

Ready to Learn Policy

Date Implemented: July 2017

Review Date: July 2018

Digitech: Ready to Learn:

Behaviour and Bullying Policy

Policy statement:

Digitech is a happy, harmonious, small learning community where staff and students feel safe and secure. School life is characterised by a calm 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 Digitech 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.

Students will be ready to Learn:

- By considering how our actions affect those around us. We will respect others' right to learn.
- By prioritising our own and others right to Learn: accepting sanctions and support if this does not happen
- By having the right attitude to learn: positive, aspirational and considerate
- By striving to build positive relationships with staff and other students
- By being in Digitech at the required times: punctual and every day, unless seriously ill
- By bringing appropriate equipment to Learn: pens, pencils, books, maths equipment etc.
- By looking after the Learning environment
- By learning from our mistakes

Staff will ensure students can Learn:

- By dealing with unacceptable behaviour in an emotionally literate way
- By teaching lessons which meet all individual needs
- By promoting and modelling appropriate behaviour at all times
- By building positive relationships with students
- By learning from our mistakes

Parents/Carers will ensure students can Learn:

- By supporting students with having the correct equipment
- By supporting students in being at Digitech punctually and every day except when seriously ill
- By communicating concerns to staff
- By supporting with any sanctions
- By celebrating success

Conduct Around the School

Members of the Digitech Community should:

- Move around the school in a sensible, calm, courteous and appropriate manner. They should not run around the school site. They should not shout or make other loud noises
- Be polite and helpful to all visitors to the school.
- Respect the rights of others to use all areas of the school.
- Never drop litter.
- Never bring in or use cigarettes, alcohol, and illegal substances. This is strictly forbidden. Dangerous items such as matches, lighters, knives and aerosols must not be brought onto the school site under any circumstances.
- Refrain from using mobile phones in lessons unless instructed to do so by the teacher. Failure to conform to this request will lead to confiscation of the phone for the rest of the lesson. All phones must be kept securely hidden in bags and must be switched off during lesson time. The use of mobile phones is permitted before school and at break and lunch times.
- Eat and drink in the designated eating areas (downstairs only). Eating and drinking (apart from water) is forbidden in lessons.
- 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 at 8.30 am ready to learn. Late students must sign in at reception and an after school detention will be awarded after contact with parents. If students are continually, late this will be treated as an attendance issue resulting in a school attendance meeting being conducted with the EWO.
- Students or visitors who need to arrive or leave the School during lesson times must check in and/or out at the main reception.
- The school uniform should be worn correctly at all times. No coats should be worn in the building, coats should be hung up or carried in bags.

Corridors and Lesson Changeovers

Staff should:

- Challenge every incident of loud behaviour; inappropriate and excess physical contact; and infringement of uniform regulations. Staff should not shout in corridors, but rather take students aside and speak to them calmly.
- Constantly reinforce good behaviour by thanking those who are smart and calm.

Conduct Outside the School

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

Students should be particularly mindful of the following...

- smoking – smoking is not permitted on the way to or from the school;
- 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.
- the use of bad language is unacceptable

Bullying

All forms of bullying are unacceptable; everyone in our school needs to be fully aware of the different types of bullying, and know how they can help prevent it. We will ensure that every member of our school community receives anti bullying training at least three times during the school year, through assemblies, tutor time activities and staff CPD. All reports of bullying behaviour will be fully investigated and responded to appropriately, with parents/carers kept informed. Bullying based on prejudice will be logged and reported in line with LA guidelines.

Students	<p>Could be victims of bullying May be perpetrators of bullying behaviour May know someone who has been bullied, or is being bullied May overhear or see bullying in or outside school Could see online bullying</p>	<p>Your responsibility is to actively try to prevent this happening - this might mean intervening yourself, if this is safe, or reporting it to a member of staff, or a parent/carer.</p> <p>By ignoring bullying, you are supporting the bully.</p>
Parents/carers	<p>Could directly witness bullying May have a child who is being bullied May have a child who is the perpetrator of bullying behaviour May witness online bullying May have bullying reported to them</p>	<p>Your responsibility is to let the school know - please do this as quickly as possible,</p> <p>By not doing so, you may be putting a child at risk.</p>
School staff	<p>May have bullying reported to them May witness bullying</p>	<p>Your responsibility is to deal with the incident. This may require you to fill in the appropriate paper Learn, if the incident is bullying based upon prejudice, it may involve the school sanction system, and it may involve Restorative Justice.</p> <p>By not dealing with bullying, you are failing in your duty of care.</p>

Rewards and Sanctions

Recognition, Reward and Celebration

The school recognises that praise and reward are always the most powerful of motivational tools. As such, all staff actively seek opportunities to praise and reward students on a daily basis. Termly rewards will be given based on high lesson scores and excellent attendance. Points are deducted from the total for behaviour that does not meet our expectations.

