sanctions, as set out in the Behaviour for Learning Policy.

School Trips, Educational Visits and Events

Only students who follow the expectations of the school should be allowed to participate in educational visits, reward trips, sports teams and other school events. If a student refuses to follow the school code of conduct and uniform expectations, they may be removed from some or all events.

Mobile Phones

Students are asked not to bring mobile phones to school unless absolutely necessary. If they do, the phone should be switched off whilst in the building and kept in a bag. Students must not use phones in lesson time or in the building for any purpose unless directed by the teacher for a specific learning activity.

If a phone rings or is seen in the possession of a student, it should immediately be removed from the student. Mobile phones and other devices which have been confiscated from students should immediately be taken to reception where they will be placed in an envelope for safe keeping.

The incident should be recorded on SIMs and a letter sent to parents/carers.

They will be returned on the following conditions:

1. Where this is the first occasion in an academic year, the student may collect their device at the end of that day.
2. On the second occasion, they will be released to a parent/carer only at the end of the school day.

Communication between students and parents or carers during school time should only take place through the school office.

School Transport

Where misbehaviour occurs on school buses or taxis, drivers should report this misbehaviour to members of staff on duty. Students who do not behave appropriately and are reported will be sanctioned appropriately with County Transport. In each case letters will be sent home outlining the concerns raised. The school will work with Cornwall Council to removed students from school transport where misbehaviour continues to be a concern.

Tobacco and Other Banned Items

Tobacco and other items banned by the school must not be brought to school. If a student is suspected of bringing a banned item into school, they will be searched, and any banned items found will be destroyed.

Items banned by the school include:

- Tobacco or cigarettes, including e-cigarettes (vapes)
- Any form of drug unless that which prescribed by a doctor for that student (the school should be made aware of any medication being taken)
- Knives, including pocket or camping knives
- Lighters or cigarette paper
- Energy drinks
- Any substance which may be used by pupils with the specific aim of harming themselves or be provided to others for the purposes of self-harm.
- Any form of weapon, either real or 'pretend'

Students who bring substances which are classed as dangerous drugs, including cannabis, are very likely to face permanent exclusion regardless of the purpose for bringing them into school.

The school will always inform law enforcement agencies about illegal items brought in to school.

The Deliberate Activation of the Schools Emergency Systems

When a student deliberately acts to cause the school to evacuate the building or initiate any other emergency procedure, the first consideration the school will make will be to permanently exclude that student. These actions may include activating the school fire alarm or calling emergency services from the school without authorisation.

