

AXE VALLEY ACADEMY

PROCEDURES



Ready To Learn
Updated: July 2018

See VLT Behaviour Policy and VLT Exclusion Policy

1.0 Axe Valley Academy Behaviour Procedures

Axe Valley encourages good behaviour through a mixture of high expectations, clear procedures and an ethos which ensures students are 'Ready to Learn'.

Axe Valley has in place a range of rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the VLT behaviour policy.

These procedures aim to outline the measures by which the school promotes good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. Axe Valley reserves the right to apply these procedures to all students and any time.

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

These key aspects of academy practice contribute to improving student behaviour:

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

Teachers have a statutory authority to discipline students for misbehaviour, which occurs in the Academy. The power to discipline applies to all staff.

It acknowledges the school's legal duties under the Equality Act 2010, and in respect to students with special educational needs (SEN) and vulnerable students.

2.0 Aims of the policy

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

Encourage positive relationships with parents and carers, to develop a shared approach which involves them in the implementation of the academy's policy and associated

3.0 Roles and Responsibilities

3.1 Senior Leadership Team

- That all employees are aware of the procedures, and comply with legal requirements.
- Ensure concerns of students and parents/carers are listened to and appropriately addressed

3.2 Year Leaders (YLS)

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

3.4 RTL Team

See appendix 3

3.4 All Staff

- Are responsible for ensuring their familiarity with and understanding of the procedures
- Apply the procedures fairly and consistently when carrying out their duties
- Understand that behaviour of students is the responsibility of all
- That all employees are aware of the procedures, and comply with legal requirements.
- Where the procedures are not understood it is the responsibility of staff to direct questions to their line manager in the first instance
- Work to create a high quality learning environment, teaching positive behaviour for learning.
- To act as a positive role model for conduct and behaviour
- Have a key role in advising the Headteacher on the effectiveness of the procedures.
- Adhere to individual Academy staff Code of Conduct

3.4 All students

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

3.5 Parent/Carers

Parents/carers will be expected, encouraged and supported to take responsibility for the behaviour of their child. The academy will encourage parents/carers to work in partnership with the academy to assist it in maintaining high standards of desired behaviour. They will be actively encouraged to raise with the academy any issues arising from the operation of the procedures.

4.0 Ready To Learn (RTL)

4.1 Aims

1. To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted

2. To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to take responsibility for their own actions
4. To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behavioural interruptions as barriers

4.2 Practice

If a student does not adhere to the Ready To Learn expectations, a teacher will tell them that they have a 'warning' 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 Isolation for 24 hours, including break and lunch.

4.3 Expectations

- Be prepared
 - Arrive at lessons on time
 - Sit where you are asked
 - Sit down straight away with the necessary equipment out ready to use
- Be respectful
 - Don't speak when the teacher is talking
 - Keep off task conversations for social time
 - Allow others to learn, do not disrupt or distract
 - Treat everyone and everything in the room with respect
- Be engaged
 - Stay in your seat
 - Phones and headphones should be out of sight and silent throughout the lessons
 - Try as hard as you can.
- Be kind
 - Listen when others are talking
 - Treat others how you would like to be treated
 - Help and support others.

5.0 Review and Restoration

All students will be triaged when they enter the RTL block. The RTL team will assess the reasons for isolation. All students will complete a reflection sheet upon entry to the isolation room. Any staff member who sends a student to isolation will arrange a restoration meeting with the student (within the 24-hour period) and complete a restorative conversation. All staff sending a student to RTL must be clear about which expectations haven't been met in the lesson. All staff must have followed the RTL flow chart (Appendix 1).

