

October 2023

Dear Parents

The start to the new school year has been busy. Students have returned positively and have settled in to routines well.

The new school year brings some inevitable change. For new Year 7 students, there are many changes to get used to. For those further up the school, it is helpful to clarify the **key expectations of our school community**.

Our expectations of behaviour:

All schools in the Initio Learning Trust work towards a common aspiration that all children and young people will leave us as **responsible, respectful** and **resilient** citizens who are able to flourish and thrive in society. Behaviour will be **taught** and not controlled and **analysed** - not moralised - so that behaviour becomes an **internal** not external discipline. We will do this by creating **respectful** relationships that are **curious** about context, and are **compassionate, calm** and **consistent**. We embed our culture by our three Trust-wide behaviour expectations that have been agreed by all of our schools to teach, model and insist upon. The three Trust behaviour expectations are:

- **Readiness to Learn**
- **Respectful Relationships**
- **Engagement**

We have taken the time to explain to students what each expectation looks like in language they can understand. Please find below details of the support you can offer as parents:

Readiness to Learn

Students will:	We would like parents to:
<ul style="list-style-type: none"> • Be on time for school and lessons. • Enter rooms quietly. • Have the necessary equipment including homework. • Leave the room in a tidy state. • Respond to the level of peer interaction indicated by staff. • Be dressed appropriately and smartly. • Eat and drink healthily. 	<ul style="list-style-type: none"> • Ensure their child has access to the correct equipment for school (either from home or in arrangement with the school). • Ensure their child is on time for school and follow the correct protocols in case of absence / lateness. • Support the school with the expectation of readiness to learn. • Ensure that their child has the correct uniform for school.

	<ul style="list-style-type: none"> • Ensure that their child has a refillable bottle for water and does not bring fizzy, sugary drinks or sweets to school.
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Respectful relationships

Students will:	We would like parents to:
<ul style="list-style-type: none"> • Speak to all calmly and fairly. • Use language that is inclusive and non-derogatory. • Be welcoming and open to new pupils, parents and visitors. • Use social media with respect for all other users. • Attempt all tasks to the best of their ability. 	<ul style="list-style-type: none"> • Model respectful relationships, especially when working with the school. • Use language that is inclusive and challenge language which is not inclusive or is derogatory. • Encourage their children to try their best at all tasks. • Talk about members of the school community in a respectful way.

Engagement

Students will:	We would like parents to:
<ul style="list-style-type: none"> • Give full attention to their teacher in class. • Not distract others. • Be ready to answer questions and/or contribute to discussions. • Respond to feedback. • Take pride in their work and present it with care. • Where appropriate, participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports leaders etc • Attend school regularly and on time. 	<ul style="list-style-type: none"> • Model engagement with their children. • Support their children with homework or encourage them to attend homework club • Participate in Parents' Evenings. • Encourage engagement in extracurricular activities, either during school time or outside of the school day. • Use staff feedback to understand how engaged their child is in school life. • Ensure regular and punctual attendance at school.

Rewarding positive, pro-social behaviour

We believe that all children should have a behaviour record which is overwhelmingly positive. Staff will recognise and reward all evidence of positive behaviour expectations using House Points. Students receiving high numbers of House Points will be rewarded through the school Participation Co-ordinators, rewards assemblies and prize-giving ceremonies. Students will also be rewarded for participation in school and community events.

Responding to anti-social or difficult behaviour

All staff will respond consistently and fairly to any occurrences of anti-social behaviour which contravenes our key expectations. This is through the graduated response system outlined below:

S1 – Expectation not met. (-1 points)

A member of staff will remind children that they are failing to meet a key expectation and will be clear about the behaviour they want to see.

S2 – Time Out (0 points)

Sometimes children benefit from a 're-set' and a few minutes away from their peers to remind them of the expectation of behaviour. This is also an opportunity for the member of staff and child to seek solutions to enable learning to take place effectively. A child will be asked to step outside the classroom for a few moments and a conversation. The focus is on successful reintegration into learning and the classroom.

S3 – On call support (-3 points, parent contacted and after-school intervention session issued)

If a child's behaviour is having a detrimental impact on themselves and others, a teacher may call for a senior member of staff to support. The senior member of staff will always try to facilitate reintegration into the lesson and may sit with the child for a time to help them re-focus or may remove them from the lesson.

S4 – Curriculum Withdrawal (-4 points)

If a child has been issued three S3s in a subject in a half-term, they will be removed from the subject for an identified period of time – usually two weeks. During this time, they will receive support from our Inclusion Centre, where they will continue to work on their subject. Parents will be informed and there will be a clear plan of restoration and targets for successful reintegration.

Responses to serious breaches of the school behaviour expectations

Students in serious breach of the school expectations of positive behaviour or who persistently disrupt learning may be issued with suspensions from school and/or be prevented from school privileges reserved for those who represent the school community positively. This could include prevention from participation in school events or trips, including representing the school in sporting events or teams. Heads of Year will monitor student behaviour records and will intervene in cases of persistent disruptive behaviour or students with negative behaviour records. Students and their parents will be issued with clear targets for improvement.

The school takes a firm stance in respect of anti-social behaviour and it will not allow students to impact negatively on the learning of others.

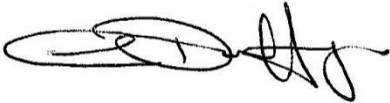
Partnership with parents

We work closely with our parents. All individual plans and approaches are shared with parents and where appropriate, parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals.

Parents can view all behaviour points – positive and negative on MCAS and we appreciate your support in reviewing your child's attitude to learning regularly.

Please contact your child's tutor or Head of Year for more information or clarification.

Yours faithfully



Mrs C Duffy
Deputy Headteacher