

Procedures for Rewards and Behaviour Consequences

This document is written in conjunction with the following Consortium Academy Trust policies, which are available on the Trust website [The Consortium Academy Trust - Policies \(consortiumtrust.co.uk\)](http://The Consortium Academy Trust - Policies (consortiumtrust.co.uk)):

- Behaviour Policy
- Exclusion Policy
- Anti-Bullying Policy

Positive attitudes to learning supported by high standards of behaviour, are fundamental expectations of all members of Wolfreton School and Sixth Form College. Excellence, Endeavour and Respect are at the heart of our ethos and we are clear about how we communicate these expectations to all members of our school community. At Wolfreton, positives are promoted, recognised and celebrated in all forms. Behind this is the shared belief that all individuals respond positively to recognition and reward and through this are motivated to replicate and further develop these qualities. We have high expectations of our learners; clear and consistent consequences ensure orderly conduct amongst learners and help to create a safe environment for all. It is the responsibility of all concerned to ensure standards are upheld.

AIMS

- To maintain high standards of learner behaviour in order to maximise the chances of success for all.
- To develop essential learning habits that will ensure academic success and lifelong achievement.
- To recognise and celebrate the potential within each learner by fostering independence and self-control.
- To foster an atmosphere where learners develop self-discipline, diligence, and accountability for their choices.
- To forge a collaborative partnership among learners, families, and school staff to promote exemplary behaviour and address behavioural challenges effectively.

Our school's commitment to fostering positive behaviour is reinforced through ongoing professional development opportunities for our staff. This professional development includes the refinement of effective behaviour management techniques, tailored teaching approaches, and strategies for delivering high quality education to every learner, including those with special educational needs and disabilities. We are committed to the development and implementation of the Thrive[®] approach and in doing so we focus on:

- Social and emotional development and well-being.
- The understanding of emotions and their impact on behaviour.
- Building positive relationships and connections.
- Providing tailored support to help learners regulate their emotions and behaviour.
- The development of resilience and self-esteem.
- Close collaboration closely with parents / carers, teachers, and other professionals to create a supportive environment.
- A whole-school approach to foster a culture of empathy and understanding.

Positive Recognition and Rewards

At Wolfreton, we recognise and reward learners who demonstrate **The Wolfreton Way of Excellence, Endeavour and Respect**, reflecting behaviours which correspond with our school values (Appendix 1).

The Wolfreton Way		
Excellence	Endeavour	Respect
We aim to inspire - to be the best we can be	We promote the qualities of determination and courage	We are firm advocates of friendship and equality
<ul style="list-style-type: none"> We aim to be the best we can be, always focusing on learning and responding first time every time We are always punctual, equipped and prepared to learn We wear our uniform correctly and with pride at all times 	<ul style="list-style-type: none"> We act with courage – we give 100% effort, do our best and never give up We are determined – we value and respond positively to feedback and act to improve further We take responsibility for our actions 	<ul style="list-style-type: none"> We are respectful and safe – we respect our school environment, equipment and all people We listen, respond politely and ensure mobile phones and headphones are never seen We value friendship, equality and kindness – we don't tolerate bullying or discrimination

Learners can demonstrate these Values in many ways; examples are provided in the table below:

Tutor time	Excellence	<ul style="list-style-type: none"> Attendance and punctuality Uniform and equipment Being the best we can be
	Endeavour	<ul style="list-style-type: none"> Improved attendance and punctuality No written warnings Contributions to tutor time Showing determination and courage in tutor time
	Respect	<ul style="list-style-type: none"> Good manners Showing kindness and friendship to others Treating everyone with respect
Lessons	Excellence	<ul style="list-style-type: none"> A piece high quality of work Contributions in class Being the best we can be
	Endeavour	<ul style="list-style-type: none"> Showing determination in learning Demonstrating courage when trying something new Contributions to the lesson
	Respect	<ul style="list-style-type: none"> Good manners Showing kindness and friendship to others Treating everyone with respect
Beyond lessons, around school and in the wider community	Excellence	<ul style="list-style-type: none"> Excellent contributions to school activities and events Achievement in the wider community Being the best we can be
	Endeavour	<ul style="list-style-type: none"> Participation in school activities and events Demonstrating courage when trying something new Determination to make a difference to our community
	Respect	<ul style="list-style-type: none"> Good manners Showing kindness and friendship to others Respecting the environment
This is not an exhaustive list.		