6.0 Sanctions

See VLT Behaviour Policy for a full list of sanction

Sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a

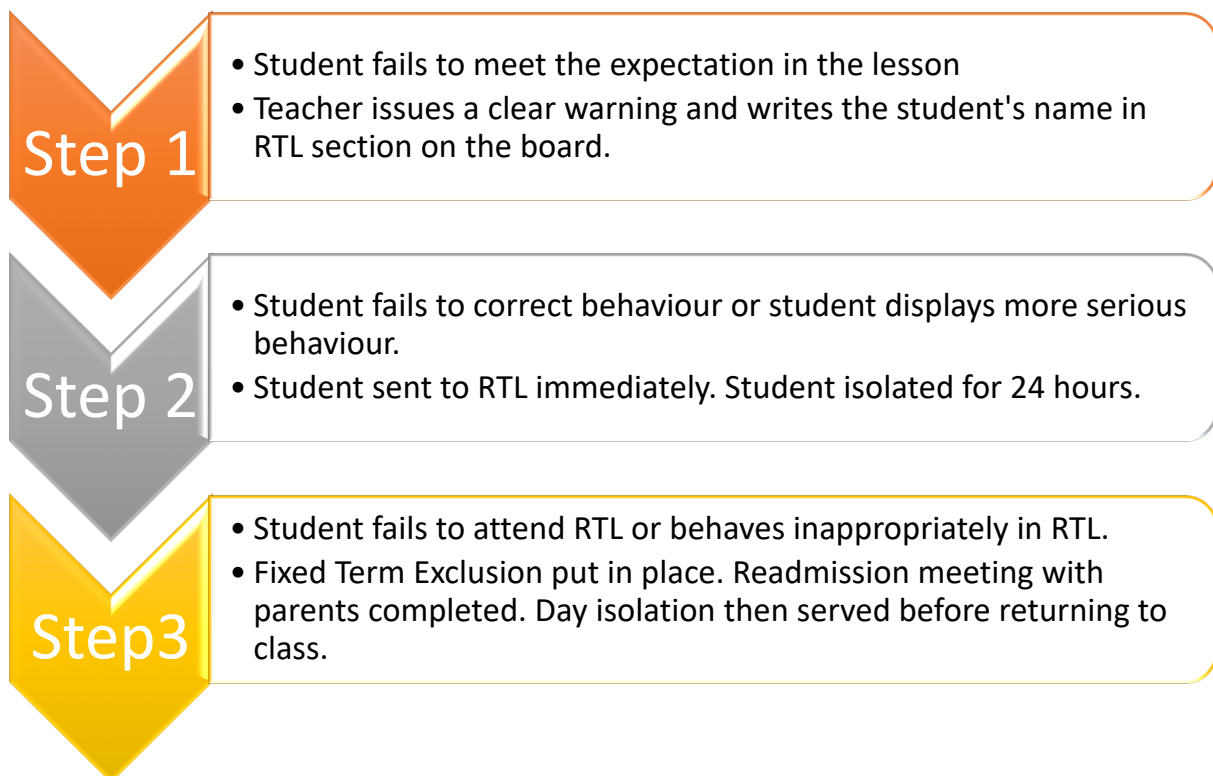
member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

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

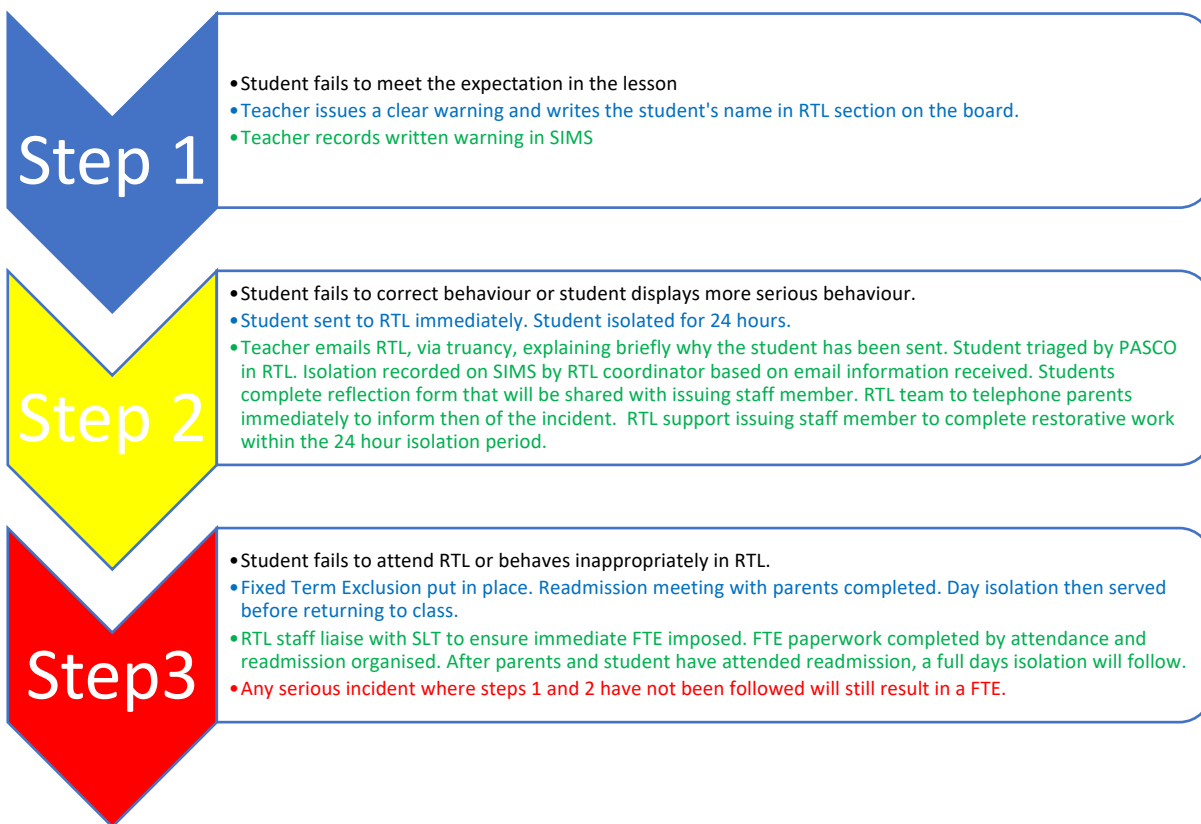
The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students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

