

Haggerston School

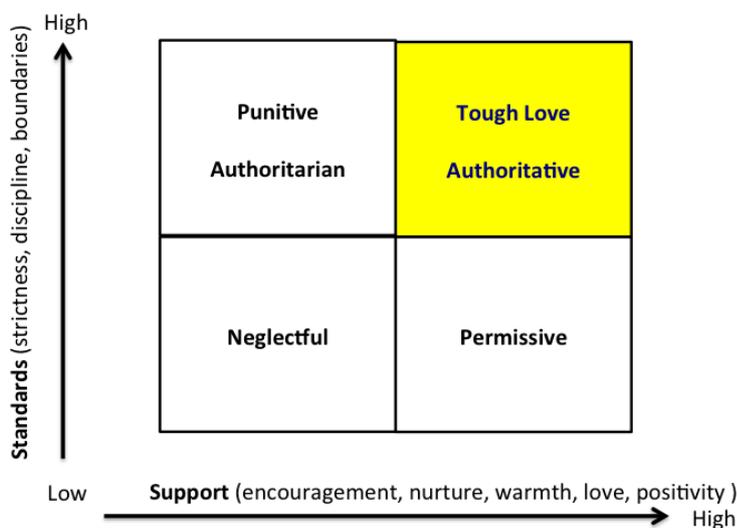
Aspiration, Creativity, Character

Headteacher's Newsletter - 18th June 2018

Dear Parents/Carers,

I am writing to let you know about some important changes we are making to our behaviour systems. I have referred to this review and consultation in a number of newsletters this year and I am grateful to those of you who completed the recent survey. The survey broadly confirms what we observe and what students tell us about their experiences: 36% of parents feel their child does not experience disruption-free learning in their lessons, a quarter say their child does not feel safe on the corridors. Even so, it is worth acknowledging that behaviour is generally good at Haggerston and some of you pointed out that Ofsted had judged it to be so in September. In comparison to some schools, it is better than good but that cannot be enough for us if we are serious about improving the school to deliver an outstanding quality of education to students, allowing them to achieve results which compete with the best schools in the country. There is a moral imperative to safeguard the learning of all pupils in lessons and to make sure that the corridors are not intimidating to any of our students, especially our youngest and more vulnerable students.

We have spent time this year visiting a number of schools who are in the top 1% of schools in the country for pupil progress, including Dixons Trinity Academy, Paddington Academy and Forest Gate Community School. We were observing more than just behaviour in these schools but despite their different systems and approaches, one common feature stood out: very high expectations of students delivered with warmth and encouragement. This chimes with my own deeply held beliefs about discipline as a parent and teacher; children need clear and consistent boundaries in order to feel safe, to learn self-regulation and to thrive. They need these boundaries to be held with love and strength by the adults in their lives, especially through the challenges and changes of adolescence. This secure structure supports children's individual wellbeing and growth and is essential in a school where a community of almost a thousand young people integrate and learn together. The diagram below is helpful to illustrate the distinction between authoritarian and authoritative which defines the culture we are building on. As our standards and expectations rise, so must the level of warmth and encouragement. This has been a central focus in our training with staff.



Some of you have told me this year about your frustrations with inconsistent communication or applications of sanctions. I can't promise the new system will be perfect; there will inevitably need to be tweaks and adjustments, but it is designed to give greater consistency and transparency. We have explored the best ways to inform parents about their child's behaviour and considered where the weaknesses are in our current provision and how to simplify and resolve them. Whilst the emphasis in this letter is mainly on behaviour systems/sanctions, we have also given equal time to planning for rewards and celebration, increasing opportunities for fun, joyful learning experiences (such as trips and events) and I will be writing to you at the end of this term to provide more detail on these areas. There will be opportunities for parents to hear more and ask questions at the Head teacher's coffee morning on 4th July (9am-10am) and at the Parent Information Evenings in early September.

The chart below outlines the key changes and key documentation about the 'corrections' framework is included at the end of this document. I ask for your support while we implement these changes because the strength of the partnership between home and school is vital and provides a powerful alliance in supporting children to grow into the most confident and capable adults they can be.

Yours sincerely,



Ciara Emmerson - Headteacher

Outline of Key Changes:

What is changing?	Why?
Expectations and Sanctions	
Higher expectations of student's behaviour, attention, organisation and hard work in lessons. Increased expectations of pupil conduct on the corridors	Behaviour in lessons and at transition between lessons is not outstanding and leads to some disruption, slow transitions between lessons and some children feeling vulnerable in corridors.
A system of 'corrections' will replace behaviour points. Teachers will no longer issue warnings or detentions/sanctions. They will instead issue students with a correction when they do something wrong and enter it on to 'classcharts' software. There will be a tariff system (E.g. 3 corrections equals a 1hr detention - full details are on the sheet included in this letter).	This system is very clear and transparent. It reduces inconsistencies in issuing of sanctions between staff (e.g. some give lots of warnings; others might issue a detention straight away). Now they will just apply the correction appropriate to the behaviour of the student. The new system also encourages self-regulation from students. They have the opportunity to adjust their behaviour before reaching the threshold for a sanction.
A common language around behaviour and	Creates consistency of experience for students

