

### 3 Core Values and Lessons

In order to be Ready, Respectful and Safe in the classroom, behaviour expectations need to be met all the time. We expect that the teacher in each classroom will be able to offer equal amounts of support and understanding to students in every lesson. That support is to be built on a warm and welcoming calm relationship created through genuine curiosity and empathy for the needs of that learner. All learners should expect that teachers would be ready to support and teach them, respectful of their needs whilst maintaining a safe environment.

For those lessons to run engagingly there is a similar expectation that students will arrive at lessons **Ready** to learn, encompassing all the things that specific subjects might need, on time and in a frame of mind that makes them ready to learn. They need to be **Respectful** of the needs of themselves and others and of the teacher's intentions to support them. In addition, they must always respect the **Safety** of all those in the room, both mentally and physically. So learners need to understand that when they are not showing ready, respectful and safe behaviour all staff will be challenging them. This will be through **Stepped Sanctions**

#### Stepped Sanctions

1. **A reminder of the 3 Rules.** This could be repeated, subtle reminders to keep learners on task if effective
2. **A Caution** – delivered privately asking learners to “Think carefully about your next step, what should it be?”
3. **Last Chance 30sec Intervention** – “You own your behaviour, poor behaviour is not worth teacher time, you are better than your behaviour, remember that time when...”
4. **Time Out** – time away from the situation to reflect on actions. + **Warm Welcome Back** – “in knew you could do it... I’m here to help you” –**Parents Informed**
5. **Department Bridging** Learners are held within another lesson. Restorative Conversation held at a time pertinent to the situation; this could be “2 minutes at the end”, a walk and talk out on site or in an office later by arrangement – **Parents Informed**
6. **Internal Bridging** – Learners sent to Student Reception or collected by a Senior Member of Staff. Learners are held for 24 hours out of timetabled lessons. **Parents invited into College** to meet class teacher and Head of House/Senior Leadership Team in support.

This Stepped Sanction approach is intended to reflect the seriousness of classroom disruption, but also the need to seek the motivation for and impact of that behaviour.

The initial steps provide the learner with the opportunity to recognise, own and alter behaviour they know is not ready, respectful or safe. The majority of learners will welcome this chance and act swiftly.

Those learners who have a larger issue to deal with need to be given the chance to unpick that, but they must respect the fact that they will need to leave the classroom out of respect for the learners around them and the teacher who will no longer be ready to learn or teach. This is **TIME OUT**. It is also respectful to inform parents at this point to share what has been done to support their child and enable them to discuss the situation at home

should they wish. Learners who require a longer time to resolve their need will be held within the subject department until that time is available, i.e. end of the lesson, in break or lunch. That will **BRIDGE** the gap between incident and resolution. This may be a few minutes longer restorative conversation in which a ready, respectful and safe situation can be created for the next lesson. Again, parents will be informed of this and the way it has been resolved.

Extreme instances within classes (or continued behaviours in Department Bridging) will require more time to be able to hold a restorative conversation and should not be rushed. Learners will need to stay out of lessons for 24 hours in **INTERNAL BRIDGING** during which time parents will be asked to take part in that Restorative Conversation at the earliest opportunity. Beyond this step the Sanction of Fixed Term Exclusion and Permanent Exclusion remain as ever.