



**John
Cabot
Academy**

**Ready to Learn - A
Behaviour for
Learning Policy**

Audience: Students, Staff and Parents
Date Adopted: May 2018, John Cabot Academy

Introduction

Our aim is to *enable students to succeed through a positive learning culture where students are cared for, nurtured and challenged to achieve in their learning.*

Ready to Learn is a whole school learning policy that covers all aspects of school life. By establishing the highest possible standards of behaviour and expectations for learning at John Cabot Academy, *students will have disruption free classrooms in which they can learn and teachers will have disruption free classrooms in which they can teach.* This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish and so that students can be successful in meeting their future ambitions. The behaviour of each student in the classroom and around the school site should be of a very high standard. Every lesson should have a clear focus on learning, student growth and development and be free from distractions. Every student and every member of staff should be able to feel relaxed, happy and confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them. The Ready to Learn behaviour system enables learning to happen in the best possible conditions. Everyone has to follow the rules of Ready to Learn so that the system works and everyone benefits, ensuring students are well prepared for adult life when they leave John Cabot.

Our approach is based on the principle that, once students know the expectations and the consequences, they can make the right choices for their own and for others learning. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of friendship, generosity, honesty and respect.

At school, as in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequence needs to be consistently applied.

We have an ambition to work with parents/carers to ensure that the experience of each student at John Cabot Academy is of a high quality and that students are well developed, socially skilled, intelligent, confident well rounded young people ready to take advantage of the many opportunities available to them in our local, national and wider community.

Sally Apps, Executive Principal

Chris Ballard, Assistant Principal (Behaviour, Culture & Ethos)

Ian Webber, Chair of the JCA Academy Council

1. Aims of our Ready to Learn Policy:

- To eradicate disruptive behaviour so that there is a culture of achievement, ambition and learning throughout the school, and no learning time is wasted.
- To empower teachers to deliver engaging and creative lessons, to experiment and take risks, without concern for behavioural consequences.
- To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- To ensure students take responsibility for their own actions.

In short, Ready to Learn has five key areas:

1. Attend school, every day and on time.
2. Wear uniform correctly and with pride.
3. Value your learning.
4. Value the learning of others.
5. Contribute positively to our community.

At John Cabot Academy, each young person will be encouraged to learn and supported to achieve. At JCA, we have the capability to ensure that our students can progress through to A Level and other valuable Post 16 placements preparing them to succeed in the workplace, at college and the very best universities in the country. Our students benefit from high quality teaching, a well-ordered environment and a rich curriculum, both inside and outside of the classroom. Student progress is enhanced by clear advice and guidance, which will inspire each learner and help to contextualise the efforts made by students, day-in, day-out.

2. Our Values

As proud members of the Cabot Learning Federation, the young people within our local community both at JCA and at our partner academies are at the **HEART** of what we do. John Cabot Academy values students as individuals and differences are celebrated. We work together as a community to challenge discrimination and to promote the importance of respecting the beliefs and practices of others.

All Academy Councillors, parents/carers, students and staff within John Cabot Academy and the Cabot Learning Federation believe the following **HEART** behaviours and qualities will help us to achieve our vision. We value:

- **H**igh Expectations - Establish high expectations for all that we seek to achieve
- **E**quity - Create equity of opportunity, removing disadvantage
- **A**ll Children - Champion the success and life chances of all children
- **R**esilience – Furnishing the students and staff with the resilience to succeed as lifelong learners
- **T**olerance – Promote tolerance and respect for ourselves, our communities and our environment

As a member of the John Cabot Academy community, we will endeavour to demonstrate these values in everything we do.

3. Ready to Learn – A Culture of High Expectations for Learning

As a comprehensive intake Academy, we want all students to be the best that they can be; however, we know that a minority of students may find it difficult to meet our expectations with consistency. We will always try to meet their needs, enabling them to make a positive contribution at JCA.

Additionally, no school will accept behaviour that is disruptive to learning and that has an unacceptable impact on the physical and emotional welfare of students and staff.

We aim to have a school where all students are able and ready to learn, empowering staff to teach in a safe, calm and supportive community.

We will maintain this by:

- Having a whole school Ready to Learn system, which relies on all staff using it in a fair and consistent way.
- Recognising and rewarding every student who regularly meets the school's Ready to Learn expectations.
- Regularly communicating a clear set of expectations for behaviour and learning in the following areas:
 1. The Classroom – Conduct in Lessons
 2. Conduct Around the Academy
- Engaging parents in the process of raising the standards of behaviour for learning.

