



Name of Policy: **Ready To Learn (RTL)**

Date approved : August 2022

Date for Review: August 2024

PURPOSE

The purpose of this policy is to be inclusive, fair and equitable whilst managing and improving the behaviours of our pupils to support quality learning and teaching in our school. This policy should therefore not be looked at in isolation, but as a supportive element to our teaching for learning policy. The most successful schools set out to motivate Pupils and raise achievement by improving teaching, making learning more enjoyable and giving wider choices in the curriculum. Successful schools therefore do not deal with behaviour in isolation but tackle it as part of a wider school improvement strategy.

At The Royal British International School, we encourage all of our Pupils to develop positive working habits and we therefore expect a very high standard of self-discipline and behaviour from our Pupils at all times. We hope that by encouraging them to adopt a caring and responsible attitude at school they will be able to focus more on their learning, make the most of the opportunities given to them at school and take these positive habits out into their wider lives.

AIM

- To minimise disruptive behaviour so that there is a culture of achievement and learning everywhere in the school and no learning time is wasted.
- To provide clarity for Pupils and staff on what is acceptable behaviour and provide a consistent response to misbehaviour.
- To encourage all Pupils to take responsibility for their own actions, develop positive working habits and to self-regulate before sanctions are required.

- To enable teachers to deliver active, creative and engaging lessons which challenge Pupils and are not affected by low level disruptions through poor behaviour.

TO ACHIEVE OUR AIMS

Board of Directors will:

- Approve and renew this policy.
- Deal with allegations against teachers and other staff quickly, fairly and consistently in a way that protects the Pupil and at the same time supports the person who is the subject of the allegation.
- Support the school leaders in dealing fairly and consistently with behaviour management.
- Be a primary referral and advisory point for any unresolved serious behaviour concerns.

The Principal will:

Direct the work of all staff with regard to pastoral and behaviour issues and ensure a clear staffing structure exists which has clear roles and responsibilities for all staff concerned.

The Steering Committee will:

- Coordinate and support the work of all Middle Leaders, classroom teachers, pupil support and admin support teams.
- Support with strategies and solutions to any pastoral issues.
- Be involved in the day-to-day running of the Ready to Learn policy.
- Identify and reward any Pupils achieving at or above the expectations of the school.
- Identify and intervene as appropriate with any Pupil who is not meeting the expectations of the school's behaviour policy.

- Be involved in the day-to-day running of the Ready to Learn policy.

Department Leaders will:

- Identify and intervene as appropriate with any Pupil who is not meeting the expectations of the Faculty.
- Be involved in the day-to-day running of the Ready to Learn policy.

Subject Teachers / Form Tutors/Classroom teachers will:

- Apply all school rules in each lesson or registration period and apply any rewards or sanctions as appropriate.
- Input any relevant information to ensure it is recorded.
- Be involved in the day-to-day running of the Ready to Learn policy.

Pupil Support Staff will:

- Input any relevant information to ensure it is recorded.
- Share information regularly with relevant teaching staff.
- Be involved in the day-to-day running of the Ready to Learn policy.

Admin Support Staff will:

- Input any relevant information to ensure it is recorded.
- Be involved in the day-to-day running of the Ready to Learn policy.

CONTEXT:

‘Ready to Learn’ is an integral part of our ethos at The Royal School and is there to help support our core purpose of enabling effective learning to take place. It is a behaviour management system, which covers all aspects of behaviour throughout school i.e. towards other pupils, staff and the environment both in the classroom and around school. Pupils will learn and progress most effectively when they are in a secure, safe and happy environment and that is what ‘Ready to Learn’ is designed to create and support.

We believe that all Pupils and staff at The Royal British International School are important valued individuals and deserve to be treated and spoken to with respect. How Pupils behave affects their progress and that of those around them. Everyone has the right to learn without anyone else disrupting their education. How Pupils speak to peers and staff, the tone of voice they adopt and their choice of language is very important and at all times should be done in a respectful and courteous manner.

‘Ready to Learn’ is about rewarding Pupils who try their best and do not disrupt the learning of others. However, sanctions are in place to discourage anti-social behaviour, which are issued through the Ready to Learn system and are based on a few simple rules that Pupils are expected to observe throughout their time at The Royal School.

PRAISE & REWARDS

A key aspect of this policy is that Pupils who develop positive habits and consistently follow classroom and social area expectations are praised and their positive behaviour is rewarded. This is done primarily through the gaining of positive house points and/or Paw points in EYFS/Primary. High attendance, positive attitude to learning and engagement is celebrated and acknowledged through assembly awards, positive notes home, and verbal feedback, as well as attainment and achievement. The vast majority, if not all Pupils will experience this positive aspect of Ready to Learn, whereas a minority of Pupils will experience the sanctions side of the policy.