Dealing with Alleged Victims and Offenders

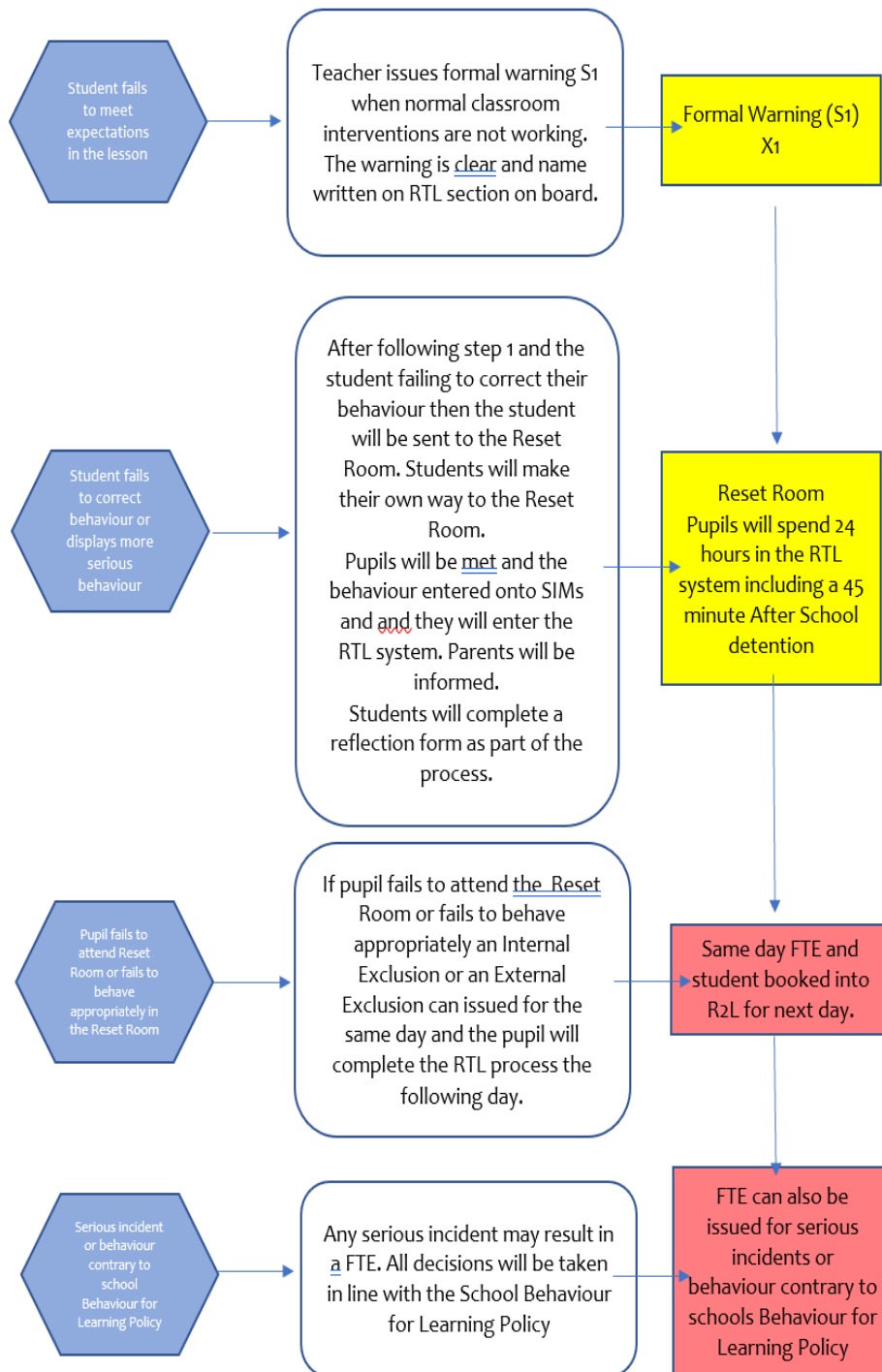
Whilst Under Investigation We will do all we can to ensure all students feel safe whilst at school. Where an allegation of an incident between two students has been reported, we will investigate as quickly and efficiently as possible. We may withdraw students temporarily from lessons while we do this. If an incident is being investigated outside of the school, we will work alongside other agencies, including the police, to help with a fair and swift outcome.

Appendix List

- 1. Sanctions flow Chart**
- 2. RTL staff booklet**

Appendix 1 – Behaviour flow chart

Appendix 1 – Behaviour flow chart



READY TO LEARN STAFF BOOKLET 2022-2023

Contents

- 1. Summary**
- 2. Expectations in the classroom**
- 3. Expectations around the school**
- 4. Expectations relating to serious incidents**
- 5. Guidance for giving reminders in lessons**

Annex A: Expectations in the [Ready to Learn Room](#)

Annex B: Managing School Suspensions

Annex C: The Ready to Learn team

1. 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 Heads of Year and 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 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

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 detentions but whole school sanctions always take priority.

Examples of detentions that teachers may set include:

- failure to complete homework,
- 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 school
- Serious incidents

Expectations in the classroom

Always in lessons:

- Arrive on time, 3 minutes prior to the start of the lesson.
- 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
- Phones should be placed in your bag and silent throughout lessons unless given permission by staff to use them
- Headphones are not to be used in the school building at any time

If pupils do not adhere to these expectations, an adult will tell them that they have a Formal warning – S1 and their name will be written on the board in the Ready To Learn section. If you they this for a second time, they will be sent to the Ready to Learn Room for one cycle of 4 lessons including a 45 minute after school detention on the same day from 3.15-4.00 pm.

Expectations around school

At Brannel School, 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 a member of staff asks a pupil to do something, they must respond appropriately. 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 pupils refuse, or if they walk away, a member of the SLT will be called, via the on-call system.