Rewards

We operate a comprehensive rewards system through awarding achievement points and positive acknowledgements in various ways. We celebrate achievement in all its forms – including academic success and extra-curricular engagement and service to the community. We will acknowledge and celebrate all students who receive high numbers of Community Points and Lesson Scores throughout the year. Outlined below are the different ways students can gain Community points:

Community Points

Community points can be awarded for:

- Excellent piece of work
- Excellent effort
- Significant Improvement shown
- Positive contribution to lessons
- Excellent leadership
- Resilience shown
- Club / fixture attendance
- Showing Academy values
- Community Day – excellent effort / engagement
- Sports Day - excellent effort / engagement
- Inter Community – excellent effort / engagement
- Postcard home
- Positive phone call home
- Student of the Term
- Tutee of the Term
- Attendance Superstar 100%
- Attendance Star 97-99%
- Faculty award

Faculty

- Award achievements (linked to Community points)
- Phone home
- Postcards
- Students of the term
- Verbal praise
- Excellent work displays
- Stickers in books

Community Celebrations

- Community pens
- Celebration Assemblies
- Community Champion Trophies award at 3 points per year
- Phone calls home
- Community Champion Rewards Event
- Pizza and DVD evening – 100% 1s

Attendance

- 100% Attendance Superstar rewards; certificate, newsletter, event with Principal
- 97-99% Attendance Star rewards; certificate, newsletter, cake and hot chocolate morning with Assistant Principal.
- Weekly TG attendance prize
- Community Attendance Trophy - Termly
- Greatest Improvement Awards - Termly

Wider School

- Personal Thank You
- Lesson drop in rewards postcards
- Card / letter from Principal
- Celebration Discos – organised with Student Council
- End of Year Celebration event
- Student Council, Sports Council, Head Boy / Head Girl badges
- Rewards Trip to Thorpe Park

The Classroom - Conduct in lessons

Students are to follow these simple expectations in classrooms at John Cabot Academy:

- Arrive on time to lessons and line up quietly at queue classrooms (where indicated) prior to the start of the lesson.
- Enter the learning space quietly when invited to by the member of staff leading the lesson.
- Stand behind chairs at the start of lessons (until asked to be seated by the member of staff leading the lesson) and at the end of lessons.
- Place bags on the floor and equipment required on the table.
- Sit silently whilst the register is taken.
- Listen in silence whilst the member of staff leading the lesson speaks.
- Raise a hand to ask a question without calling out.
- Work exceptionally hard without disrupting any other student's learning.
- Demonstrate the appropriate ready to learn behaviour for the task as directed by the member of staff.
- Pack away equipment, tidy room and place rubbish in a bin when instructed by the staff member.
- Bring full Academy PE kit on days when they have PE.
n.b. If students do not bring PE kit, they will receive a kit mark. On the third kit mark, they will be sent to the separated learning room for 24 hours. Kit marks will reset once a sanction has been completed.

If a student fails to meet any of these simple expectations, their initials will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board.

The second time during a lesson that a student fails to meet these expectations, they will be sent to the separated learning room for a period of one working day. Failure to arrive at the room of their own accord or refusal to go to the separated learning room will result in a further sanction with the day in separated learning room completed upon their re-admittance to the school.

Immediate Removal: More serious misbehaviours warrant immediate removal from the lesson, to separated learning for 24 hours. These include, but are not limited to:

- Swearing at or about a member of staff
- Indecent exposure (of self or another person)
- Discriminatory comments or behaviours, e.g. racist, sexist, homophobic
- Violent, aggressive or intimidating behaviour
- Unsafe or dangerous behaviour including 'play' fighting
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment
- Defacing equipment or school property
- Throwing items across the classroom

Families will be billed for damage caused either deliberately or inadvertently through reckless/out of control behaviour.

If a student is sent to the separated learning room, the member of staff who sent them must meet with the student for a rebuild conversation where they will be made aware of what they have done wrong, why it disrupted learning and what needs to be done differently next lesson. This will take place after school between 3pm and 4pm. The member of staff will phone home and let the parents/carers know what has happened and why they sent their child to the separated learning room. This builds trust and transparency into the system and ensures parents / carers are integral part of supporting and managing behaviour.

To allow this to take place students sent to the separated learning room will be required to remain in school until 4pm that day.

Conduct around the Academy

At JCA, we expect staff and students to behave respectfully at all times. That means walking around the school calmly and quietly, communicating to each other respectfully, respecting each other's space and looking out for each other.