The table below summarises some of the ways which we choose to recognise and reward learners:

Verbal Recognition	Throughout our school and during lessons, our staff employ positive language, provide detailed descriptive feedback and positive reinforcement to recognise learners' display of excellent learning habits. Staff members make positive phone calls home in order to provide families with positive information about their child.								
House Points	House Points can be earned in a variety of ways. In lessons, we award up to 3 house points per lesson for showing the values of Excellence, Endeavour and Respect. For exceptional pieces of work, the teacher (in conjunction with the Faculty Leader) may choose to award more. House Points may also be awarded at other times for achievements or for engaging with our Personal Development entitlement or elective (including extra-curricular) curriculum.								
Certificates	Certificates will be awarded when learners achieve a specified number of House Points.								
	<table border="1"> <tr> <td>• Bronze – 300 points</td> <td>• Emerald – 2000 points</td> </tr> <tr> <td>• Silver – 600 points</td> <td>• Platinum – 3000 points</td> </tr> <tr> <td>• Gold- 1000 points</td> <td>• Diamond – 4000 points</td> </tr> <tr> <td>• Sapphire – 1500 points</td> <td></td> </tr> </table>	• Bronze – 300 points	• Emerald – 2000 points	• Silver – 600 points	• Platinum – 3000 points	• Gold- 1000 points	• Diamond – 4000 points	• Sapphire – 1500 points	
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	• Gold- 1000 points	• Diamond – 4000 points							
• Sapphire – 1500 points									
Each year, rewards are agreed at each threshold such as 'Jump the Queue' passes, stationary or vouchers.									
Certificates can also be awarded to recognise weekly, half termly, or termly achievements.									
Postcards	Postcards can be awarded by a subject, year team or a member of the Senior Leadership Team in recognition of a learner who has gone above and beyond in their effort, or who has achieved above and beyond over a period of time.								
Golden Ticket Rewards Events / Visits	During the year, we hold Golden Ticket Rewards Events which recognise the achievements of learners. Criteria is set in advance and shared with learners. Previous events have included Movie Afternoons, Breakfast of Champions and Games Afternoons. The events vary each year and are decided upon in conjunction with learners.								
Celebration Assemblies	During the year, Year Teams hold Celebration Assemblies which recognise and celebrate individual and tutor group achievements. Certificates and prizes are awarded to groups and individuals.								

Expectations of Learner Behaviours at Wolfreton School and Sixth Form College

As a school, we have clear expectations to help us achieve the level of outstanding behaviour that enables everyone to learn well and make the most of school life. Our overarching expectations are communicated through The Wolfreton Way (Appendix 1 and above) and our expectations before school, during roll call and tutor time, and during lessons (Appendix 2) are explicitly taught to learners through our Behaviour Curriculum to ensure a level of consistency across the school.

