



Hanham Woods Academy

Hanham Woods Academy
Ready to Learn 2024-2025

For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Status: Approved



**Hanham
Woods
Academy**

READY TO LEARN

Information Booklet (2024-25)

Summary

Ready to Learn is a whole Academy behaviour and learning policy which covers all aspects of Academy life. All sanctions are given through a central Academy system and are carefully monitored by the Senior Leadership team and by senior staff.

The aims of Ready to Learn are:

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the Academy, 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 consequences

Ready to Learn is a whole Academy system which relies on all staff using it in a fair and consistent way. No other sanctions for behaviour can be used.

Students will be Ready to Learn by:

- Attending school in correct uniform; arriving on time and being “Ready to Learn”
- 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 be Ready to Learn by:

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

Academy Code of Conduct

At Hanham Woods:

1. We work hard
2. We are kind
3. We consistently follow adult instructions
4. We aspire to be the best version of ourselves by taking responsibility for our actions
5. We champion all members of our school community and show respect for the Academy environment

If a student breaks one of these rules, an adult will tell them that they have a “warning” and their name will be written on the board. If a rule is broken for a second time, the student will be sent to the Inclusion Area until the end of the next social time and will receive a 30 minute after Academy detention on the same day in which they will complete a rebuild conversation with the member of staff who sent them. Parents or carers will be contacted by the end of that day.

Conduct Around the Academy

Members of the Hanham Woods 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)
- Not use mobile phones and electrical devices (including head/earphones). These must 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.
- Not eat or drink (apart from water) in any lessons. At break and lunchtime there are designated 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 8.30am ready to learn. Late students must sign in at reception and a 30 minute after Academy day detention will be issued. 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.

At Hanham Woods Academy, we expect everybody to behave with courtesy and respect at all times. That means walking around the Academy calmly and quietly, respecting each other's space and looking out for one another.

Defiance- "First Time, every time!"

If a member of staff asks a student to do something reasonable, they must do it; this might include: following one-way systems, handing over an item for confiscation, for example. If they do not immediately do what has been asked, the member of staff will say;

"if you refuse this reasonable request I'm going to have to issue you a with 30-minute detention."

If the student refuses or chooses to walk away, they will initially be issued with a 30-minute detention for this defiance. If they continue to refuse to meet expectations the member of staff will say;

"As you have now refused to follow my instructions a second time I am sending you to IA for defiance."

Parents will be contacted via text to inform them of the defiance sanctions.

Mobile Phones, Earphones, Hoodies, Sweatshirts and Non-Compliant Jewellery

You must hand over to a member of staff any phone, electronic device or non-compliant uniform that is seen or heard at any point during the Academy day. Any non-compliant jewellery must also be removed when challenged by staff and must be placed in the student's bag; failure to do so will result in the item being confiscated. All confiscated items are held at Reception until the end of the Academy day and you may collect it at 3.30pm. If you refuse to hand an item over when challenged, you will be sanctioned in line with the defiance strategy above.

HWA Ready to Learn Script

This system is not about removing students from lessons, it is about removing distractions to learning. Staff should always try to use language to positively frame conversations and to de-escalate situations.

The success or otherwise of ANY behaviour system is the consistency with which it is applied. It is essential that warnings are given in a consistent way across the Academy, by all members of staff, including teachers, cover teachers, supply teachers, TAs and admin staff. It is NOT acceptable for staff to provide individual pre-warnings or whole class warnings. Warnings may be given by any member of Academy staff regardless of whether they directly teach a student.