Defiance

If a member of staff asks a student to do something, they must do it. If a student refuses, or if they walk away from a member of staff, they will be sent straight to separated learning for one working day. Refusal to attend separated learning will result in a further sanction and the separated learning will need to be completed prior to reintegration back into the Academy.

Mobile phones and other electronic devices

May only be used before and after school. During lesson time and break times, between 8:40am and 3pm, they will be switched off and placed in bags, not pockets.

- If a phone/tablet is seen during lesson time, it will be confiscated, bagged and passed to reception to be collected by the parent. If a student refuses to hand their phone over, they will be sent to the separated learning room for a period of one working day.

- Headphones are not to be used in the Academy, unless directed by a member of staff. If headphones are seen, they will be confiscated and given back at the end of the day. If a student refuses to hand them over, this is defiance and they will be placed in separated learning for a period of one working day.
- Refusal to go to into separated learning will result in a further escalated consequence with the day in separated learning completed upon reintegration back to the Academy.

Uniform

All students must wear the correct uniform at all times, unless carrying a pass issued by a head community. Uniform checks will be performed on arrival to school. If a student arrives in school without the correct uniform, they will be sent home to rectify the matter, or placed in separated learning until a parent or carer brings in the missing article or until the Academy loans a replacement item of uniform to wear. Refusal to wear loaned uniform items will result in separated learning for one working day.

During the school day, if a student is not wearing the correct uniform and not carrying a pass, they will be sent to separated learning.

Coats

All coats / non uniform jumpers must be removed on entry to the building. Students who do not comply with this will be sanctioned.

Jewellery

Students are permitted to wear a watch and stud earrings. Any other items should be removed; refusal to do so will result in escalation and social time removal. If a student has a stretcher/tunnel it must be filled with a flat plug. If students have their ears pierced this should be done at the start of the holidays to ensure earrings can be removed for PE.

Make Up

Students are permitted to wear natural make-up and may have their nails painted.

Hair

Hair should be of a natural colour e.g. brown, black, blonde, white, auburn, strawberry blonde. Extreme shades of red or other colours that have been dyed will not be permitted. Students will be asked to return home to change their hair colour; they will be isolated until an agreed time when the hair will be altered.

The shaving of designs into the hair is not permitted. Parents will be contacted and asked to ensure that (where possible) the design is shaved away.

Tattoos / Body Piercings

Tattoos and body/facial piercings are not permitted in the Academy. The student will stay in Separated Learning until contact is made with parents/carers to agree a solution for the removal of the piercing. The student will be given a timeframe for the alteration to occur; if after this date the student arrives at the Academy with incorrect piercings they will be placed in Separated Learning until it is rectified.

If a student wishes to have a piercing that is not permitted in school, they must have this done in the holidays.

Movement around the Academy

Students are expected to walk at all times when in the Academy. They should adhere to the one way systems and walk on the left. A gentle reminder to students should be used when moving around the Academy where necessary. If a student then continues to move inappropriately around the Academy, give them a warning. If they still continue to not follow your warning and instruction this will be considered as defiance and will result in separated learning for 24 hours.

Lateness

Students who are late to lessons must be sent to Separated Learning for 24 hours. Students have a 5 minute transition period between lessons. If students arrive after 5 minutes they are considered late and in future will be sent to separated learning.

Students who arrive late to the Academy must sign in and remain at reception where they will be met by the duty team or Head of Community who will perform a uniform check and then escort them to their lesson or separated learning. Lateness to the Academy will result in a lunchtime detention: failure to attend the detention will result in an escalated sanction.

Students who are persistently late to school or lessons will be placed on a Punctuality Card.

Truancy

Students who truant lessons will be taken by the duty team to separated learning for 24 hours.

Out of Lessons

During lesson time, students are expected to be in class at all times. All students out of lessons should have a valid note.

- No toilet breaks are allowed during lessons unless a student has been issued with a note from the doctor that there is a medical condition, in which case a toilet pass will be issued.
- No water breaks are allowed during lessons, except as directed in PE.
- Water is freely available during break time, lunchtime and lesson changeovers. Students are allowed to drink water in class (except in Science lessons) from a water bottle.

Eating/Chewing/Drinking

No eating or drinking should take place in any area of the school other than the dining room, atrium and A-B outdoor eating zone. There should be no food or drink consumed anywhere else indoors or outdoors. Only water is allowed within lessons, except in particular subjects e.g. science, where drinking is not allowed for safety reasons. Chewing gum is completely banned anywhere in the school building or in the outside areas.

