



**Cabot**  
Learning  
Federation



## Learning Ready Policy

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Version 1.0    September 2018  
Version 1.1    July 2019  
Review Date:    September 2020



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## "Learning Ready" Policy

### 1. Introductory Statement:

Bristol Met is a happy, harmonious, learning community where staff and students feel safe and secure. School life is characterised by a purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all students, staff and visitors will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour and learning. We will always aim to manage behaviour positively, celebrating success and encouraging our students to strive to be the best they can be. We accept that sometimes young people make mistakes with their behaviour, however, fair and appropriate sanctions will be applied consistently to all students at Bristol Met to allow us to achieve outstanding achievement for all. Learning in partnership with students, parents/carers and outside agencies, we aim to ensure all students feel positive and safe in their learning environment.

### 2. Students will be Learning Ready by:

- Attending school in correct uniform; arriving on time and being "Learning Ready"
- Listening to and following instructions promptly
- Working to the best of one's ability
- Completing and presenting work to a high standard
- Being polite and respecting everyone's right to learn in a safe environment

### Staff will ensure students can Learn by:

- Dealing with unacceptable behaviour in an emotionally literate way
- Teaching lessons which aim to meet all individual needs
- Promoting and modelling appropriate behaviour at all times
- Building positive relationships with students
- Learning from our mistakes

### Parents/Carers will ensure students can Learn by:

- Supporting students with having the correct equipment and uniform
- Supporting students in being at Bristol Met punctually and every day except when seriously ill
- Communicating concerns to staff
- Supporting with any sanctions
- Celebrating success

### 3. Conduct around the Academy site

Members of the Bristol Met Community should:

- Move around the Academy in a sensible, calm, courteous and appropriate manner. They should not run around the academy site. They should not shout or make other loud noises.
- Be polite and helpful to all occupants and visitors to the academy.
- Respect the rights of others to use all areas of the academy.

- Never drop litter.
- Never bring in or use cigarettes, alcohol, and illegal substances or items. This is strictly forbidden. Dangerous items such as matches, lighters and knives must not be brought onto the school site under any circumstances.
- Never bring in items which are prohibited under current school rules (for example energy drinks)
- Mobile phones and electrical devices (including head/earphones) will not be used, seen or heard at any time whilst on the Academy site (including before school starts, lessons, break, lunch or after school finishes). Failure to conform to this request will lead to their confiscation and only returned to Parents/Carers.
- Eating and drinking (apart from water) is forbidden in any lessons. At break and lunchtime there are designed areas for drinking and eating.
- Not leave the school site without permission. Students or visitors who need to arrive or leave the school during lesson times must check in and/or out at the main reception.
- Arrive no later than 8.35 am ready to learn. Late students must sign in at reception and a break time detention will be awarded. If students are continually late this will be treated as an attendance issue resulting in a school attendance meeting being conducted with the Educational Welfare Officer. It may, in some situations, also result in the issuing of a penalty notice charge.
- Wear the school uniform correctly at all times. No coats should be worn in the building, coats should be hung up or carried in bags.

#### **4. Corridors and Lesson Changeovers**

Staff should:

Challenge every incident of inappropriate or loud behaviour; excessive physical contact; infringement of uniform regulations and students who do not have a pass or note when they should be in lessons.

Constantly reinforce good behaviour by thanking those who are smart and calm.

#### **5. Conduct Outside the Academy**

When in public places, students are expected to act as ambassadors for the academy and ensure that, through their conduct, the academy's reputation is enhanced. Any misbehaviour which occurs outside of the academy premises and which is brought to the attention of the academy will be dealt with in the same way as if that poor behaviour had occurred on the academy site.

Students should be particularly mindful of the following...

- Smoking – smoking is not permitted on the way to or from the academy or at any time when identifiable as a Bristol Met community member.
- Local residents - students should be kind and courteous to members of the local community;

- Cycling/walking – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass safely in the opposite direction. Students should always use cycle paths where available.
- Use of loud and bad language is unacceptable at any time.

## 6. Sanctions

It is recognised that, at some point, some students will – either intentionally or unintentionally – fall short of the academy's expectations. In such circumstances, students are expected to take responsibility for their actions and make amends, both through their words, and more importantly, through their actions.

## 7. Detentions

Neither parental consent, nor advance notice is required for detentions. However, we will endeavour to contact parents in advance of the detention where possible.

Class Teacher Detentions may be given at the following times:

- During morning break
- During lunch time
- After school

Class teachers should not issue 'whole class' detentions, as it will always be the case that some students are blameless and undeserving of a sanction.

## 8. Community Service

As an alternative to detention, or an addition to, students may be issued with community service tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying. Community Service will typically be given for infringements with littering and for eating outside the designated eating areas

## 9. Confiscation

A member of academy staff may confiscate a pupil's property as a disciplinary penalty, where reasonable to do so.

Academy staff can seize any item, however found, which they consider harmful or detrimental to school discipline. The following categories of items are banned and will be confiscated if seen at any time on the academy site...