1. Entry and exit routines

<p>Why We teach in our school, not in our classrooms. Students at Hanham Woods Academy need a consistent experience in every classroom that they go into to reduce anxiety and ensure security and consistency of experience. The routines are well established and become automatic. This means that we waste no learning time and our focus is directed to teaching great lessons that enable students to climb their own personal mountains to become the best versions of themselves. This also ensures safeguarding procedures (registers) are accurately completed and monitored to support all students, especially the most vulnerable. <i>One way systems are followed where they exist and students move with pace and purpose between lessons. Curriculum Leaders take ownership for transition in their subjects areas.</i></p>		
When	What	Who (Job Title)
<p><i>If students are waiting for a classroom to be opened, they wait quietly in a single line. If students are at a room before a teacher, they enter, stand behind their chairs, and get equipment out ready. When the teacher arrives, the register is taken and lesson begins.</i></p>		
<p>Before the students enter</p>	<p>Slides loaded up. Books are out and available for students to collect on entry or be handed out by named individuals. Bromcom is open for register to be taken and behaviour to be logged. <i>Staff on duty in allocated areas. Teachers are at their doors to greet students warmly.</i></p>	<p>Class teachers.</p>
<p>Before students arrive</p>	<p>Teacher is at the door with a view of the classroom and the corridor. Students walk in in single file with "pace and purpose". Curriculum Leaders are in the corridor with a view of their classroom and the wider area.</p>	<p>Class teachers. Curriculum Leaders own their corridor.</p>
<p>As students enter</p>	<p>Students greeted with "Good Morning" or "Good Afternoon". <i>When the two thirds of students are in the room, teacher moves to the computer, in order to begin the register.</i></p>	<p>Class teachers</p>
<p>In the classrooms</p>	<p>Students arrive. Set desk up with:</p> <ul style="list-style-type: none"> - Exercise books (collected by students from the front desk on arrival or handed out by specific individuals named by the teacher). - Equipment <p>Class teacher scans the room, 3-2-1 Ready to Learn is said to ensure students are stood silently behind their chairs for the register to be taken (100% compliance expected). During this time they can be writing the date/title in their books and beginning their recall task (they can begin this before they have sat down). Teacher takes the register. Students respond politely with 'Here', 'Hello', 'Good morning/afternoon', etc. Students sit down upon answering to their name and continue with the recall task in independent learning mode. Students expected to answer every question on recall task.</p>	<p>Class teachers. Students.</p>

5 minutes after register has been taken	"3-2-1, Ready to Learn". Students selfmark/correct recall task. Purpose and focus of the lesson explained to the class by the teacher to ensure students understand how the lessons links to previous learning and fits into the bigger picture of study for the subject.	Class teachers
During the lesson	Log warnings clearly on the board by writing the students name and <u>log</u> on Bromcom. Student is explicitly told what the warning is for, e.g. <i>(Name) you have received a warning for</i> (warnings must focus on behaviour that does not comply with RtL and should not focus on handwriting, ability or SEND need). Students are expected to work within the learning mode directed by the classroom teacher (100% compliance expected and warnings given if not followed).	Class teachers
5 minutes before bell	Books passed to the end of the row and then forwards in columns, in silence, piled at the front. Teacher issues golden ticket for hardest working student, must be exemplary and not given for turning behaviour around. Logs on Bromcom for golden tickets to be added by the classroom teacher. Students pack away their belongings and stand behind chairs in silence. Books stored in boxes/neat piles in the classroom. Cold call until the bell.	Class teachers
At the bell	Teacher at the classroom door to dismiss students one row at a time and in silence. <i>Teacher stops children in the corridor when needed.</i>	Class teacher

2. Making expectations clear



Ready to Learn

Academy expectations:

1. We work hard
2. We are kind
3. We consistently follow adult instructions
4. We aspire to be the best version of ourselves by taking responsibility for our actions
5. We champion all members of our school community and show respect for the academy environment



We make eye contact with the teacher
 We are ready to ask or answer questions
 We are attentive, facing forward, not fidgeting and sitting still



We speak only loud enough for the person next to us to hear
 We focus on the topic of the lesson
 We respect one another's opinions
 We are working equally with our partners



We talk only within our group about the topic we've been asked to discuss
 We respect one another's view and opinions
 We are all involved
 We move around the room without distraction if required



We do not interact with anyone but the teacher
 We put up our hands if we need support
 We persevere with our learning



We work in complete silence
 We do not interact with others
 We put up our hands if we need support from the teacher
 We reflect on our effort by checking our work thoroughly

Ready to Learn

Whenever you want to return students' attention to the front of the class, you should do a countdown:

'Now I want you all to be ready to learn in 3...2...1... Thank you.' Students still talking when you get to 'thank you' must receive a warning. Please reinforce students' listening by using the phrase; *'Thank you for being Ready to Learn'*.

