Cabot Learning Federation

BRISTOL METROPOLITAN ACADEMY

# Learning Ready Policy

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| Version 1.0 | Sept 2018 |
| Version 2.0 | July 2019 |
| Version 3.0 | Feb 2021 |
| Version 4.0 | Sept 2022 |
| Version 5.0 | Sept 2023 |
| Version 6.0 | Sept 2024 |
| Version 7.0 | Sept 2025 |
| Version 8.0 | Sept 2026 |

**History of most recent Policy changes**

| Date | Change | Origin of Change e.g. TU request, Change in legislation |
|---|---|---|
| Sept 2017 | Document updated | Time for review |
| Sept 2018 | Updated onto new template. Behaviour Policy renamed Learning Ready. | Change in behaviour system |
| July 2019 | Review of policy and addition of mobile phone/electrical devices ban | Change in mobile phone/devices in Academy by Tania Garside – Senior Operations Manager |
| Feb 2021 | Legislative compliance checked. Equalities screening carried out. Further explanations ref:<br>• Powers to search.<br>• The use of reasonable force (positive handling).<br>• Removal to the Independent Study Room (ISR).<br>• Graduated Response.<br>• Reasonable adjustments.<br>• Taking Account of SEND and the circumstances of other vulnerable students (such as looked after or previously looked after children). Monitoring and review | Review by Mark Allen (Assistant Principal Behaviour and Ethos) |
| Sept 2022 | No Changes | |
| Sept 2023 | No changes | |
| Sept 2024 | • Students no longer receive a break time detention if they are late that morning (attendance system has changed to be more supportive of families).<br>• Remove 'Golden Tickets' replace with Proud Points & Postcards. | Review by Mark Allen (Assistant Principal-Behaviour and Ethos) |
| Sept 2025 | Legislative compliance checked and updated. Equalities screening reviewed.<br>Further explanations ref:<br>• Off-site directions (replacing FSURPS) P.13<br>• Clarifications around detentions (p.10)<br>• Removal to the Independent Study Room (ISR) - P.12<br>• Permanent exclusion updates – P.13<br>• Restorative solutions p.14<br>• Graduated Response updated p.14<br>• Reasonable adjustments updated p.15 | Review and updates by Ceri O'Sullivan (Assistant Principal – Behaviour and Attitudes) |

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| Sept 2026 | Legislative compliance checked and updated. Equalities screening reviewed.<br><br>Section 15 - Internal Suspension, section added as an additional layer of support.<br><br>Section 9 – Detentions, added information regarding the one-hour after school detention for lateness. | Review and updates by Chris Heesom (Assistant Principal – Behaviour and Attitudes) |

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**1. Legislative Compliance**

This policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Behaviour and Discipline in Schools (A guide for Head Teachers and School Staff)
- Use of Reasonable Force – Advice for headteachers, staff and governing bodies 2013 (Reviewed 2015) Behaviour & Safety Policy 2020
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England January 2022 (Updated 2023)
- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Keeping children safe in education 2025 Statutory guidance for schools and colleges September 2025
- Searching, Screening and Confiscation Advice for schools July 2022

**2. Summary of what the law says:**

The Principal must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of students.

The law applies to students whilst present on the Academy premises, but also at many times when not present at the Academy but still on-roll as a student of the Academy.

**3. Equalities Screening**

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to student behaviour at Bristol Met we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

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| Date of screening: 15th September 2026 | | | | | | |
| Name of person completing screening: Chris Heesom | | | | | | |
| | Does this policy have the potential to impact on people in any of the identified groups? | | What is the expected impact of this policy on any of the identified groups | | | Notes |
| | Yes | No | Positive | Neutral | Negative | |
| ***Age*** | | X | | | | |
| ***Disability*** | X | | X | | | |
| ***Gender Reassignment*** | | X | | | | |
| ***Race or Ethnicity*** | X | | X | | | |
| ***Religion or Belief*** | | X | | | | |
| ***Marriage*** | | X | | | | |
| ***Pregnancy/ Maternity*** | | X | | | | |
| ***Sex*** | X | | X | | | |
| ***Sexual Orientation*** | | X | | | | |
| ***Carers / in-care*** | | X | | | | |

Should the policy have a Full Equalities Impact Assessment?