- An item which poses a threat to others, e.g. a laser pen;
- An item which poses a threat to good order for learning, e.g. a personal music player or mobile phone;
- An item which is against academy uniform rules, e.g. hoodies;
- An item which poses a health or safety threat, e.g. items of jewellery worn during PE;
- An item which is counter to the ethos of the academy, e.g. material which might cause tension between one ethnic group and another;
- An item which is illegal for a child to have, e.g. racist or pornographic material.

Confiscated items may be returned at the end of the lesson, if handed over without argument. Certain confiscated items will not be returned to the student but will be returned to a parent. Students may be searched to ascertain whether they are in possession of banned items. There will always be two members of staff present during a search and this will be limited to outer garments and bags.

### **10. Removal to the Independent Study Room (ISR)**

When a student does not comply with the academy's Learning Ready expectations they will be placed in the ISR for six periods, including learning family time. There will also be a 30 min detention from 3.00pm until 3.30pm the same day and we will endeavour to contact parents or carers.

An internal seclusion may be considered before a Fixed Term Exclusion. Parents will be informed if a student is placed in the ISR.

### **11. Fixed Term Exclusion**

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used. Only the Principal can issue a Fixed Term Exclusion. If the Principal is not available then the Vice-Principal can agree a fixed term Exclusion but this will be ratified by the Principal as soon as possible. If a student is excluded, the parents will be informed as soon as practicable, initially by telephone and then by letter. Parents must meet with a member of the Pastoral team and / or SLT before a student can return to class following a Fixed Term Exclusion.

Examples of student behaviour likely to lead to a Fixed-Term Exclusion (note this is not exhaustive):

- Refusal to accept the normal discipline of the academy;
- Abusive language towards a member of staff;
- Physical violence towards another student or member of staff;
- Serious harm to the reputation of the academy through grossly irresponsible behaviour outside the academy;
- Persistent bullying or intimidation of another student;
- Significant involvement by a student with items or substances that should not legally be in his or her possession in the academy.
- Smoking in the academy

### **12. Fixed Term Exclusion Reduction Placement**

As an alternative to fixed term exclusion and with a parent's permission Bristol Met will attempt to arrange a short term placement at another Academy. This would enable the learning of the student to continue with reflection away from Bristol Met. Contact will be made with parents to confirm if this alternative is possible otherwise the student is to stay at home as per the original fixed term exclusion.

### 13. Permanent Exclusion

In circumstances where a student has proved, over the long term or through an outrageous single act, to be beyond the control of the academy there may be no alternative but to issue a Permanent Exclusion. Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act the academy reserves the right to permanently exclude a student without a programme of support being provided. We hope and expect that this sanction will only be used extremely rarely.

Examples of a single outrageous act which might lead to Permanent Exclusion include but are not limited to:

- Threatening behaviour with, or use of, weapons;
- The distribution of drugs;
- Large scale theft of property from the academy site;
- Acts of violence against a member of the academy community;
- Sexual assault against a member of the academy community.

Further information about exclusions can be found in the exclusions specific policy on the Academy website.

### 14. Restorative Solutions

Bristol Met is committed to ensuring not only that students take responsibility for their actions, but also they learn from their mistakes. It is important for students to understand why their misbehaviour may have arisen and what they can do to prevent this from happening again in the future. It is important for students to understand why sanctions are imposed, and why the academy considers these to be appropriate in their severity.

These aims are often best achieved through a restorative conversation between the student and teacher involved in a particular incident. Teachers are expected to go to the ISR to have these discussions on the same day as the student was removed to the ISR. Leadership team members will be available to facilitate these conversations if required.

- The outcomes of the meeting should be that:
- Both student and teacher can have their say in a non confrontational manner;
- The student understands why their behaviour was wrong and the impact that the behaviour had on others;
- The student and teacher understand why the misbehaviour may have arisen and what measures could be taken to reduce the likelihood of similar misbehaviour in the future;
- A harmonious relationship is restored between both student and teacher.

## 15. Recognition, Reward and Celebration

The academy recognises that praise and reward are always the most powerful of motivational tools. As such, all staff should actively seek opportunities to praise and reward students on a daily basis. Rewards can be earned for attendance, behaviour and achievement. Rewards have included Golden Tickets that enable students to take part in a prize draw; cinema experiences and trips to a theme park for example.

Each term student achievement is celebrated in a dedicated assembly. The House with the most House points wins the termly House Competition.

The academy also recognises the importance of creating opportunities for students to earn positions of responsibility. A number of leadership opportunities are available to students (e.g Head boy/girl, House Captains etc)

## 16. Appendix – Exemplification of the "Learning Ready" policy

Students' behaviour must enable both themselves and others to fully participate in lessons and make progress. Good behaviour can be encouraged and promoted through effective teaching that has at its heart reflective, well planned lessons that encourage a positive classroom climate. There is a clear set of Learning Ready behaviour expectations that must be followed by all students in every lesson. Class teachers apply a consistent approach to classroom behaviour management which provides students with the opportunity to self-correct their conduct.