READY TO LEARN & PUNCTUALITY TO SCHOOL

It is essential that Pupils arrive ready to start school at 7:30 am. Any persistent unauthorized lateness will be followed up and appropriate action taken and/or sanctions applied. (See Code of Conduct and Parent Handbook)

READY TO LEARN CLASSROOM EXPECTATIONS

Praise is at the heart of the Ready to Learn system and we will regularly remind pupils of our high expectations. Ready to Learn rewards and sanctions are linked to 'our classroom expectations', which are displayed in classrooms and are as follows:

- Arrive to the classroom on time and ready to learn.
- Remain silent when being spoken to.
- Stay 'on task' and not disturb other pupils.
- Follow instructions first time – every time.
- Speak to others in a respectful way and avoid physical contact with others.

In addition, age appropriate behaviour charts and other aids will be used in classroom.

STAGE 3 DETENTIONS

If pupils are not ready to learn or show disruptive behaviour they given up to two warnings (Stage 1 & Stage 2) in a lesson, form time or registration period. If negative behaviour continues, pupils will be issued with a Stage 3.

Stage 3 Detentions are supervised and delivered by the member of staff issuing the sanction and can be completed at break or lunch time. Staff have a duty of care to ensure the pupils are still given enough time to eat, drink and complete the Behavioural Think Sheet.

- If a pupil is in school and fails to attend a Stage 3 detention, it will be increased to Stage 4 and completed after school.

- If a pupil fails to attend that Stage 4 detention after school they will serve a one day internal suspension.
- Refusal to complete the internal isolation will result in a pupil being sent home.
- If a Pupil is absent on the day of their detention, they will complete it on their next day attending school. Pupils will not necessarily be reminded in Secondary– it is their responsibility to remember. Sanctions for non-attendance at detention will apply as outlined earlier.
- If a Pupil continues to show negative behaviour after a Stage 3 has been issued, they will receive a Stage 4 sanction and will be sent to the behaviour office in Secondary and to the Primary Principal's office in Primary. The Pupil will also receive a Stage 4 detention after school the following day.
- In Secondary, Stage 4 Detentions run after school for 45 minutes, except Thursday. Pupils must go straight there at the end of their last lesson.

SERIOUS INCIDENTS

- If behaviour displayed by Pupils is considered extreme, it may result in the Pupil being removed from the lesson immediately without any warning using the Serious Incident on- call process. Serious incidents can be any of the following but are not limited to:
- Poor Language – we do not expect Pupils to use poor language anywhere in School.
- Dangerous behaviour
- Refusal to accept a Stage 3 sanction.
- If a Pupil fails to leave the classroom when issued with a Stage 4 or Serious Incident, staff will call for Steering Committee support. This may lead to Pupils being placed in internal suspension for the remainder of the day, or part of the day. It may also result in an external suspension. Parents/Guardians will be contacted, the Managing Director must be informed and a decision made as to any future sanction to follow as a result of the defiance. This incident will be noted on Pupil Records and relevant staff notified.

READY TO LEARN AROUND SCHOOL

An important aspect of Ready to Learn is that it encompasses social times and areas around school, as well as classrooms and lessons. It is the duty of all members of staff to ensure pupils follow our expectations. Around school, pupils should:

- Always walk calmly in corridors and social areas
- Always be pleasant and polite to others
- Always act sensibly in the canteen
- Use designated areas for stated activities
- Always wear the correct uniform

Extreme or repeated poor behaviour in social areas may result in a more serious sanction.

INTERVENTIONS

If Pupils have a series of Stage 4 issues in a term the Primary or Secondary Principals will meet with them and the parent/guardian will become actively involved. They will discuss ways to move forward more positively and address the issues to see an improvement in progress. Pupils may, for example, be placed on report for a short period where they will be provided with a report card to take to each lesson to be completed by their teacher. This will enable a Pupil's Form Tutor/Class teacher/Subject teacher to monitor attendance, behaviour and/or progress. Parents/Guardians will be informed either through the parent portal, by letter or a phone call. They will read and sign it each night and add a comment if they feel it is appropriate.

If issues persist the whole school principal will take this monitoring over and may use a variety of interventions to try and support the Pupil in modifying their behaviour. If there are continued concerns about a Pupil's behaviour, despite the interventions in place, a referral may be made to the Support Department for additional assessment and support. Referrals should be made by a member of Steering Committee with evidence provided. (see SEN referral policy)

FIXED TERM SUSPENSION

As a last resort, it may be necessary to impose a fixed term suspension for a serious incident or an accumulation of incidents. These decisions are made by the Managing Director, The Principals and The Board of Directors.