No If no – please state reasons:

The policy aims to support positive behaviour through a graduated response and the ability to make reasonable adjustments to meet needs. Our data suggest that the majority of behaviour concerns are due to boys and so boys have received the greatest amount of support and intervention relative to girls. With regards to disability and in particular SEMH, reasonable adjustments are made when and if possible in accordance with the Equalities Act. At any one time and with our multicultural community, it may well be the case that more students from a particular ethnic group are being positively supported within the Graduated Response in comparison to another.

**4. Introductory statement**

Bristol Met is a happy, harmonious, learning community where staff and students feel safe and secure. School life is characterised by a 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 Bristol Met 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 Learning Ready by:**

- Attending school in correct uniform; arriving on time and being "Learning Ready"
- 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
- Utilising the rewards systems effectively
- Learning from our mistakes

**Parents/Carers will ensure students can Learn by:**

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

**5. Conduct around the Academy site**

Members of the Bristol Met 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, vapes, 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 (please see section on electronic devices for more clarity).
- 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 8.35 am ready to learn. Late students must sign in at reception and attend a late detention at the breaktime of the day they were late. 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.

**6. Corridors and Lesson Changeovers**

Staff should:

Challenge every incident of inappropriate or loud behaviour; excessive physical contact; infringement of uniform regulations and students who do not have a pass or note when they should be in lessons.

Constantly reinforce good behaviour by thanking those who are smart and calm.

**7. Conduct Outside the Academy**

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

Students should be particularly mindful of the following…

- Smoking or vaping – smoking or vaping is not permitted on the way to or from the academy or at any time when identifiable as a Bristol Met community member.
- 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.

- Use of loud and bad language is unacceptable at any time.

**8. Sanctions**

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

**9. Detentions**

Neither parental / carer consent, nor advance notice is required for detentions. However, we will endeavour to contact parents / carers in advance of the detention where possible.

Where a student has received a code 1 and been sent to the ISR they are to attend a 30minute detention from 3-3.30pm ran by our ISR team with a member of the Senior Team and Student Support Team available to support students in their restorative conversations with teachers if needed.

Where a student has received 6 or more lates to school and/or lessons, they are required to attend a one-hour detention until 4pm. They will complete a reflective activity with a member of the Senior Leadership Team during this time.

Class teachers may also give detentions with appropriate consideration of any influencing factors. This could be (but not limited to) a disability or agreed adjustments as shared with relevant staff.

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.

**10. Community Service**

As an alternative to detention, or an addition to, students may be issued with community service tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying. Community Service will typically be given for infringements with littering and for eating outside the designated eating areas

**11. Powers to search**

In order to ensure that all students are safe and following the school rules it may be necessary to search a student or their property for items that are prohibited or banned under school rules. Two members of staff will be present where a student is searched and consent will always be requested.

When consent is provided, a student can be searched for any item. Should the student refuse to comply with the request to search and we have reason to believe they may be in

possession of something banned under school rules, the law allows for a disciplinary sanction.

If it is believed that a student is in possession of anything prohibited or banned under school rules then consent is not needed to search. Of course, consent and cooperation would be preferred and asked for in the first instance. Prohibited items include alcohol, weapons including knives, illegal drugs, tobacco and cigarette papers and by extension vapes (since they are categorised as tobacco items), fireworks, pornographic items, stolen items, any item suspected to be used to cause harm to themselves or others or any item which is believed to be used to commit a crime. Banned items include mobile phones, electronic devices, energy drinks, laser pens / pointers, fun snaps (a type of fire cracker that explodes when thrown against a surface), water pistols and water bomb balloons.

**12. Confiscation**

In law, the general power of a member of staff to discipline enables a member of staff to confiscate banned items to maintain an environment conducive to learning; one which safeguards the right of other students to be educated. Staff are also protected by law from liability for damage to, or loss of, any confiscated items. A refusal to cooperate can result in a higher level sanction.

