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Dear Parent/Carers

### **Updated behaviour procedures for September 2023 onward, including introduction of the Ready for Learning Room.**

At Theale Green School, we are dedicated to creating the very best learning environment for our students. All educational research shows that there is a direct link between positive learning behaviours and final exam outcomes for all students. In turn, these lead to a wide range of opportunities for student's next steps – be that the world of work, college, university, apprenticeships or as so many of our students do Sixth Form at Theale Green School. Ensuring students have access to the best possible opportunities when they are young adults is the single most important thing for us as a school.

The highlight of any academic year for staff is celebrating results with students and confirming their next steps as they become young adults. Whilst the atmosphere on the GCSE day was absolutely one of celebration, staff overheard two students blaming each other for achieving a lower grade in a subject as they had not focused fully on lessons and hadn't taken best advantage of the teacher support available. As a school, we absolutely do not want this for our students, and need to be aspirational for students' engagement in learning to enable them to achieve the results they are capable of.

A happy, safe and free from disruption environment does not come from one person, it comes from everyone in our community stopping and considering their actions, words and the possible impact they could have on another person. As we grow and adapt to becoming a medium size school of around 800 students this academic year it is important that we review our behaviour procedures to bring clarity to all about our expectations, and the possible consequences for not meeting these moving forward. Our new procedures are all in line with the new guidance published for schools in July around Behaviour Suspensions and Exclusions [DfE Behaviour and Suspensions](#).

### **Why is this important?**

Regardless of the nature of disruptive behaviour, educational studies have shown that low-level disruption in classrooms results in:

- Loss of instructional time of up to 50% in some studies.
- Lowered academic achievement for the disruptive student and other students in the same class.
- OFSTED research indicated that students in England are losing up to 38 days of learning each year because of low level disruption including talking, calling out, not bringing the correct equipment, being slow to follow instructions and inappropriate use of mobile phones.
- More than 80% of parents surveyed by OFSTED wanted schools wanted a formal, structured environment that gives their children clear boundaries for their behaviour.

In the very best schools, teachers have high expectations of behaviour and are consistent in dealing with low-level disruption. Further studies indicated that, for a positive learning environment, the ratio of praise to sanctions should be about 4:1.

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#### Schools

- The Bicester School  
- Theale Green School  
- UTC Heathrow  
- UTC Oxfordshire  
- UTC Reading  
- UTC Swindon

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**What do we expect at Theale Green School?**

Our expectation is for everyone to demonstrate our core values at all times as outlined below: Alongside our values, we speak to our students regularly about the ALET attributes. These are the attributes which top employers have said they want from their employees. We are guiding our students to demonstrate these now and every day whilst at Theale Green School.



Our values and expectations are taught to students through assemblies, tutor time activities, our character curriculum and posters around the school site.

**How will we achieve this?**

**Positive Learning Environments**

To achieve a culture where students learn in a calm, safe and supportive way combination of actions are needed from our staff; explicit teaching of routines and behaviours expected, positive reinforcement when expectations are met, whilst sanctions are required when rules are broken. Sometimes it may seem a sanction or rule is petty, but we ask parents to imagine a school where every child did that one ‘thing’ and the environment that is then created is very different. Positive reinforcement and sanctions are both important and necessary to support a whole school culture. We have high expectations of behaviour so that teachers can teach, and all students have the opportunity to learn and make progress.

To support developing this environment all teachers use the language of L.E.A.R.N in their classroom alongside consistent routines.



**Are you ready to **L.E.A.R.N.** the Theale Green Way?**

- L**ean in and listen
- E**veryone being professional
- A**sk and answer like an expert
- R**eady to focus
- N**otice when others are speaking



**Every lesson, every day**

### Consistent Routines

To support the smooth transition from lesson to lesson our staff will adopt the ‘book end approach’ in terms of common routines for the start and end of their lesson.



### Clarity around consequences when expectations are not met

For most students, our system of praise and reward recognises and encourages positive learning behaviours without the need for sanctions (on average, last year 91% of all behaviour points awarded were positive). For some final warnings (C1) will be made clear to students that their behaviour is not meeting the school’s expectations and their behaviour is disrupting their own, as well as others’ learning. If students continue to disrupt the learning of others, they will be placed in our Ready for Learning room staffed by Mrs Silley our new Behaviour Support Manager for a period of reflection, refocus and to complete their academic work before returning to the lessons. This allows other students to continue to learn in a disruptive-free environment. The below table outlines some behaviours seen last academic year and the revised consequences from September 2023.