The Wolfreton Way		
Excellence	Endeavour	Respect
We aim to inspire - to be the best we can be	We promote the qualities of determination and courage	We are firm advocates of friendship and equality
<ul style="list-style-type: none"> • We aim to be the best we can be, always focusing on learning and responding first time every time • We are always punctual, equipped and prepared to learn • We wear our uniform correctly and with pride at all times 	<ul style="list-style-type: none"> • We act with courage – we give 100% effort, do our best and never give up • We are determined – we value and respond positively to feedback and act to improve further • We take responsibility for our actions 	<ul style="list-style-type: none"> • We are respectful and safe – we respect our school environment, equipment and all people • We listen, respond politely and ensure mobile phones and headphones are never seen • We value friendship, equality and kindness – we don't tolerate bullying or discrimination

Uniform

We are preparing our learners for life beyond school and the world of work and therefore we expect them to take a pride in their appearance and to demonstrate our school value of Excellence. Our uniform expectations are clearly outlined in our uniform policy, and this covers learners on their way to and from school. When learners do not conform to our uniform policy, it is not fair on everyone else and therefore a consequence will be issued. This can include a written warning, uniform detention, or time out of circulation. Where possible, we will invite a family member to help resolve the issue (e.g. by bringing the correct item of uniform), or where available, learners may be able to borrow the correct clothing item from the school and return to lessons.

Equipment

All learners are expected to be prepared for each lesson with the correct equipment. When learners do not have the correct equipment, this disrupts the learning of others because the teacher has to interrupt the lesson to provide the necessary equipment. At Wolfreton, learners are expected to have a school bag (large enough to carry a file / books), and a pencil case containing the minimum of a pen, a pencil and a ruler. All learners are also expected to carry their planner at all times. Learners must also have their full PE kit on the days that they have PE. Learners who do not have the correct equipment will be issued with a written warning on the first occasion, where learners accrue 3 recorded warnings for equipment in a half term, this will generate a 50-minute detention. In the case of PE kit, where possible, we will also try to loan PE kit so the child can participate within the lesson. Choosing not to attend will result in the consequence being escalated to a 50 minute after school detention (and subsequently an SLT detention).

Punctuality

All learners are expected to arrive to school on time and attend each lesson on time. Punctuality to school and lessons is crucial for several reasons. Firstly, it sets a positive tone for the day, allowing everyone to start their learning on time and fully engage with the lesson. Arriving punctually demonstrates respect for teachers, classmates, and the learning environment, fostering a culture of mutual respect and responsibility. Moreover, consistent punctuality helps learners develop crucial time management skills, a valuable asset in both academic and professional settings. It also reduces disruptions in the classroom, ensuring a smooth flow of learning and maximising teaching time. Additionally, punctuality cultivates a sense of accountability and discipline, traits that are integral to success in all aspects of life. Overall, being punctual to school and lessons not only benefits individual learners but also contributes to a positive and

productive learning environment for everyone involved. Learners who arrive late to school without a valid written note will be issued with a same day 15-minute lunch time detention. Choosing not to attend will result in this consequence being escalated to a 50 minute after school detention (and subsequently an SLT detention).

No calling out or interrupting

It's important for learners not to call out or interrupt during lessons for several reasons. Firstly, doing so disrupts the flow of teaching, causing distractions for both the teacher and fellow learners. This interruption can hinder the learning process and prevent learners from fully understanding the material being presented. Additionally, calling out or interrupting shows a lack of respect for the teacher and others who are trying to learn. It can create an environment where other learners feel discouraged from participating or sharing their thoughts, inhibiting collaboration and the exchange of ideas. Moreover, waiting for an appropriate time to speak teaches patience and self-control, valuable skills that extend beyond the classroom into various aspects of life. By fostering a respectful and attentive atmosphere, learners can maximise their learning potential and contribute to a positive classroom environment conducive to academic success. Learners who call out or interrupt in lessons can expect the Warn, Move, Remove strategy to be implemented as outlined in Section 6 of our Trust Behaviour Policy.

On-task

Learners are expected to stay on-task, work hard and play an active part in lessons for several reasons. Firstly, maintaining focus ensures they utilise their class time effectively, optimising their learning opportunities. Actively engaging with the lesson enhances understanding and retention of concepts. Additionally, working hard demonstrates a commitment to academic success and personal growth, fostering a strong work ethic and resilience. Moreover, active participation contributes to a positive learning environment, where learners can collaborate, ask questions, and engage in meaningful discussions. Ultimately, when learners are focused and diligent, they not only enhance their learning but also contribute to the success of the classroom community.