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 5 seconds. In these cases, staff should **forewarn** students that they need to get ready for that. For example:

"[Over student discussion] I'm going to need everyone Ready to Learn in 30 seconds... 20 seconds... 10 seconds 3...2...1"

Independent Learning – default for all tasks unless specifically directed by the teacher

If you want students to work independently, this should be communicated very clearly to students. For example:

"We'll now be working independently for 10 minutes – remind students what this means using the posters available"

Paired Work

If you want students to discuss something with their partner, you should use a common language:

*'Please discuss this question with your **Learning Pairs** for 30 seconds. Ready...go!'*

3. Giving warnings

Once expectations are clear, if a student shows that they are not ready to learn, they should be given an immediate warning (an incident 1). For example, if you are talking, and a student talks over you, they must immediately be given a warning. Teachers must **not** say: 'next time you will get a warning' as this undermines the system.

Teachers must use a common language when giving warnings. For example:

"John, I'm giving you a warning as you are talking and not RTL. You need to be RTL for the rest of the lesson"

"John, you are talking over me. You are not RTL; that's a warning."

“John, you are having an off-task conversation. You are not RTL; that’s a warning.”

When a student is issued with a warning they must have their name written onto the white-board and the warning is then logged on our Bromcom monitoring system.

A warning is not a sanction but instead it is a supportive intervention and should be delivered as such to help the student realise what they need to do to improve. Receiving a warning is an opportunity for a student to reset their behaviours and refocus on the task at hand.

If a student fails to improve their behaviour following their first warning and they again do not meet classroom expectations again, then they need to be issued with their second warning (incident 2) and then be told to make their way to the Inclusion Room.

“John, you have already had a warning and now you are talking over me, so that is your second warning. Unfortunately, that means you must now make your way to the Inclusion Room.”

If a student refuses to leave the room then the teacher needs to ‘alert’ Inclusion team who will send ‘on call’ support to the classroom.

No ‘Machine-Gunning’

Once you have given a warning, you must not give a second warning **within 30 seconds of the first**, please give the student ‘**take up time**’ to process the interaction. For example, if a student disagrees with you or argues with you about the warning, do not engage the student in a debate instead 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 Inclusion 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 send you to the Inclusion Room.”

This approach turns it back on the student to make the choice. Remind students of the positive things they can do to then get back on track in the lesson, rather than dwelling on the negative behaviour.

No student should be given a second warning without some kind of teacher interaction or intervention following their first warning. This might be, but is not limited to, a conversation, a change of seat, a time-out, a conversation in the corridor, or any other appropriate intervention decided by the teacher.

Calling Out

If a student calls out (and is genuinely engaging with learning) they should **not** be given a warning. However, if a student **repeatedly** calls out in a way that is unhelpful or disrupting the learning opportunities of others, 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 warning.”

If they then continue to call out then they will need to be issued with a warning as they are distracting others from their learning.

Immediate Removals

More serious breaches of the Academy behaviour policy may warrant immediate removal from the lesson; if so a student must be told they must make their way immediately to the Inclusion Room (incident 3) where the incident will be investigated. These include but are not limited to:

- Swearing at or about a member of staff
- Violence, aggressive or intimidating behaviour
- Unsafe or dangerous behaviour, including throwing items
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment
- Homophobic/racist/sexist/transphobic incidents

Removal to the Inclusion Area

When a student does not comply with the Academy’s Ready to Learn expectations they will be placed in the Inclusion Area until the end of the next social time, and will be expected to return for a 30 minute after Academy detention on the same day. Typically, this would be a maximum of two periods and the following break or lunch time. We will endeavour to send a text to let parents / carers know that their child has been sent to the IA and that they will be leaving at 3.30pm. Whilst in the IA students are required to produce a written reflection and then engage with independent study from the resources provided. Misbehaviour in the IA will lead to additional time added beyond the two initial periods. In some circumstances, rather than serve a Fixed Term suspension at home a student may spend the duration in the IA. Parents / carers will be informed if this is the case. If a student is referred to the Inclusion Area twice in the same day they will remain in the Area until 3:30pm to avoid further disruption to lessons and to ensure appropriate support/intervention is available to de-escalate behaviours.

