

Siddal Moor
Newhouse Road
Heywood
Lancashire
OL10 2NT
Tel: 01706 369436
Email: office@siddalmoor.uk
web: www.siddalmoor.uk

Behaviour for Learning Policy – 'Ready to Learn' Initiative

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To be ratified by Governors



SIDDAL
MOOR

Where students *fly high* through the
expectation of *excellence* in *everything* we do

'Ready to Learn' Initiative

The aim of Ready to Learn is to clarify expectations for students at Siddal Moor Sports College. It also makes clear the consequences of unacceptable behaviour in the classroom and around the building.

The expectations of students are made clear through the Code of Conduct set out below, which is based on the school's core values of Aspiration, Integrity and Respect.

Code of Conduct and Expectations of students

This code of conduct sets out the school's expectations of students in classrooms and around the school.

Aspiration:

Students are expected to show aspiration by:

- Attending school, being on time to lessons and being ready to learn
- Being correctly dressed and equipped for the lesson with pens, pencil, ruler, rubber and other equipment needed to take part in learning
- Knowing your aspirational grade in each subject and what you can do to improve
- Trying your best in lessons and completing the work set
- Challenging yourself to complete additional / extension work and homework

Integrity:

Students are expected to show integrity by:

- Doing the right thing, even when adults are not looking
- Considering others and by trying to put others first
- Speaking to adults in the school if you have a problem, rather than confronting peers
- Being honest and admitting when you have got things wrong
- Understanding that by not adhering to this code of conduct, you have broken the school rules

Respect:

Students are expected to demonstrate respect by their actions:

- Respect for British values such as the rule of law, justice and freedom from prejudice
- Respect for adults in the school
- Respect for the rights of teachers to teach and other pupils to learn
- Respect for others regardless of gender, ethnicity, religion or sexuality
- Respect for the school, the facilities and equipment

All people in the building are responsible for the health and safety of themselves and others and therefore behaviour that potentially places individuals or groups at risk of harm will be considered a breach of this code of conduct.

Managing behaviour

- Where possible, teachers are expected to be at the classroom door to meet and greet their class and to encourage other students to get to their lessons on time. The greeting will set a positive tone for the lesson.
- A 'do now' activity will be ready for students to start as soon as they arrive in the classroom, so that they have something to be getting on with.
- Staff will have a seating plan for each classroom, which may be changed during the course of the year. The seating plan will avoid social seating and is designed to meet the needs of the children. Students must adhere to this seating plan.
- The expectation is that when teachers are talking to the class, students must be quiet and facing the front of the room. Teachers will get the attention of all the class before giving instructions.
- Teachers are expected to settle the class with a general reminder about expectations before issuing any warnings, unless the behaviour of individuals prevents the class from settling.
- Students whose behaviour is not complying with the code of conduct will receive a warning. It will be made clear to the student why the warning has been given.
- The next breach of the code of conduct will result in the student being sent to isolation. The teacher will explain that they will see them at the end of the day for a discussion about future expectations.
- The student will be told to wait outside of the classroom and not to walk away. A senior member of staff will collect them and escort them to the isolation room.
- Isolation lasts for a full school day. Therefore, if a student is isolated during period 1 on Monday, they will be in isolation until period 2 on Tuesday. The detention will occur at the end of the first day.
- Students in isolation at the start of the day will be required to arrive at reception for 9.25am. This is to allow the isolation facilities to be prepared and so that students are not in the building at the start of the day with their peers.
- If a child refuses to leave the class or go to isolation, they are likely to receive a further sanction and a possible exclusion. It is important that at the end of the day or in the case of an excluded student, before a return to the lesson, that a conversation occurs where expectations can be explained.
- If a student is excluded they will be expected to complete their isolation and parents will be required to attend a re-admission meeting before the student returns to class. The student will remain in isolation until such time as a re-admission meeting is arranged.

- The types of low level disruption that this process will tackle include, talking when the teacher is talking, shouting out, moving around the room without permission, failing to attempt work, distracting other students, making inappropriate comments or using inappropriate language, arriving late to lesson and disrupting the learning of others. This is not an exhaustive list but is designed to give a broad picture of low-level disruptive behaviour.
 - More serious behaviour will result in the child being immediately removed from the room and a senior member of staff will be contacted. This would include violent or aggressive behaviour, verbal abuse of a member of staff, verbal abuse of another student, refusal to comply with reasonable instructions.
 - Repeated low-level disruptive behaviour will result in further behaviour management strategies including; mentoring, report cards, SEN assessment, involvement of outside agencies, further isolation or internal and external exclusions. All isolations will be recorded and monitored and, where persistent disruptive behaviour continues, this could lead to permanent exclusion, if the school feels that all strategies have been exhausted.
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Lateness to Lessons

At the changeover of lessons, a second bell will ring, 4 minutes after the initial bell. All students arriving after the second bell, without a note, will be issued automatically with a warning and a reminder about the consequences of further breaches of the code of conduct.

Behaviour around the building before school, at break time, lunch time and between lessons

Anti-social behaviour is unacceptable and will be challenged whenever it occurs.

A warning will be given relating to the code of conduct. If the behaviour continues, the student will be escorted to isolation. Refusal to co-operate will result in contact with home and a possible fixed term exclusion.

Students are expected to move around the building calmly and safely. Running on corridors and boisterous behaviour such as play fighting is unacceptable and will be challenged.

Behaviour Flow Chart