Anti-social behaviour- Red Card

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

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| • Running indoors | • Eating and drinking in banned areas |
| • Shouting indoors | • Not clearing away your tray in the canteen or dining hall |
| • Pushing/shoving | • Being out of bounds |
| • Inappropriate language or attitude | • Hitting or kicking lockers or any other school property |
| • Dropping litter/throwing food | • Incorrect uniform with no pass, including not wearing a blazer. |
| • Not following staff requests | • Use of chewing gum around the school |

If pupils behave in any of the ways listed above, an adult will tell them that you have a “Red card”, and that they must serve a 20 minute breaktime detention at the start of the next break (either that day or the next day). If they are not sure whether they have a red card detention, they may check the “Red Card Detention” list, which will be available at Student Services.

If pupils fail to serve this detention, they will be sent to the Ready to Learn Room for one cycle of 4 lessons including a 45 minute after school detention on the same day from 3.15-4.00 pm.

Mobile phones and inappropriate jewellery

Pupils must hand over to a member of staff any phone that is seen or heard during tutor/lessons without permission, any nose rings, large earrings or other jewellery that is not permitted. This will be confiscated until the end of the school day and pupils may collect it from Student Services at the end of the day. If pupils refuse to hand it over, they will be sent to the Ready to Learn Room for one cycle of 4 lessons including a 45 minute after school detention on the same day from 3.15-4.00 pm.

Uniform

All students must be in the correct uniform, unless carrying a pass issued by a Head of Year or tutor; passes are only issued for medical reasons or if pupils have lost or broken the article in the previous 24 hours. If pupils arrive in school without the correct uniform, you will be sent home or placed in the Ready to Learn Room until a parent or carer brings in the missing article.

If pupils are out of uniform and do not have a pass they will be given a Red Card detention.

Expectations relating to serious incidents

These are incidents which warrant a parental meeting, time in the Ready to Learn Room, warning of Suspension, Suspension, a Behaviour Planning meeting with the Head, or permanent exclusion. Students may also face further sanctions depending on the severity and frequency of their actions.

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| 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, a member of the SLT will be called, via the on-call system. |
| 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 a 45 minute detention the same day |

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| 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 Ready to Learn 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, if it is deemed that the safety or wellbeing of students or staff will be affected. Students may also be subject to random bag searches. 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 of lockers, 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. Students may also be subject to random bag searches. |
| 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. <p>If bullying is persistent and it is deemed that the safety or wellbeing of students or staff is adversely affected, pupils can be placed on the Bullying pathway and a permanent exclusion may be considered.</p> |
| 12 Peer on Peer Abuse/Harm | This may include <ul style="list-style-type: none"> • Physical abuse • Sexually harmful behaviour/sexual abuse • Online bullying/Cyber bullying (See Peer on Peer Policy) • Sexting • Initiation/Hazing • Prejudiced behaviour • Teenage relationship abuse |

The list above is extensive but not exhaustive and should act as guidance to staff.

Guidelines for giving reminders 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 reminder 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 reminder."

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

"John, you need to go to the Ready to Learn Room. You had a reminder and now you are talking over me. Please make your way to the Ready to Learn Room."

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 reminder".

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', reminders 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 reminder. For example, if you are talking, and a student talks over you, they must immediately be given a reminder, 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 reminder'.

Examples

1. Student arrives 3+ minutes late (or after the second bell at lunchtime)
2. Student talks over someone else
3. Student talks during silent work
4. Student puts their head on the desk
5. Student actively refuses to work
6. Student talks off-task
7. Student's phone is seen or heard (must also be confiscated)
8. Student eating or drinking (other than water)
9. Inappropriate language or attitude
10. Phones and Headphones should be placed in your bag and silent throughout lessons unless given permission by staff to use them

Immediate
reminder written
on the board

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 reminder 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 reminder about this."

5. No 'machine-gunning'

Once you have given a reminder, you should not give a second reminder **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 Ready to Learn 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 Ready to Learn 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 reminder. 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 reminder.”

7. Immediate removals

If pupils are involved in any of the behaviours listed below they will be sent to the Ready to Learn Room for one cycle of 4 lessons including a 45 minute after school detention on the same day from 3.15-4.00 pm.

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 Ready to Learn Room and emailed Student Servics, but the student has refused to leave. What should I do?