The school 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, Prefects, Digital Leaders, and School Council etc.)

In addition to individual termly rewards the school will also run a Christmas and end of year reward trip/ event in which the senior leadership team will extend invites to students who have been ready to learn continuously throughout the year. This is related to the lesson score they are awarded daily. A required individual total for the term leading up to the rewards trip will be provided to students and parents in advance (e.g. The average point score for term 1 for each child will be conveyed home in October half term; this point score needs to be matched or beaten to ensure going on the Christmas rewards trip at the end of term 2). This system ensure fairness and consistency across all students and is individualised to ensure differentiation.

1= 10 points

2= 5 points

5= -10 points

Student Prefects

Students who model the ready to Learn policy will be welcomed to apply for a role as a prefect at Digitech School. This is a highly honourable role that students will be proud to obtain and fulfil the role accordingly.

The prefect structure within Digitech School is as follows:

- 1 Head boy prefect and 1 Head girl prefect
- 1 Deputy Head boy prefect and 1 Deputy Head girl prefect
- 6 senior prefects from year 11
- 6 junior prefects from year 10

Applications for these roles will be open from early September with the close date being the 12th of September for year 11 students. Interviews with shortlisted candidates will commence during the week of the 19th September.

Year 10 prefect applications will open during the first week of term two an interview date for shortlisted candidates to commence the following week.

A detailed role specification will be provided with the application pack which outlines key roles and responsibilities of being a prefect.

The role of a prefect is to ensure that they modelling correct behaviour across all aspects of learning at Digitech. Prefects are responsible for raising money for designated charities, organising the school prom, representing at opening evenings, parents evenings and exhibitions, being ambassadors when at events etc.

Sanctions

It is recognised that, at some point, some students will – either intentionally or unintentionally – fall short of the school’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.

Detentions

Neither parental consent, nor advance notice is required for detentions. However, we will always endeavour to contact parents in advance of the detention via text message.

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

Confiscation

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

Internal Seclusion

An Internal Seclusion for the duration of six learning sessions will be given when a student does not comply with the school's Ready to Learn Charter. Students placed in seclusion will stay in school until 4pm to enable teachers to visit and repair relationships and 'set the tone' before the student returns to their lesson. If a student is not ready to discuss the issues, a restorative Justice conversation may be initiated with another member of staff facilitating. An internal seclusion will be considered before a Fixed Term Exclusion. Parents will be informed by text/phone/email if a child is placed in internal seclusion.

Fixed Term Exclusion

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used. Only the Principal and Vice Principal can issue a Fixed Term Exclusion. 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 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:

- refusal to accept the normal discipline of the school;
- abusive language towards a member of staff;
- physical violence towards another student or member of staff;
- serious harm to the reputation of the school through grossly irresponsible behaviour outside the school;
- 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 school.
- Smoking in the school

Permanent Exclusion

The school will not hesitate in permanently excluding a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the school. Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act the school 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:

- threatening behaviour with, or use of, weapons
- the distribution of drugs
- large scale theft of property from the school site
- acts of violence against a member of the school community
- sexual assault against a member of the school community

Restorative Solutions

Digitech 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 school 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 Internal Seclusion room to have these discussions. Pastoral staff and Leadership team members will be available to facilitate these conversations if required.