The criteria for confiscation may include:

a) An item that poses a threat to others, e.g. a laser pen.

b) An item that poses a threat to good order for learning, e.g. use of a personal music player, mobile phone, headphones.

c) An item that is against academy uniform rules, e.g. student refuses to take off his/her hat on entry to the academy.

d) An item that poses a health or safety threat, e.g. students wearing large earrings in PE.

e) An item which is counter to the ethos of the Academy, e.g. racist or homophobic material.

f) An item that would be illegal for the student to possess / use e.g. alcohol or pornographic material

Where appropriate, items which are confiscated and deemed to be inappropriate to return to students may be disposed of. This would include illegal items but also prohibited items such as energy drinks and partially consumed food.

**13. The use of reasonable force (positive handling)**

We always try to avoid using physical interventions and regard them as a last resort after all other approaches have been tried or in situations where the safety of the student, other members of the community, or property, are at risk of immediate harm. Where reasonable force is required, the Academy follows the Use of Reasonable Force – Advice for headteachers, staff and governing bodies guidance. The use of reasonable force can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others. Academy staff will always use the minimum force required to and try to

avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student when for example, that member of staff has acted in a way to separate a fight between students. We do not require parent / carer permission to use force with a student and where a member of staff has acted within the law – that is, they

have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

**14. Removal to the Independent Study Room (ISR)**

When a student does not comply with the academy's Learning Ready expectations, they will receive a code 1 and be placed in the ISR until the end of the next social time. Typically, this would be a maximum of two periods and the following break or lunch time.

There are however circumstances were the length of time in the ISR may be extended to a double stay (4 periods until the end of the social time, plus 30 minutes after school) or a triple stay (6 periods plus social times and 30 minutes after school). Examples of reasons for extended stays include (although are not limited to):

- Persistent truancy
- Persistent refusal to follow instructions
- Unsafe behaviours
- Failure of the afterschool sanctions

In addition, all students must return for thirty minutes after school from 3.00pm to 3.30pm. We will endeavour to send a text to let parents / carers know that their child has been sent to the ISR and that they will be leaving at 3.30pm.

Whilst in the ISR students are required to produce a written reflection and then engage with independent study from the resources provided. Misbehaviour in the ISR will lead to additional time added beyond the two initial periods.

In some circumstances, rather than serve a suspension at home a student may spend the duration in the ISR. Parents / carers will be informed if this is the case.

**15. Internal Suspensions**

In some circumstances, where a student's behaviour is of a serious nature but where the Academy determines that a suspension from school is not the most appropriate outcome, a student may be placed in an Internal Suspension.

An Internal Suspension involves a student being removed from their normal lessons and social times and being educated separately from their peers for a fixed period of time. During this period, students will follow a structured programme overseen by Academy staff. This programme may include core curriculum activities, restorative and reflective work, opportunities to contribute positively to the Academy community, and activities designed to support the student's personal development, mental health and wellbeing.

Internal Suspensions may be used where:

- There has been a serious breach of the Academy's Learning Ready expectations;
- There has been repeated misconduct despite previous interventions and sanctions;
- The Academy needs time to investigate a serious incident whilst ensuring the safety and welfare of students and staff;
- The Academy believes that an alternative to suspension would better support the student's learning whilst maintaining high standards of behaviour.

Whilst serving an Internal Suspension, students will be expected to:

- Arrive punctually and follow all staff instructions;
- Complete all work and activities to the best of their ability;
- Engage appropriately in any restorative meetings or reflection activities;
- Remain in the designated area at all times unless directed otherwise by a member of staff.

Failure to comply with the expectations of an Internal Suspension may result in the sanction being extended or consideration being given to a suspension.

Parents / carers will be informed when an Internal Suspension is issued and will be provided with details regarding the duration of the sanction and any expectations for reintegration. Where appropriate, a restorative meeting will take place before the student returns to their normal timetable.

**16. Suspensions**

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used. Only the Principal can issue a suspension. If the Principal is not available, then the Vice-Principal can agree a suspension, but this will be ratified by the Principal as soon as possible. If a student is suspended, the parents / carers will be informed as soon as practicable, initially by telephone and then by letter. Parents / carers must meet with a member of the Pastoral team and / or SLT before a student can return to class following a suspension.