Homework

All learners are expected to complete homework when it is set by their teachers. Homework serves several important purposes in a learner's educational journey. Firstly, it reinforces the concepts taught in lessons, helping learners retain information and deepen their understanding of the subject matter. Additionally, homework provides an opportunity for learners to practice and apply what they have learned independently, fostering critical thinking and problem-solving skills. It also helps teachers assess learners' understanding of the material and identify areas where additional support may be needed. Furthermore, homework teaches important life skills such as time management, organisation, and responsibility, which are essential for success both academically and in later stages of life. Overall, homework plays a vital role in complementing classroom teaching and learning and preparing learners for future academic and professional challenges. At Wolfreton homework is set by each subject in line with policy. Learners who do not complete their homework to a required standard or who fail to hand their homework in on time will be issued with a written warning on the first occasion. Where learners accrue three written warnings for homework, in a subject, in a half term, they will be issued with a 30-minute homework detention. During the 30-minute homework detention, learners will be supported by a member of that faculty to complete any outstanding homework. Choosing not to attend will result in the consequence being escalated to a 50 minute after school detention (and subsequently an SLT detention).

Social times, around the school and in the Wider Community

Learners are expected to demonstrate the school values of Excellence, Endeavour and Respect both around the school site (for example, movement between lessons or at break times and lunch times) as well as within the wider community (for example on the journey to and from school. We expect learners to show the values of equality and friendship; displaying good manners, treating each other in ways we would expect to be treated ourselves and being considerate of how our own individual actions could impact

others in our school and wider community. We expect learners to respect the environment; by placing litter in the bins, taking care of school property and considering their actions in the local community. Where learners display these positive values, they enrich not only the school but also their local communities. Learners who fall below the expected standards can expect to be held to account for their actions with consequences provided in line with the Consequences Matrix.

Consequences at Wolfreton

As a school, we have clear expectations of learners and staff to help us achieve outstanding behaviour. Staff communicate these to learners through our Behaviour Curriculum ensure a level of consistency across the school (Appendix 2). We have a straightforward approach to issuing consequences where our high expectations are not met. Evidence clearly shows that consequences are most effective when they are immediate and completed promptly. This certainty of a consequence supports learners most effectively in correcting their behaviour in the future. The **Consequences Matrix on pages 12-16** clearly indicates the consequences that a learner can expect to receive in the event of unacceptable behaviour is displayed.

Members of staff should always check SEND information including the Learning Support Plan (LSP) and Bulletin, as well as any Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) targets circulated by pastoral staff for any additional strategies that have been identified for working with an individual learner. Where a learner has a recognised need that requires reasonable adjustments to be made this will be taken into account.

It is crucial that when a particular behaviour takes place the identified consequence or range of consequences must follow. The identified consequence is not open to negotiation or debate; this ensures a level of consistency across the school. Escalation in consequences range from after school detentions, to removal from circulation (this could be for parts of the day e.g. lunchtimes or for all of the day) to Internal Exclusion or an alternative space, and fixed term suspensions. Further consequences including Off-Site Direction and Exclusion are detailed in our Trust Behaviour Policy. Parents and Carers will be notified via the ARBOR app, email or verbal communication of any subsequent consequences.

At Wolfreton, we are committed to all learners having a fresh start once any consequence has been completed. This supports learning, personal growth, and trust in relationships; it also motivates positive behaviour. This approach not only benefits the individual learner but also contributes to a more inclusive, fair, and supportive school community.

Classroom Behaviour

In lessons, we employ the Warn, Move, Remove strategy outlined in our Trust Behaviour Policy. All staff are expected to apply this strategy consistently and fairly. Any reasonable adjustments will be made to the consequence in response to any need the learner may have. We will also seek to try and understand the underlying causes of behaviour and whether additional support is needed. Each Warn Move Remove will be communicated to Parents/Carers via Arbor.