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

Appendix 1 – Student RTL staged sanction chart



Appendix 2 - Teacher RTL staged sanction chart



Appendix 3 Triage and RTL coordinator procedures

PASCO (Triage) Checklist

When students arrive in triage please make sure the entire checklist below is completed. They must be triaged first before entering the isolation room.

1. Entering the room	Check uniform. Allocate the offending student a space in the room. If you are dealing with someone else, ask the student to sit quietly and wait.
2. Mobile Phone	Confiscate the student's mobile phone and lock away. Students can have the phone back at the end of the day.
3. Reasons for Isolation	Discuss the following: <ul style="list-style-type: none">• Who has sent them to isolation• Subject• Reasons for isolation Information to be given to the RTL coordinator when the student enters isolation.
4. Analyse the reasons for isolation	At this point, you will need to judge whether the isolation should be upheld or not. If staff have complied with the RTL procedures the student will be placed in isolation. If staff have not, the student will be returned to circulation the following lesson. The SLT line manager will be informed if the isolation is overturned who will challenge the member of staff about their practice. <ul style="list-style-type: none">• If the member of staff has followed the correct procedures and the student has failed the lesson expectations then the isolation will remain.• If the member of staff hasn't followed the correct procedures the isolation will be overturned and the student will be allowed to go back into circulation (next lesson).• All incidents logged on SIMS.
5. Isolation expectations	Go through the rules of isolation <ul style="list-style-type: none">• Sit in silence• Silent reading whilst awaiting work.• Complete work set• Uniform will be immaculate• All isolation property will be treated with respect.• Isolation coordinator will be treated with respect• Reflect on why you are in isolation This is where students will need calming down and they need to begin to accept their behaviours and the consequences that follow. Students have a maximum of 30 mins to be ready for isolation.
6. Entering Isolation	When students are ready for isolation please escort them to the isolation room, where the RTL coordinator will take over.
7. Phone call home	Phone call to parents/carers explaining why the student is in isolation.
8. Restoration	Communicate with the relevant teacher and arrange when the restoration session will take place. The restoration must take place with the 24 hour isolation period.

RTL Coordinator Checklist

When students arrive in Isolation please make sure the entire checklist below is completed. They must be triaged first before entering the isolation room.

1. Greet student	Welcome student into the room. All students should be dressed in accordance to the school's uniform policy. Correct uniform if necessary.
2. Allocate working space and complete the isolation overview sheet	Allocate a working space for the student to sit in. Complete the isolation overview sheet (Times of isolation – what they will do during each period etc).
3. Behaviour Reflection	Students to complete behaviour reflection sheet. Hold students accountable to this – have high expectations. Some students may need help completing the reflection sheet. Students at Wave 1,2 or 3 will have specific reflection work to complete – give them their workbooks and set relevant tasks.
4. Student work	Collect the reflection sheet, this needs scanning onto SIMS. This then needs to be passed on to the teacher (via the PASCO) sending the student to isolation – this is to be used during the restoration meeting. Give students work to complete based upon missed lessons. They will be expected to do silent reading in-between work.
5. Record Information - SIMS	Record the reasons for isolation onto SIMS. This will be provided by the PASCO who has triaged the student and via the truancy email.
6. Communication	Let the following staff know that the student is in isolation <ul style="list-style-type: none"> • Year Leader • Tutor • Assistant SENCO (if they are a SEN student) • HUB coordinator (if relevant) • Relevant PASCO • Staff member who sent them (to confirm their presence) • Attendance officer
7. Food	Ascertain their food situation for the day. If they have canteen food call in advance and order (34171). RTL coordinator to take students to the canteen at 1030 (break) and 1245 (lunch). All food to be eaten in the room at set times throughout the day.
8. Break & lunchtime	Students are to remain in isolation
9. End of the day	Before letting them go home: <ul style="list-style-type: none"> • Collect work • Check booths condition • Hand phone back • Remind students of the plan for the following day.