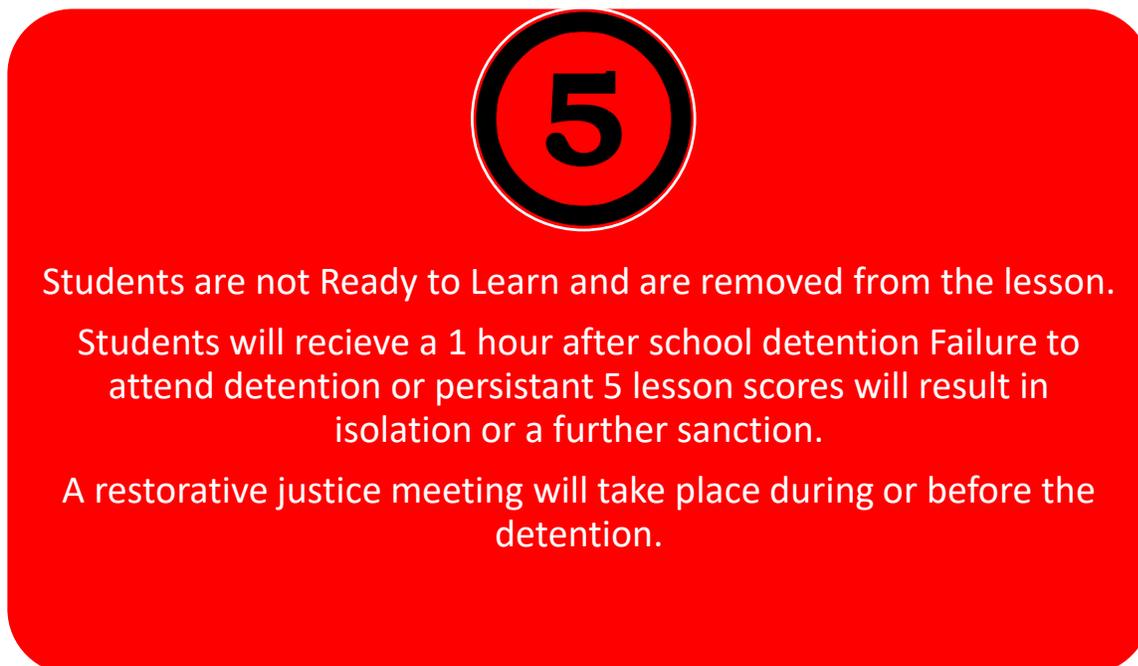
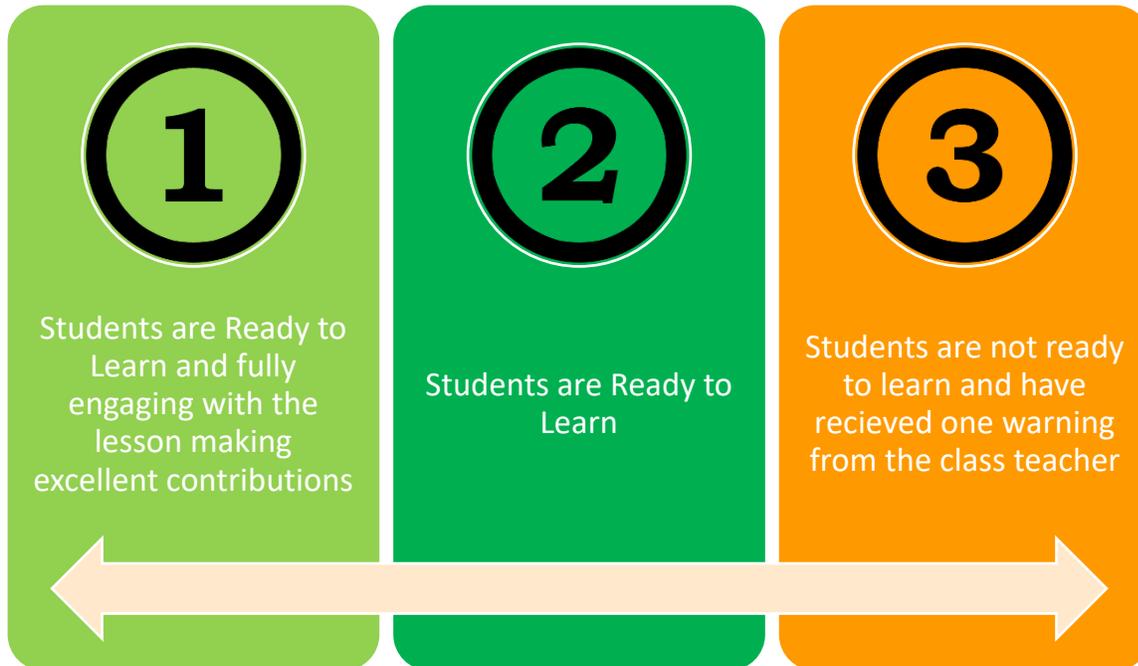
The outcomes of the meeting should be that:

- 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.

Appendix

Whole School - Tier 1

Ready to Learn Expectations



The inclusion leads will keep track of students that are a cause for concern monitoring the situations closely using the appropriate behaviour sanctions. Primary contact will be made home by the inclusion leads for persistent poor behaviour in liaison with the class teacher.

Students Causing Concern - Tier 2

Teacher/Head of year (communicating this with the student/parent/carer) will decide when a student needs to enter the second tier of support.

Green	Positive report (Tutor) Morning and afternoon reporting to tutor/personal coach. Phone call home to inform parent/carer.	Reviewed after 2 weeks - student either goes off report or moves up to orange Phone call home to inform parent/carer
Orange	Behaviour report (Inclusion Team) Morning and afternoon reporting to Head of year. Weekly contact with parent/carer.	Daily coaching conversation either before or after school, as agreed with student. Social time sanctions for poor behaviour. Reviewed after 2 weeks - student either goes back to green or up to red
Red	Behaviour report (SLT) Morning and afternoon reporting to SLT. In school meeting with parent/carer. Daily contact with parent/carer.	Daily coaching conversations Additional monitoring/support for specific problem areas Reviewed after 2 weeks - student either goes back to orange or onto PSP. Meeting with parent/carer to discuss

Students Causing Concern - Tier 3

Students have Learned through the report system but have not responded to interventions. Pastoral Support Programme - 16 week plan, see attached template.