Warn
Learners will be given a chance in each lesson to modify their behaviour to display what is expected of them. The member of staff will provide a positively framed, professional warning where they explain the reason for the warning and the need for the learner to change their behaviour. The member of staff must record the warning in ARBOR at their earliest opportunity.
Move
Learners will be given a clear choice for their behaviour to be modified to avoid further consequences. If a learner continues to disrupt their own learning or that of others after a warning, then they must be moved

elsewhere within the lesson (where this is possible) and, again, provided with a clear and positively framed explanation for them being moved.

The member of staff must record the warning in ARBOR at their earliest opportunity.

If there is no space to move a learner within the classroom they will be informed, and the consequence will still be logged (the member of staff will not jump straight from a warning to a move without reasonable time for correction being given).

Remove

If after being moved a learner continues to disrupt their own learning or that of others, then they must be removed from the lesson and placed within another classroom.

If a learner triggers the third stage of 'REMOVE', the teacher will record the Remove in ARBOR and call the Duty Teacher to remove the learner to Faculty Remove Room.

When a Remove is recorded in ARBOR, the learner will be asked to wait inside or immediately outside the classroom for the Duty Teacher who will escort the learner to the Faculty Remove Room room for the remainder of that lesson. The teacher will issue a 50 minute detention.

The member of staff removing the learner from the lesson is expected to provide adequate work for the learner to complete whilst on Remove.

A remove will be communicated to parents via Arbor.

If the learner walks away before being collected by the duty teacher, continues to disrupt the lesson they have been removed from, refuses to go to Faculty Remove Room or disrupts the learning of others in Faculty Remove Room then the consequence will be escalated.

Learners will always be given a fresh start each lesson; the teacher, faculty leader or Pastoral team may meet with the learner prior to the next lesson to discuss the incident or to facilitate a restorative conversation.

Behaviours around the school site

All staff are expected to challenge unacceptable behaviour around the school site consistently and fairly; logging this on ARBOR to ensure records remain accurate. Consequences for behaviours around the school site are outlined by the Consequences Matrix. For more serious behaviours the member of staff will liaise with the Head of Year or Assistant Head of the Key Stage before a consequence is issued.

Representing of the school

We believe that those learners aspiring to represent the school in any capacity e.g. as part of a sports team or other extra-curricular activity, those in a leadership position or learners on a school visit should ensure that they are demonstrating the values of Excellence, Endeavour and Respect in all aspects of school life. Where students are not meeting these values, their position representing the school may be removed.

Detentions

The school uses both lunch time detentions (homework, punctuality) and after school detentions (behaviour) as a consequence as follows:

	Lunchtime	After School
Removal from a lesson		50 minute
A misdemeanour on site or off site (see consequences matrix)		50 minute
3 Warns for equipment in a half term		50 minute
3 Warns for homework in a half term, in a subject	30 minute (with a subject leader)	
Late to School with no valid reason.	15 minute	
Senior Leadership Detention.		65 minute

- If a learner receives a detention, the member of staff will record this on Arbor

- Parents/carers will be informed of any detention via Arbor
- Where detentions take place at lunch time, sufficient time will always be given to eat lunch and use the toilet
- Any learner who misses a lunchtime detention (when in attendance that day) will receive an after-school detention as an escalated consequence
- After-school detentions are held on an evening and last for 50 minutes (escalated to 65 minutes for a Senior Detention)
- Any learner who misses an after-school detention (when in attendance that day) will receive a Senior Detention (65 minute) on a Friday evening until 4:05pm as an escalated consequence
- The school reserves the right to invoke same day detentions where necessary to ensure prompt completion of consequence. Parents will be informed of this at the earliest opportunity
- Should a learner be unable to attend the detention for any valid reason e.g. a medical appointment, it is the responsibility of the parent to inform the school in advance of the detention
- Failure to attend a Senior Detention (when in attendance that day) will result in a period of Internal Exclusion. Persistent failure to accept consequences could result in higher level consequences.