Behaviour	Explanation and consequence
Disruptive behaviour in a lesson	<p>Staff will initially use a range of strategies to re-direct the behaviour e.g., moving seats, differentiating work, setting personal targets etc... If behaviour continues the student will be issued a C1 (final warning) - this will be recorded on Class Charts. After this if behaviour continues the student will be issued three blocks of time* in the Ready for Learning room (C2) for reflection, refocus and to complete curriculum work. Parents will receive a notification that their child is in Ready for Learning via Class Charts, then a follow up phone call from the subject teacher by the end of the working day.</p> <p>The same will apply for behaviours not in line with our Respectful Behaviours Manifesto (R1/R2).</p>
Lateness to lessons	<p>Students who are late to two or more lessons in a day will receive a lunchtime detention of 40 minutes with the Head of Year team at a lunchtime.</p> <p>Ongoing lateness to lessons will result in contact home, punctuality reports and targets.</p>
Truancy	<p>Students who truant a lesson will receive a 2-hour Leadership Team detention on a Friday afterschool from 3 to 5pm.</p>
Use of electronic device (phone or air pods)	<p>Mobile phones and electronic devices should be switched off from arrival onto school site and stored in bags. If the device is seen, heard or used on school site it will result in confiscation.</p> <p>The electronic device will be confiscated on the first occasion and given back to the student at 3pm. If the electronic device is then confiscated for a second occasion, this will result in Head of Year contact with the parent. The Head of Year will arrange for the device to be handed in daily to the Head of Year Office for the half term. No alternatives will be offered to this.</p>
Refusal to hand in electronic device when request.	<p>Students will be placed in the Ready for Learning room for a period of reflection and to complete curriculum work for three blocks of time. Contact home will be made by Head of Year to arrange daily handing in of device.</p>
Incorrect uniform	<p>Students who arrive with incorrect uniform will be given spare, clean uniform from our uniform loan store. Refusal to correct uniform will result in the student being placed in the Ready for Learning room for a period of reflection and to complete curriculum work until a solution can be found.</p>
Social time behaviour for example eating in an out of bounds area or being in, out of bounds area or being in the wrong year's toilets.	<p>Students will be issued a S1 (social time warning) for their behaviour and will be re-directed by the member of staff. Refusal to follow direct instruction, debate or rudeness will result in a S2 (final warning).</p> <p>S2s or two S1s will result in a lunchtime detention with the Head of Year for 40 minutes. Persistent and ongoing refusal to follow social time expectations will result in a period of supervised social times with the Head of Year team.</p>
Banned items on school site e.g., vape, energy drink, chewing gum, aerosol	<p>Item will be confiscated and disposed of appropriately.</p>

For students who are continuously being removed from lessons, receiving lunchtime detentions or challenging expectations further interventions will be put into place to prevent ongoing disruption to the school day including meetings with relevant staff, reviews of behaviours with the Leadership Team or Governors and learning contracts/report cards.

\*Explanation of blocks of time

Students will be expected to make their own way to the Ready for Learning (RFL) room within a 5-minute window. They will then complete three blocks of time starting from the next full block.

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7
8:55am-9:55am	9:55am-10:55am	10:55am-11:15am	11:15am-12:15am	12:15am-1:00pm	1:00pm-2:00pm	2:00pm-3:00pm

For example, a student removed from their period 2 lesson at 11.00am will need to report to the RFL room by 11.05am; they would then start their three blocks from 11.15am. In some cases, a block may need to be carried over to the next day. In this case, the student would attend tutor time to ensure they are accurately registered for the day and receive all relevant announcements. Failing to complete the time in the Ready for Learning room to an appropriate standard will result in external suspension. The length of this will be determined by the original reason for removal to the room and the behaviours seen.

**Communication**

To support clear communication between home and school, all parents have access to the Class Charts app. Multiple parents can access this app and it allows parents to track attendance, punctuality, rewards and consequences in live time. We will re-send all log on details to parents who have not previously accessed the app and will be running a coffee morning in our Learning Resource Centre (LRC) for families who wish to have support access this app via their personal device. More details will follow shortly.

From mid-September 2023 all students will have access to Class Charts as we will also set homework on this platform moving forward. This will allow students to see their pie chart, which is often a great motivator in driving improvement and setting personal targets.

For those parents who have previously used the app, you may notice that we have revised some of the reasons for behaviour to bring clarity around why a consequence has gone into place, without the need for additional contact. For all students removed to the Ready for Learning room there will be a follow up phone call from the teacher to provide further feedback and to prevent repeated behaviours.

**Home/School Partnership**

For many families the above will feel no different, as the majority of students consistently demonstrate or exceed our expectations. However, we are aware that a very small number of students repeatedly fail to attend both normal or escalated detentions, which are normal sanctions in any school for poor behaviour. This small group of students often tell us they have arrangements such as football matches, dentist appointments, haircuts or family commitments, or tell us that their parent say they do not have to go or simple fail to attend. Similarly, there are some students who absorb staff time debating and negotiating rules. It is clear that no school can tolerate this or the excessive workload it places on already very busy members of staff. We do not need to ask parental permission to put into place sanctions or consequences to keep our school environment safe and will not make negotiations or deals with students. Detentions will not be re-arranged or moved to alternative dates. Failing to complete a sanction will result in it being escalated and consistently not completing them will result in a Saturday Detention with the Leadership Team.

Thank you for your ongoing support, and understanding of the need to ensure that all students at Theale Green School behave in a way that supports all students equally. We know that poor behaviour has a significant impact on the wellbeing of students and staff, and our aim is to ensure that every child understands the need to have a positive impact on their community.

With best wishes

The Leadership Team