Examples of student behaviour likely to lead to a suspension (note this is not exhaustive):

- Refusal to accept the normal discipline of the academy;
- Abusive language towards a member of staff;
- Discriminatory language or actions that may be offensive to others, used to a student or staff member e.g. homophobic or racist language
- Physical violence towards another student or member of staff;
- Serious harm to the reputation of the academy through grossly irresponsible behaviour outside the academy;
- 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 academy.

- Smoking in the academy

Further information about exclusions can be found in the exclusions specific policy on the Academy website.

**17. Off Site Direction**

An off-site direction is when the academy requires a student to attend another educational setting as a supportive measure to improve their behaviour. This will be for a period of up to 10 weeks. As per the government guidelines the academy does not require parental consent for this; however, will always work with parents and carers in the first instance through the process. Targets will be set for the student to work towards, with regular meetings held to review progress towards them with the home academy and parents/carers.

**18. Permanent Exclusion**

A permanent exclusion is when a student is no longer allowed to attend school (unless reinstated due to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act the academy 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 but are not limited to:

- Threatening behaviour with, or use of, weapons;
- The distribution of drugs;
- Large scale theft of property from the academy site;
- Acts of violence against a member of the academy community;
- Sexual assault against a member of the academy community**.**

Further information about exclusions can be found in the exclusions specific policy on the Academy website.

**19. Restorative Solutions**

Bristol Met 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 academy 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 ISR to have a "Repair and Build" conversation on the same day as the student was removed to the ISR. In the majority of cases, this will happen during the mandatory 3.00pm to 3.30pm simply because of the teaching commitments during the day.

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.

In addition to the sanctions already in place, due to the severity of the behaviour, an additional layer of intervention may be implemented. This could involve inviting external agencies to attend the site and work directly with the young people, helping them to understand the broader consequences of their actions and supporting them in making more positive choices moving forward.

**20. Recognition, Reward and Celebration**

The academy recognises that praise and reward are always the most powerful of motivational tools. As such, all staff should actively seek opportunities to praise and reward students on a daily basis. Rewards can be earned for behaviour and achievement. Rewards include Proud Points and Postcards that enable students to take part in a prize draw; cinema experiences and trips to a theme park for example.

Each term student achievement is celebrated in a dedicated assembly. The House with the most House points wins the termly House Competition.

The academy 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. House Captains).

**21. Graduated Response**

Student behaviour is monitored closely and our aim is to support as early as possible where behaviours are worsening and get students back on track. There could be a variety of reasons which would need exploring and then appropriate support put in place. Parents / carers are informed when their child is supported within the Graduated Response.

House teams (pastoral), Student Support, SEND, and a member of the Behaviour Team meet weekly to review the strategies currently in place and collaboratively consider which approaches are best suited to support each student's individual needs. A single or combination of approaches may include (but not limited to) for example:

- House Report Card
- Mentoring and intervention groups within the Student Support Base
- School Councillor
- Dyslexia or Reading tests; EP referrals; SEN adjustments
- External agencies such as CAMHS
- Revolving door provision such as our own Engage

In rare cases and when reasonable support has been exhausted at Met, a student would benefit from a fresh start. Depending upon the needs of the student this could be in the form of an OSD to another mainstream school or a more specialised Alternative Learning Provider.

**22. Reasonable adjustments**

Bristol Met is an inclusive academy that strives for the best outcomes of all its students regardless of circumstance. We recognise that a one size fits all approach to managing behaviour is not appropriate and through our Graduated Response we can implement reasonable adjustments whilst having High Standards and High Expectations. We also have a duty in accordance with the Equality Act 2010 to make reasonable adjustments to support disability in order to not disadvantage.

The Equality Act 2010 does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. The Act states that it will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements, and whether aids have been made available through the Special Educational Needs route.

The Teaching and Learning Strategy at the academy is designed to ensure that all lessons are both accessible and tailored to meet the diverse needs of our learners. Dedicated time has been allocated through bespoke CPD sessions, enabling staff to develop a deeper understanding of the individual needs within their classrooms. This includes the creation of cohort profiles and exploration of a range of behaviour management strategies aligned with our LR (Learning Ready) system, all aimed at supporting students to achieve success.