If a student does not meet behaviour expectations, they will be given a 'Verbal Warning', this will be displayed on the board. If a student does not meet behaviour expectations a second time they will be sent to the Independent Study Room (ISR) for six academy lessons, including family time. There will also be a 30 min detention from 3.00pm until 3.30pm the same day and we will endeavour to contact parents or carers.

### Guidelines for giving warnings in lessons

It is essential that warnings are given in a consistent way across the school, by all teachers, including cover and guest teachers, using a simple 2-step process. Staff should always 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 verbal warning because you are talking. You need to be Learning Ready for the rest of the lesson".

"John, you are talking over me; that's a verbal warning".

"John, you are having an off-task conversation; that's a verbal warning".

"John, you need to go to the ISR. You have had a verbal warning and now you are talking over me. Please make your way to the ISR. You have 5 minutes to get there."

### Making expectations clear

At the start of lessons it is normal that students may walk in to a lesson and still be finishing a conversation that they started on their way. 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 Learning Ready. To make this crystal clear for students, staff should indicate this starting point by saying: "I'm expecting you now to be 'Learning Ready' in 3..., 2..., and 1 Thank you".

\*Please note that staff are able to use a longer version to embed routine if they wish - 3: finishing your conversations, 2: putting all equipment down, 1: eyes on the board/me/name of pupil/your books And.... thank you.

When in transition between tasks or activities staff need to make expectations clear with regards the way the task or activity is to be done. Typically this would involve a 3-2-1 Learning Ready countdown to ensure the attention of the class followed by telling the class the required expectations for example of "Learning in Pairs". Reference to the learning mode icons and definitions are helpful in ensuring clarity.



## LEARNING READY

**5** Outstanding Learner

**4** Learner

**3** Requires Improvement

**1** Not Learning ready

- ✓ Arrive on time and be ‘Learning Ready’
- ✓ Listen to and follow instructions promptly
- ✓ Work to the best of my ability
- ✓ Complete and present my work to a high standard
- ✓ Be polite and respect everyone’s right to learn in a safe environment

	<p><b>Eye contact:</b> Active listening:</p> <p><b>Positive body language:</b></p>	<p>With the teacher Be ready to give constructive feedback and ask questions Sitting still; facing forward; no fidgeting; empty hands</p>	
	<p><b>Quiet voice:</b> <b>Focussed talk:</b></p> <p><b>Equal participants:</b></p> <p><b>Be ready to stop:</b></p>	<p>Just loud enough Talking only about what you have been asked to discuss Respect one another’s opinions and share the workload equally Awareness of possible 3-2-1</p>	
	<p><b>Quiet voice:</b> <b>Focussed talk:</b></p> <p><b>Respectful listening:</b></p> <p><b>Equal participants:</b></p> <p><b>Sensible movement:</b></p> <p><b>Be ready to stop:</b></p>	<p>Talking only within your group Talking only about what you have been asked to discuss Listen to and respect others opinions; wait your turn to give your contribution Everyone is involved Around the room if required without distracting others Awareness of possible 3-2-1</p>	
	<p><b>Quiet focussed environment:</b> <b>Working on your own:</b></p> <p><b>Perseverance:</b></p> <p><b>Hands up:</b></p> <p><b>Sensible movement:</b></p>	<p>Minimal interaction Reflects your own effort and ideas Use the resources provided For help from the teacher Around the room if required without distracting others</p>	
	<p><b>Work in complete silence:</b> <b>Facing forward:</b></p> <p><b>Avoid distracting others:</b></p> <p><b>Hands up:</b></p> <p><b>Stay in your seat:</b></p> <p><b>Check your work:</b></p>	<p>No comments or conversation Eyes on your work By what you do or what you say if you need help Hands up to ask the teacher Is it the best you could do? Have you checked Spelling, Punctuation and Grammar?</p>	

### 3-2-1 Learning Ready Countdowns

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

#### Forewarnings

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 3 seconds. In these cases, staff should forewarn students that they need to be ready for that. For example: "(Over student discussion) 30 seconds left... 20.... 10... prepare to be Learning Ready.....3-2-1 Learning Ready.

#### What could cause a warning?

Students will receive one warning for:

- Late after the second bell without a note
- Disrupting learning / not meeting expectations
  - Calling out in an unhelpful way (hands up and wait...)
  - Off task conversations
  - Not working within the "code of the mode" eg: Learning Pairs
  - Eating
- Insufficient work or effort
- Refusing to follow instructions
  - Not carrying out a reasonable request in a reasonable time is a refusal
- Not polite or lacks respect for others right to learn in a safe environment
  - Comments about others
  - Misuse of equipment
  - Talking over the teacher

#### Collective reminders

Sometimes, an adult needs to draw attention to the "Learning Ready" expectations, without giving a warning to a particular student. In such situations, a collective reminder to the whole class would be more appropriate. For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say,

"Class I don't think I was clear enough about my expectations. Let me be clear that off-task conversations are for social times. Now that clear I will issue a warning for those still engaging in off task conversations".

**No 'machine-gunning'**

Once you have given a verbal warning, you should not give a referral 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 refer them to the RTL 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 refer you to the ISR".

**Calling out (an answer)**

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

"I'm just telling you now, if you call out again, I will give you a verbal warning".