A: If the student refuses to leave your room (and go to the Ready to Learn Room of their own accord) then contact on-call, they will pick up the student.

On-call should only be used for students who refuse to leave or indicate they will refuse to go to the Ready to Learn room.

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

A: No. 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 Ready to Learn Room, and Student Services might ask you to phone home to explain.

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

A: Yes, this is a pre-requisite. The student will complete a restorative form, 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 Ready to Learn Room.

Q: A student is drinking / eating in my lesson (other than water). Should they get a reminder? A: Yes, they should get a reminder 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 Ready to Learn Room. (Energy drinks are banned in school and should be confiscated and handed to Student Services).

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

A: You will need to contact on-call. The relevant staff member will then meet the student at the entrance to the changing rooms if appropriate

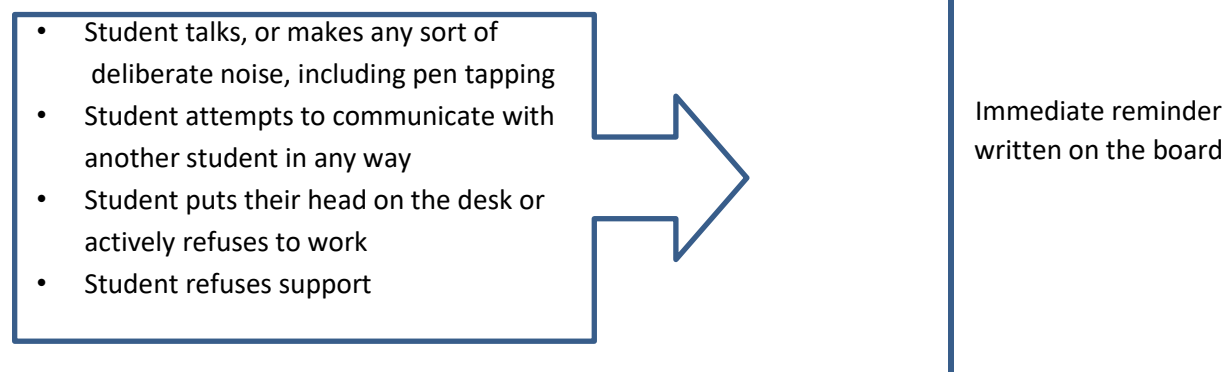
Annex A: Expectations in the Ready to Learn Room

Students must work in silence at all times, in 'exam conditions'. If a student shows they are not 'Ready to Learn' in the Ready to Learn Room, then they must immediately receive a reminder. If they show this again, after more than 2 minutes, they must receive a second reminder. At this point, the Behaviour Mentors will allow the student up to 15 minutes to refocus and successfully complete their period in the Ready to Learn Room. If the student is not then 'Ready to Learn', they will receive their last reminder and will be removed if they disrupt again. If they are repeatedly failing to be 'Ready to Learn' in Brannel School's Ready to Learn room, they can be sent to another schools' Ready to Learn room or suspended from school.

As such, the Ready to Learn 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 [Ready to Learn Room](#)

Students must arrive at Student Services within 5 minutes of being sent. If they do not, they will be collected by On Call staff. Failure to attend will lead to suspension and serve the following day, including detention, in the Ready to Learn Room.

Break and lunch times in the Ready to Learn Room

Break and lunches for pupils in the Ready to Learn room will be taken earlier (10.20am and 1.00pm) than the rest of the student body.

While collecting food at break or lunch time students will obviously be able to talk with each other, albeit quietly and sensibly.

Exceptions to staying in the [Ready to Learn 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 Ready to Learn 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 School Suspensions

All return from Suspension meetings will take place on the day the student returns to school. SLT, HoY or Student Services will make the phone call to arrange this meeting. These staff will conduct all meetings resulting from Ready to Learn Room incidents.

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

The student and parent/carer will be expected to attend the meeting and an agreement will be sought as to how the student and parent can prevent future Suspensions and how the school can support them in doing so.