I

A Expectations

Students must work in silence at all times, in “exam conditions”. If a student shows they are not ‘Ready to Learn’ in the Inclusion Room, then they must immediately receive a warning. If they show this again, after more than 1 minute they must receive a second warning. At this point, the Behaviour Team will decide how best to avoid a third warning being received, this might involve taking them out of the room for a short time to speak to another member of staff or taking them to an office to have a conversation with their parent/carer. If after this intervention has taken place they receive a third warning, their parents must be called and appropriate next steps are discussed; this might be spending the rest of the day in an SLT office or a suspension.

Arriving at Inclusion

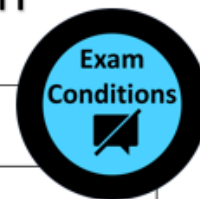
Students must arrive in the Inclusion Area within 5 minutes of when the referral was made. Students who refuse to enter the Inclusion Area or who refuse to meet the Inclusion expectations will have their parents called and appropriate next steps will be discussed; this might be spending the rest of the day in an SLT office or a suspension.

Break and Lunchtime

Student will not leave the Inclusion Area for their break and lunchtimes. They do not have to work during these sessions but they must sit in silence and either eat their snack or read. Students will not have the opportunity to purchase food at breaktime but they will have access to the canteen facilities during the second half of lunch time.



Hanham Woods Academy Ready to Learn



INCLUSION AREA EXPECTATIONS

READY TO LEARN IN 3, 2, 1, THANK YOU!

1. When you arrive at the Inclusion Area knock the door and wait to be greeted by a member of staff.
2. You will be asked to show your phone is in your bag and you have your equipment out ready.
3. You will be directed to one specific seat. That is where you will sit.
4. Do not communicate with any other students in the room.
5. You will be given work to complete. Complete this to the best of your ability.
6. Do not eat or drink in the Inclusion Area (except water).
7. Be respectful when speaking to staff.
8. Put your hand up if you need support from a member of staff in the room.
9. Whilst in the room you will be expected to stay in exam conditions.
10. If you have been sent from a lesson you will leave the IA at the end of the next social time, but you must return for your 30 min AAD.



If you are removed from the IA you **WILL** have a contact home and one of the following outcomes:

- Increased time in the IA
- Time in an SLT office
- You may be suspended from the Academy

Detentions

Why are detentions issued?

All detentions will be 30 mins and take place on the same day they are issued from 3.00pm – 3:30pm.

- IA referral = 30 AAD sanction to complete rebuild conversations with members of staff that have referred them.
- Homework = missed homework results in same day 30 AAD as an intervention.
- Poor conduct around the Academy (such as hands on/swearing/defiance) = 30 min AAD sanction the following day.
- Lateness = students arriving late to the Academy will receive a 30 min AAD sanction on the same day.

Restorative conversations

When a student has been referred to the Inclusion Area from a lesson they will meet with the member of staff that referred them at 3pm in the IA room. This will support both staff and students to discuss the referral and ensure positive steps forward for the next lesson. Students will have an opportunity to identify any support they feel they need to be successful in their next lesson. Staff will also contact parents to inform them of the reason the student was referred to IA.

Punctuality

Students who arrive after 9am will be immediately referred to the Inclusion Area for the remainder of that lesson. Uniform and homework will be checked by the Inclusion Area Team and Pastoral Leaders will make contact home to determine why the student was late. Students will be issued with a 30-minute detention for punctuality and will return to their next lesson.

Notifying students

Students will be notified of their 30 min detentions in the following ways:

- During Period 6 teachers will inform individuals and escort them to the room, where possible
- IA team to inform individuals referred to IA during the day
- Tannoy at 2:58pm to remind students that they need to arrive at their detention (not individually named)
- IA team to send detention list to SLT email group each day at 2:30pm
- Any incidents / IA referrals during P6 require a phone call to parents to notify, if this is not possible the detention moves to the following day
- Where students have received a detention for around the Academy behaviour, such as swearing or hands on behaviour, Pastoral Leaders will make contact with parents and discuss with the student before issuing a detention for the following day

Failure to attend an after-Academy detention will result in an immediate IA referral the following day and a repeat of the detention.