Dining Rooms/Social and Recreational Space

Good behaviour is expected in these spaces and whilst on the way to and from school.

Buses

Good behaviour is expected on the School Buses; any incident that is reported will be investigated and appropriate sanctions given. The Academy will liaise with the bus company as persistent poor behaviour may result in the student being unable to use the service.

Social Time

Student behaviours during social time can have a considerable effect on their approach to learning in the classroom and, as such, it is essential they continue to promote a positive learning culture in social time at JCA. Students are to follow these simple expectations in social time around the school site:

- Place litter in the bin
- Remove coats when inside the Academy
- Walk when inside the Academy
- Stay in appropriate areas for social times (not in stairwells, upstairs or wings)
- Hands off others
- Indoor voices when inside
- Move around calmly and quietly when inside – be thoughtful of others
- Eat in the correct zones – Refer to Dining Zone posters.

Social Time Immediate Warnings

Any behaviours during social time that destabilise a positive learning culture are unacceptable and must be dealt with immediately.

Student behaviours during social time that will result in a warning are:

- Chewing gum
- Eating or drinking outside of the designated zones
- Inappropriate language, noises or attitude
- Prohibited items seen or heard (must also be confiscated)
- Running inside the Academy
- Physical interactions - 'play fighting'
- Dropping litter
- Not tidying up after themselves
- Shouting
- Wearing non uniform inside (coats / hoodies etc)
- Being in non-designated social areas of the Academy (stairwells, wings, upstairs or in a classroom)

A second warning during social time will result in immediate removal from social time and the student should be taken to the separated learning room by a member of the duty team. A student will remain there for the remainder of break or lunch.

More serious misbehaviours during social time will warrant immediate removal from social time where a student should be taken to the separated learning room by a member of the duty team. These include, but are not limited to:

- Swearing at or about a member of staff
- Indecent exposure (of self or another person)
- Discriminatory comments or behaviours e.g. racist, sexist, homophobic
- Violent, aggressive or intimidating behaviour
- Unsafe or dangerous behaviour including 'play' fighting
- Hitting furniture, walls, or climbing on furniture
- Throwing items inside or in a dangerous manner
- Deliberate damage to displays or equipment
- Defacing equipment or school property

Families will be billed for damage caused either deliberately or through reckless/out of control behaviour.

Refusal to go to separated learning during social time by students will be regarded as defiance and will result in separated learning for 24 hours.

4. Serious Incidents

Serious incidents warrant a parental meeting. Separated learning, alternative day, FTERP, negotiated transfer / Managed Move, fixed term exclusion or permanent exclusion are all possible outcomes of a serious incident. These incidents include, but are not limited to:

- Verbal or Physical abuse
- Violent or dangerous behaviour
- Exam misconduct
- Possession or bringing a weapon or dangerous item on to the school site
- Possession of other prohibited items
- Malicious setting off of the fire alarm
- Homophobic, racist, sexist or disablist language
- Smoking/vaping/alcohol/drugs
- Defiance including walking away when being spoken to by a member of staff
- Fighting, harassment or bullying
- Threatening or anti-social behaviour
- Damage to property or theft
- Swearing

5. Bringing the Academy into Disrepute

John Cabot Academy has the power to sanction students for their behaviour outside of the school premises and outside of school hours (*DfE: Behaviour and discipline in schools (January 2016)*). This includes when students:

- Take part in any school-organised or school-related activity
- Are travelling to or from school
- Are wearing school uniform

or behaviour at any other time that poses a threat to another student or member of the public or that could adversely affect the reputation of the school.

Any act in public that brings the school into disrepute, any crime relating to violence, drugs or carrying weapons, is likely to result in permanent exclusion.

6. Recognising when students get it right

The Ready to Learn system is one of clarity, ensuring all staff and students experience consistency of expectation on learning, rewards and sanctions. The Ready to Learn system has clear expectations of students both in lessons and around the Academy. Where the expectations are met students are rewarded.

The ethos of the school is a positive one that looks for success and rewards students for engaging in learning. It is important that all staff members look for the positives that students make and rewards are timely.

During the day, we use praise and rewards to encourage students to achieve their best. We believe that a positive behavioural approach to learning meets the students' needs. Students are given a lesson score of 1, 3, or 4 every lesson; additional Community points may also be recorded.

7. Expectations of Classroom staff

7.1 A common language

It is essential that warnings are given in a consistent way across the school, by all teachers, including cover and supply 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.