In exceptional circumstances, and with the agreement of the Deputy SLT, a discussion may take place by phone with the parent or care

Annex C: The Behaviour Mentor Team

The Behaviour Mentor Team are:

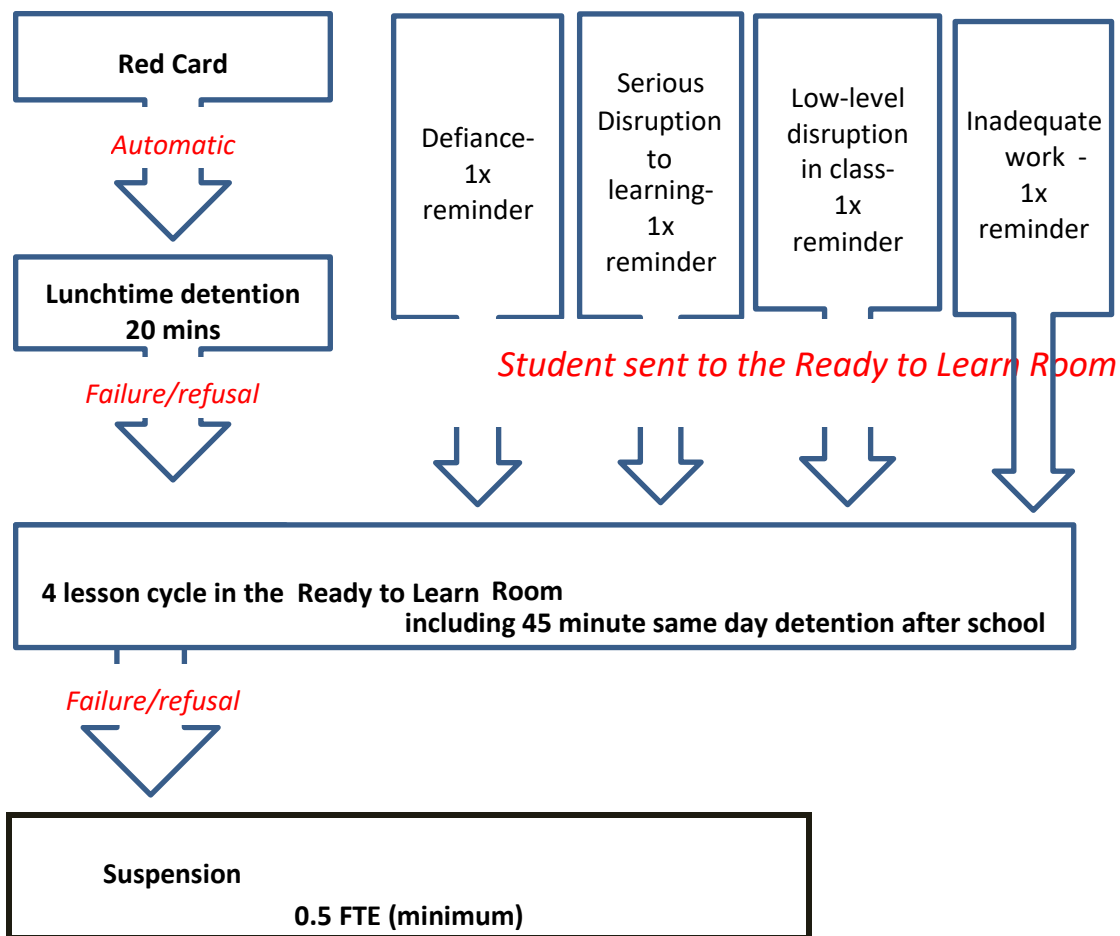
- Simon Hickie
- Jo Hodgetts
- Caolan Cantwell
- Teresa Minear

They have the following responsibilities:

- Supervision of the Ready to Learn Room, including social times and until 4.00pm
- Ensuring communication home to report a child's behaviour via telephone, text and email.
- Picking up non-arrivals
- Initiating and maintaining good communication with parents/ carers, heads of year and support services within the school
- Providing re-integration support for students, as required
- Managing meetings with parents relating to Ready to Learn incidents and Suspension
- Keeping accurate records of all incidents and referrals
- Ensuring appropriate work is provided for all students, by maintaining stocks of work for KS3 students, and liaising with the teachers of KS4 students
- Analysing the data around behaviour incidents and passing on issues arising.

The team works in close collaboration with:

- Heads of Year
- Senior Leadership Team



The head teacher or designated teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

Should you require further information, please contact the **Clerk to Governors**.

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