Through the Graduated Response meetings, the SEND and Behaviour teams have collaborated closely to develop a suite of personalised adjustments that complement the LR system. Examples of these include:

- Time-out with cluster duties to support emotional regulation
- Check-ins with the SEN team to facilitate a smooth transition into the Independent Study Room (ISR)
- Access to sensory tools such as fidget toys within the ISR

These strategies are reviewed regularly to ensure they remain responsive to the evolving needs of our students.

**23. Taking Account of SEND and the circumstances of other vulnerable students (such as looked after or previously looked after children)**

The Academy will always take into account SEND and the circumstances of other vulnerable students in implementing any aspect of the Behaviour Policy and are committed to working

in partnership with parents/carers, the Local Authority and other services where it is recognised that a child's behaviour places them at risk of exclusion and whereby alternative provision may be required. In the case of students with an Education Health-Care Plans

(EHCP), the Academy will always consider requesting an early annual review or interim/emergency review.

**24. Monitoring and review**

The Academy will evaluate the impact of this policy by receiving data from the relevant staff analysed by year group, gender, SEND and ethnicity. Data is provided to the Academy Council regarding behaviour and exclusions. Prior to any review of the policy, any feedback received about the policy will be considered.

**25. Appendix – Exemplification of the "Learning Ready" policy**

Students' behaviour must enable both themselves and others to fully participate in lessons and make progress. Good behaviour can be encouraged and promoted through effective teaching that has at its heart reflective, well planned lessons that encourage a positive classroom climate. There is a clear set of Learning Ready behaviour expectations that must be followed by all students in every lesson. Class teachers apply a consistent approach to classroom behaviour management which provides students with the opportunity to self correct their conduct.

If a student does not meet behaviour expectations, they will be given a 'Verbal Warning' (recorded on Bromcom as a code 3), this will be displayed on the board. If a student does not meet behaviour expectations a second time they will be sent to the Independent Study Room (ISR).

**Guidelines for giving warnings in lessons**

It is essential that warnings are given in a consistent way across the school, by all teachers, including cover and guest teachers, using a simple 2-step process. Staff should always 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. For example:

"John, I'm giving you a verbal warning because you are talking. You need to be Learning Ready for the rest of the lesson".

"John, you are talking over me; that's a verbal warning".

"John, you are having an off-task conversation; that's a verbal warning".

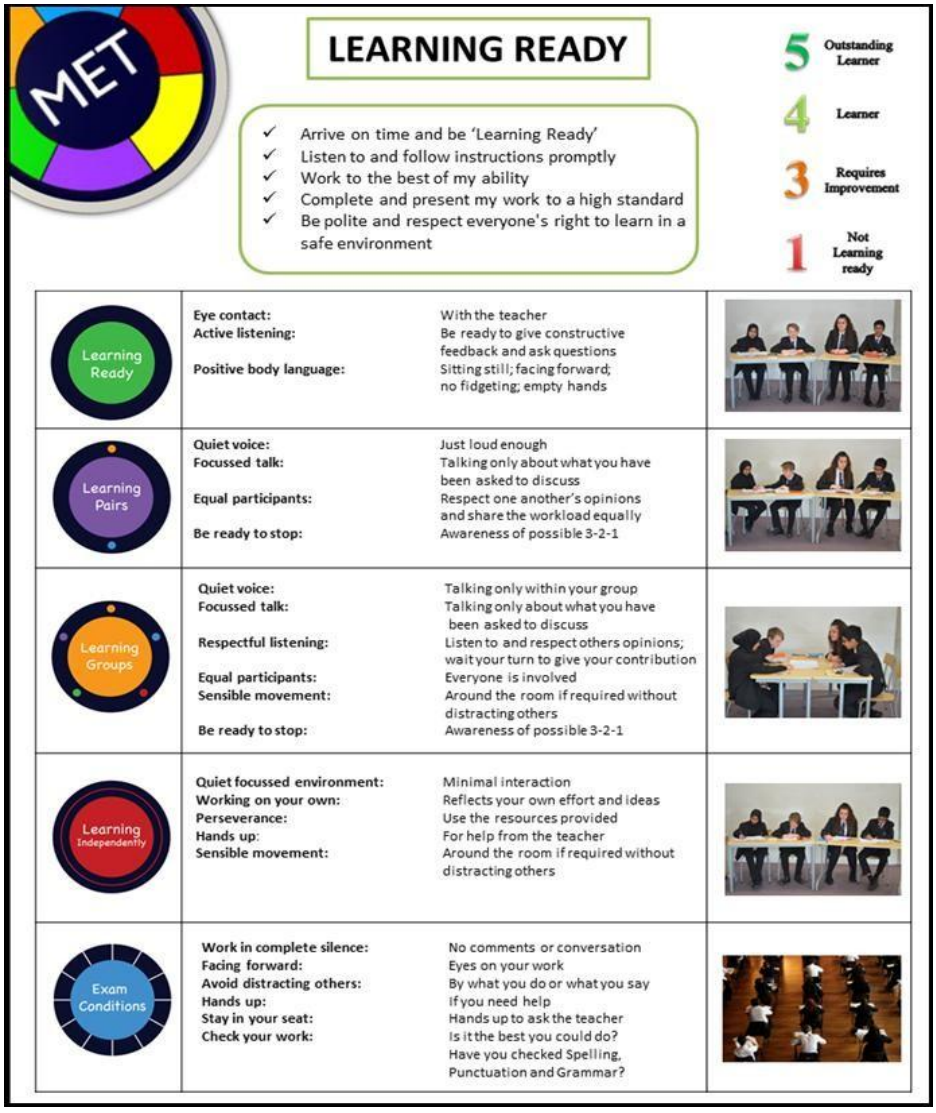
"John, you need to go to the ISR. You have had a verbal warning and now you are talking over me. Please make your way to the ISR. You have 5 minutes to get there."