7.2 Making expectations clear

Starting lessons

It is normal that students may walk in to the line before 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. Set this expectation clearly, give a short period of take-up time and then, when they are silent remind of seating plan expectations and admit the class to the room tackling uniform issues as they enter.

To make this crystal clear for students, staff should indicate the start of lessons and transitions to "Quality Audience" by saying:

"I'm expecting a quality audience in 3... 2... 1. Thank you."

Establishing silent work (Exam Conditions)

If you want students to work in silence, this should be communicated very clearly to students using the Ready to Learn language.

Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen, and it is expected that all staff will use them (3, 2, and 1). Staff must NOT use 5-1 or any other variation. As soon as staff get to '1', warnings 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 quality audience within 3 seconds. In these cases, staff should **forewarn** students that they need to get ready for that.

7.3 Immediate warnings

Once expectations are clear, if students show that they are not ready to learn, they should be given an **immediate** warning. For example, if you are talking, and a student talks over you, they must immediately be given a warning, **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 warning'. Any behaviour that detracts from students' learning or the learning of others is unacceptable and must be dealt with immediately.

Student behaviours that will result in a warning are:

- Not following the JCA routines at the start and end of a lesson
- Commenting or talking over someone else
- Talking during silent work
- Not demonstrating the appropriate ready to learn behaviours
- Engaging in off-task conversation
- Actively refusing to follow an instruction - defiance
- Chewing, eating or drinking
- Inappropriate language, noises or attitude
- Disengaging with work, e.g. head on the table, refusing to attempt / complete work
- Phone seen or heard (must also be confiscated)
- Turning around and talking to another student
- Misuse of equipment
- Getting out of seat without permission

7.4 Collective reminders

Very rarely, an adult may wish to draw attention to the “Ready to learn” expectations, without giving a warning to a particular student. In such situations, a collective reminder to the whole class would be more appropriate. This would only be as described below:

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

A collective reminder **must not** be issued because a group of students is talking and you do not wish to issue multiple warnings. If they are not ready to learn and their behaviour is detracting from their learning or the learning of others they must receive a warning.

7.5 No 'machine-gunning'

Once you have given a warning, you should not then refer a student **within 30 seconds of the first warning**. 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 Separated Learning Room

This approach gives the ownership back to the student to make the right 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 acquiescence.

7.6 Calling out

If a student calls out (and is genuinely engaging with learning), they should not be given a warning. You should however tackle the transgression.

A student who continues to call out **repeatedly** should be issued with a warning, writing their name on the board and clearly stating the impact that it has on learning

7.7 Immediate removals

More serious misbehaviours warrant immediate removal from the lesson, to separated learning for 24 hours.

Appendix 1:**John Cabot Academy Ready to Learn Behaviours**

Ready to Learn behaviours are what students will demonstrate when they are 'ready to learn'. Below are descriptors of Ready to Learn behaviours for a variety of learning experiences in the classroom.

1) Quality Audience

- 3-2-1 countdown
- Eye contact with teacher / student speaking
- Active listening – be ready to give positive feedback and ask questions
- Positive body language – sitting forward, no fidgeting, empty hands

2) Learning Partners

- Quiet voices - two people
- Focused talk – talking about what you have been asked to discuss
- Respecting one another's opinions
- Be ready to stop on countdown

3) Group Learning

- Quiet voices
- Sensible movement around the room if required to move
- Equal participants - everyone is involved and has a role / responsibility
- Focused talk – talking about what you have been asked to discuss in a respectful way
- Be ready to stop on countdown

4) Individual Learning

- Quiet focused environment
- Working on your own
- Stickability! Use resources around you to help you
- Hands up for teacher help

5) Exam Conditions

- Silence
- No turning around – eyes on your own work only
- No distractions, e.g. tapping pen
- Hands up if you have a problem
- Allow time for reading through your work and checking spelling, punctuation and grammar

Appendix 2: Power to use Reasonable Force

- Teachers may choose to physically separate students found fighting or who may, in the view of the member of staff, cause physical harm or damage to property.
- This policy acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- John Cabot Academy does not require parental consent to use force on a student.
- Staff will be supported if they feel that they can stop a student causing harm through physical intervention, but similarly, if staff feel they may put themselves at risk of harm through a physical intervention, then a member of staff may choose not to become involved for their own safety.
- Through this policy, staff, students and parents will be clear about when force may be used.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Appendix 3: Prohibited Items

In addition to the general power to use reasonable force, the Principal and members of SLT can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.