Internal Exclusion (Removal from Circulation)

Internal Exclusion is an extremely serious consequence. This consequence, as with any consequence, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate consequence (as outlined by the Consequences Matrix)

A learner will be placed in Internal Exclusion for:

- 2 class removes in a week
- 6 out of class behaviour comments in a week
- If school expectations have not been met in Faculty Remove Room
- Failure to attend or meet school expectations in a Senior Leadership Detention
- As a result of a misdemeanour (agreed by a Head of Year or member of SLT)
- Whilst investigating a possible serious incident (Agreed by a Head of Year or member of SLT)

If a learner is internally excluded, the following will apply:

- The Internal Exclusion Room is staffed by experienced staff
- The Internal Exclusion Room will be a functional and purposeful environment
- Mobile devices will be handed in before entry into the room
- Lunch and break will be taken in the Internal Exclusion Room; at no time will the learner be allowed to socialise with others
- A learners who works satisfactorily or better will re-join their normal timetable following the Internal Exclusion; a record of the period of Internal Exclusion will be recorded on the learner's file. A learner who fails to work or respond in an acceptable manner will receive an escalated consequence.

Extended periods of Internal Exclusion, Fixed Term Suspension, Off-Site Direction, Managed Moves or Permanent Exclusion

A learner who persistently fails to follow The Wolfreton Way, or who has committed a particularly serious misdemeanour will be at risk of a higher level of consequence, this is outlined by the Consequences Matrix. At this stage, a decision will be taken as to whether an extended Internal Exclusion is required including in the school's on-site Rushanje House provision. Other consequences for a learner at this stage may include Internal Exclusion at one of our Trust (or other local partner) schools through an Off-Site Direction, Managed Move, fixed term suspension or a permanent exclusion in consultation with the Deputy Headteacher – Pastoral (up to Managed Move) and the Headteacher for suspension / exclusion.

Partnership work between the school, parents/carers, and where appropriate outside agencies and governors is essential to support learners who are persistently failing to meet our behaviour expectations. When parents/carers and the schoolwork together in partnership, we are most effective in being able to improve learner behaviour. If any of the above consequences are reached, parents will be expected to attend school for a Reintegration meeting upon the child's return to school/lessons.

Reports

The school utilises a range of report systems which are designed to support learners where behaviour and punctuality require improvement. Learners may be placed on report due to persistent concerns or in response to a significant incident. The following reports are used at Wolfreton:

- Punctuality Report
- Form Tutor Report
- Faculty Report
- Pastoral Manager Report
- Head of Year Report (Individual Behaviour Plan / IBP)
- Pastoral Support Plan (PSP)

The duration of each report will be three weeks, after which a review will take place. The purpose of the report is to ensure and communicate clear, measurable targets to secure improvement. If a learner has failed to make satisfactory improvements, the report will continue for a further three weeks, after which a review will take place. If satisfactory improvements have not been made, the report will be escalated to the next appropriate level.

Where a child is placed on a report, it is essential that parents and schoolwork together to support the child in securing the expected improvements. Parents will be expected to check their child's report daily, communicate with school in person or via the telephone, and attend (in person) any review meetings at IBP and PSP level.