**Making expectations clear**

At the start of lessons, it is normal that students may walk in to a lesson and still be finishing a conversation that they started on their way. 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 Learning Ready. To make this crystal clear for students, staff should indicate this starting point by saying: "I'm expecting you now to be 'Learning Ready' in 3…, 2…., and 1 Thank you".

*Please note that staff are able to use a longer version to embed routine if they wish - 3: finishing your conversations, 2: putting all equipment down, 1: eyes on the board/me/name of pupil/your books And….learning ready. Thank you.

When in transition between tasks or activities staff need to make expectations clear with regards the way the task or activity is to be done. Typically, this would involve a 3-2-1 Learning Ready countdown to ensure the attention of the class followed by telling the class the required expectations for example of "Learning in Pairs". Reference to the learning mode icons and definitions are helpful in ensuring clarity.




### 3-2-1 Learning Ready Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen. All staff must use them. As soon as staff get to '1', warnings must be given to any student still talking.

**Forewarnings**

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 3 seconds. In these cases, staff should forewarn students that they need to be ready for that. For example: "(Over student discussion) 30 seconds left… 20…. 10… prepare to be Learning Ready….3….2..1 Learning Ready".

**What could cause a warning?**

Students will receive one warning for:

- Late after the second bell without a note
- Disrupting learning / not meeting expectations ○ Calling out in an unhelpful way (hands up and wait…) ○ Off task conversations
  ○ Not working within the "code of the mode" eg: Learning Pairs ○ Eating
- Insufficient work or effort
- Refusing to follow instructions ○ Not carrying out a reasonable request in a reasonable time is a refusal
- Not polite or lacks respect for others right to learn in a safe environment ○ Comments about others ○ Misuse of equipment ○ Talking over the teacher

**Collective reminders**

Sometimes, an adult needs to draw attention to the "Learning Ready" expectations, without giving a warning to a particular student. In such situations, a collective reminder to the whole class would be more appropriate. For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say,

"Class I don't think I was clear enough about my expectations. Let me be clear that off-task conversations are for social times. Now that clear I will issue a warning for those still engaging in off task conversations".

**No 'machine-gunning'**

Once you have given a verbal warning, you should not give a referral within 30 seconds of the first. 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 refer them to the ISR. 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 refer you to the ISR".

**Calling out (an answer)**

If a student calls out (and is genuinely engaging with learning) they should NOT be given a warning. However, if the same student repeatedly calls out in a way that is unhelpful for learning, 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 verbal warning".

"I'm just telling you now, if you call out again, I will give you a verbal warning".