

Thursday, 12th December 2024

Dear families,

Re: Developing our culture for learning – Parent Consultation

Thank you for your help in supporting your child(ren) to improve their preparedness to learn over the last 6 weeks. Pupils and staff alike have been overwhelmingly positive about the raised equipment expectations, the simplicity and efficiency of checks, and most importantly the reduction in disruption during lessons, improving learning around the school. The number of pupils arriving without their full equipment did initially rise over the first 3 weeks, as equipment started running out, but over the past 3 weeks, this number has steadily decreased, showing the development of positive habits within our pupil body, with a corresponding increase in sales of subsidised stationery from our Student Services.

Pupils are also responding well to changes in leadership, demonstrated in their improving conduct in and around the school, with a 60% reduction in fixed-term suspensions this half-term, compared to comparable periods historically.

As we continue to work together as a school community to improve outcomes for pupils, our next focus is on pupil movement around the building and low-level, disruptive behaviour in classrooms. This is a clear, shared priority amongst parents and staff. My parent survey showed almost $\frac{3}{4}$ of parents felt neutral or disagreed that the school has a calm, orderly environment which supports learning, and my staff survey showed $\frac{2}{3}$ of teachers feel neutral or disagree that classroom behaviour is good, with 9 in 10 feeling the same way about conduct in corridors.

We have worked collaboratively with a wide range of pupils and school staff to co-construct some changes to school routines, which foster positive interactions between pupils and staff, create a calmer environment in classrooms and around the building, and reduce disruption; empowering staff and pupils to make every second of learning time count.

Our school must be a safe and disruption-free learning space for all pupils, and we believe we must have the highest expectations of our pupils, while maintaining our supportive culture, to achieve this. Our behaviour priorities when we return in January are:

1. Ensuring safe and purposeful pupil movement
2. Ensuring classrooms are disruption-free
3. Ensuring that the pastoral curriculum educates pupils on the importance and benefits of positive interactions with peers and staff

Please see our proposed changes overleaf, which will be implemented from **7th January 2025**; we encourage you to discuss these with your child(ren). We welcome constructive feedback on our proposals, via the form below, to help further shape changes to ensure they support all pupils and staff in reducing lost learning time and ensuring pupils are able to learn in a disruption-free environment.

<https://forms.gle/8Z2iKwD6ZbojdJhm9>

Thank you for your continued support.

Yours sincerely,

Mr J Onyelekere

Headteacher



1. Ensuring safe and purposeful pupil movement

Keeping Left: All pupils will be expected and encouraged to walk safely and with purpose on the left-hand side of the corridors to reduce congestion and facilitate a smoother flow of pupils around the school site.

Practical block movement: A one-way system will be implemented in the practical block, with one entrance and one exit, and one staircase for upward travel and one for down.

Main block movement: Our main block has three sets of stairs, each of which will have a designated direction of travel, ensuring safe movement on stairs.

Lesson punctuality: Pupils will have a 7-minute window to move to their next lesson, indicated by a bell at the start and end of the movement window, reducing lost learning time. Pupils will continue to be deterred from arriving late to lessons with afterschool detentions.

Outerwear removal: All pupils will remove their outerwear when they enter any school buildings, supporting their behaviour regulation as they transition from unstructured, recreational time, into the learning environment.

Q: How will the school provide high support to ensure safe and purposeful pupil movement?

A: We will:

- share our expectations, the reasons behind the changes, and how they will benefit *them* with pupils in assemblies and during the pastoral curriculum.
- ensure signage is visible as a consistent reminder of stairwell direction and corridor movement.
- ensure the presence of all staff around the building, using positive instruction to ensure safe and efficient movement and the removal of outerwear.
- initially provide a 7-minute movement window. The furthest distances across the site can be walked in 3 minutes, and we hope, in time, to be able to shorten this window to 6, and then 5 minutes, as pupils rise to challenge and meet our expectations.
- continue to utilise the detention system as a deterrent for disruptive behaviour during movement and lesson lateness.

2. Ensuring classrooms are disruption-free

Disruption-free classrooms: In response to low-level disruption, teachers will provide pupils with two verbal chances to improve their behaviour within the classroom. Should any pupil not be able to improve their behaviour on a third occasion then they will be asked to leave the classroom and attend our Reset provision for the rest of that lesson, returning to class for their next lesson, with a same-day afterschool detention.

Q: How will the school provide high support to ensure classrooms are disruption-free?

A: We will:

- share our expectations with pupils in assemblies and during the pastoral curriculum.
- provide clear, verbal chances which identify the undesirable behaviour and use positive language to redirect.
- provide pupils with a 5-minute window to arrive independently at Reset if directed out of a classroom.
- provide a calm environment in Reset which allows pupils to regulate their behaviour/emotions, reflect on their behaviour and calmly re-engage in learning.
- continue to use the detention system as a deterrent for disruptive behaviour and classroom removal. The detention can be used so your child can catch up on any work they missed owing to being asked to leave their classroom earlier that day.

3. Ensuring that the pastoral curriculum educates pupils on the importance and benefits of positive interactions with peers and staff

Assemblies: Year group assemblies will be used to develop a shared understanding of the need for pupils to follow instructions first time, every time and how it supports a safe and effective learning environment.

Pastoral Curriculum: Our pastoral curriculum in form time will comprise of tasks and discussions that aim to build on positive interactions with all peers and adults, and develop the use of positive, professional language, appropriate for school.

For simplicity, L4 (Level 4) detentions will now be referred to as '*detentions*' and our L5 (Level 5) detentions will now be referred to as '*SLT detentions*'.

The duration of detentions will remain at 40 minutes. However, detentions will now be held centrally in the school canteen rather than in various faculty-based classrooms.

'*SLT detentions*' will continue to be held for 90 minutes on Mondays and Wednesdays in the hall.