Support for Learners

Pastoral teams and leaders will quickly identify learners who need support. The following may be used to support learners with their behaviour (this is subject to change and availability of providers):

- Emotional Literacy Support Assistant (ELSA) intervention
- Trust Mental Health Support Team
- Faculty Report
- Time in Rushanje House
- Time at The Hub School (offering specialist services for learners with social, emotional and behavioural difficulties)
- Period at an alternative Behaviour Referral Unit
- Pastoral Report - Individual Behaviour Report (IBP)
- SLT Report – Pastoral Support Plan (PSP)
- Period of internal exclusion (IE) at a Trust school
- Off-site Direction to another establishment in line with DfE and East Riding Protocols
- Managed Move to another establishment in line with DfE and East Riding Protocols
- Alternative Provision e.g. Vocational (Commissioned) Place

Intervention may also be sought from a range of agencies (this is subject to change and availability of providers) including:

<ul style="list-style-type: none">• SMASH (Social Mediation and Self Help)• Educational Psychologist• Early Help – Family Support• Youth and Family Support Service (YFS)• School Nurse Service• Child and Adolescent Mental Health Service (CAMHS)• Corner House	<ul style="list-style-type: none">• Mind• Kooth – online counselling• Early Help and Safeguarding Hub (EHaSH)• Social Services• Safeguarding Children Board• Local Policing Team• Cruse Bereavement Care
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The Wolfreton Way

Wolfreton learners are proud to be recognised for following...

Excellence

We aim to inspire, to be the best we can be



We aim to be the best we can be, always **focusing on learning** and responding **first time, every time.**

We are always **punctual, equipped** and **prepared to learn.**



We wear our **uniform correctly** and with pride at all times.

Endeavour

We promote the qualities of determination and courage

We act with courage. We give **100% effort, do our best** and **never give up.**

100%



We are determined. We value and **respond positively to feedback** and act to **improve further.**



We **take responsibility** for our actions.

Respect

We are firm advocates of friendship and equality

We are **respectful and safe.** We respect our school environment, equipment and all people.



We **listen, respond politely** and ensure **mobile phones and headphones are never seen.**

We value **friendship, equality and kindness.** We don't tolerate bullying or discrimination.



Appendix 2: Expectations for Outstanding Behaviour

Learners are expected to:
<ul style="list-style-type: none">• Arrive at school on time. The gate closes promptly at 8:30 am.• Ensure mobile phones are switched off and put away in the bottom of school bags upon entering the school grounds• Greet teachers upon your arrival to school• Walk bikes on school grounds; lock your bike inside your year group cycle store• Be on site by 8:30am latest - if late, report to the late gate (the consequence will be a same day detention)• Be wearing the correct uniform and be prepared for learning. Attend the Prepared for Learning store to rectify any missing items before roll call• Access your locker by showing your Planner Pass between 8.15am and 8.25am.• Have a school bag with all your expected equipment: planner, exercise books, blue / black pen, pencil, ruler, eraser, calculator• Mentally prepare for a day of learning
Morning Roll Call / Tutor Time
<ul style="list-style-type: none">• Be at Roll Call (or tutor rooms if advised) by 8.30am and form an alphabetical line within your tutor groups (unless advised otherwise)• Respond immediately when the Head of Year / Pastoral Manager blows the whistle to indicate silence• Remove jacket, be ready to get equipment out (planner, pen) for checks. Remain silent and await instructions• Listen to announcements made and take a mental note• Walk sensibly with your form tutor in single file to tutor time from Roll Call areas
In lessons
<ul style="list-style-type: none">• Arrive on time• Line up silently against the classroom wall if your teacher is not present• Place planner and equipment on your table and begin starter / do now activity• Listen for your name in the register and respond to your name in the register followed by Miss or Sir• Respond first time every time to hand signal/countdown/ASAP – remain silent and await instructions• Follow teacher instructions with no questioning back if a Warn, Move or Remove consequence is given (this can be discussed at a more appropriate time)• Use take-up time to reset behaviours• Be proactive in engaging with the lesson• Ensure active listening and only one voice at all times• Have a note in your planner and carry this with you if out of lesson• Use the toilet facilities before school and at break and lunchtime to avoid disruption to the lesson and your learning unless it is an emergency• Only attend at First Aid yourself at break or lunchtime. Your teacher would call them at other times.