<p>expectations to be used by staff in classrooms and corridors.</p>	<p>which help them to know what is expected of them. This is especially important for students who struggle with managing their behaviour because they do not have to make as many adjustments to different expectations approaches throughout the day.</p>
<p>Introduction of a Study Centre. This is a study space supervised by school leaders where students will go when their teacher is absent. Students will read their books for half of the lesson and self-quiz for the second half. They will be provided with a folder of knowledge planners for each subject at the start of the year and will be taught how to memorise this key knowledge using revision techniques.</p>	<p>This replaces the need to bring supply staff into school which is often a trigger for poor behaviour in lessons. This also gives us the opportunity to teach students explicitly how to study for exams independently and gives them DEAR time (Drop Everything And Read).</p>
<p>If a child accumulates 3 corrections in a single lesson, they will also be sent to the 'study centre'. If students attend the study centre because of poor behaviour, they will complete a reflection sheet and will be expected to study independently in silence until the next break point in the school day (e.g. break/lunch/end of the day).</p>	<p>Current system of 'parking' students in other lessons can create disruption. Sometimes students deliberately try to be 'parked' because it is not seen as a significant deterrent from disrupting lessons. This new approach safeguards learning in lessons and makes a clear statement to students that repeated disruption will not be tolerated in lessons.</p>
<p>Classcharts is an app. for parents, students and staff which supports specifically with behaviour and will allow students and parents to track their child's behaviour, see reasons for corrections and detentions as well as rewards and achievements.</p>	<p>It will save teachers time and has useful tools for creating seating plans, etc. which support with pupil learning and classroom management. It will enable parents to feel informed and therefore, empowered to support their child to succeed.</p>
<p>Appointment of an Operations Coordinator - an administrative post in school focused on ensuring that the system runs smoothly and parents are informed about detentions, missed detentions.</p>	<p>This does not replace the Head of Year and school team, who will still be the main point of contact for parents but it will ensure that there are fewer mistakes or inconsistencies around the issuing of sanctions, especially detentions.</p>
<p>Simplification of detentions. There will be only two detentions in school: 1 hour or 2 hour. We are removing Saturday detentions. 2 hour detentions will only be given when students have failed to attend a one hour detention.</p> <p>The Internal Exclusion Unit will continue to run until 5.15pm each day.</p>	<p>Simpler system for students and parents to understand and for us to run, incurring fewer errors. Saturday detentions are not well supported by parents and are poorly attended. As a result, they do not offer good value for money when staff are paid to come in and supervise. We feel we can effectively sanction poor behaviour within the school week and not impact on family time at weekends.</p>

<p>Students who are given Fixed Term Exclusions will not be expected to serve a day in the Internal Exclusion Unit (IEU) on their return providing their fixed term exclusion was not related to poor behaviour within or refusal to attend the IEU. A parent must also attend a reintegration meeting before their child can return to lessons.</p>	<p>To avoid a double punishment when students have already served their sanction. To reduce time students spend out of lessons following an exclusion</p>
<p>Routines and Corridors</p>	
<p>Line up at the start of the day for all year groups where key messages are given to students and equipment is checked. If students do not have the right uniform or equipment they will be loaned it for the day and issued one correction.</p>	<p>Prepare students for learning and ensure all students have the correct equipment they need so that no time is wasted during the school day. Loaning equipment to students at the start of the day means they should not incur multiple corrections for missing equipment. Student services sell reduced price stationery before school and at break-times so no student needs to be without correct equipment.</p>
<p>Line ups after break and Lunch will remain the same for Years 7-9. Year 10 and 11 will also be lined up at the start of the year. Once they have established new habits of moving quietly and purposefully around the building, we hope to allow Year 11 to begin to do this independently without lining up.</p>	<p>Older students are generally the least well behaved in corridors and this needs to be reset for the sake of younger, smaller and more vulnerable students.</p>
<p>We will ask students to move between lessons, during transitions in single file, without talking and with pace and purpose.</p>	<p>Narrow corridors become crowded very quickly if not in single file. Bottlenecks delay students getting to lessons. Some students use these transitions as social time. Some lessons are double lessons and students are in classrooms learning so we are aiming for a library atmosphere around school at these points in the day so lessons are not disrupted by noise and learning time is not wasted.</p>
<p>Change to the queuing system at lunch so that students are brought in to the restaurant, seated and then directed to the service counter. This will be alongside two sittings.</p>	<p>Reduce time spent queuing and improve the atmosphere and noise levels in the restaurant. Improve the social experience for students. This is part of wider changes to improve the space and quality of food/menus.</p>

Support for students who struggle to meet expectations	
We are developing a range of bespoke programmes of support for students who repeatedly find themselves in detentions, IEU or excluded from school. We plan to develop a designated inclusion centre for this purpose this year to deliver interventions and support where a child is in need of additional input around their behaviour.	We know that some students already struggle to meet our expectations and that repeated sanctions are demoralising for some students. Whilst we will always sanction poor behaviour because this is an important part of children's learning, we can also develop a more systematic approach to support and prevention of recurring incidents.
We have opted into a pilot project which will enable us to have a designated Child and Adolescent Mental Health Services (CAMHS) worker in school to provide a clinical perspective and support us to develop our approach to wellbeing and mental health.	This will add capacity to our existing ASPACE counselling provision and other agencies we work with to support our students.
Increased pastoral support through the appointment of 5 new posts (Head of Year) which sit on the Leadership Scale and will add significant capacity to our current pastoral teams	These staff bring experience and a track record of success in supporting students to achieve from a pastoral perspective.
What is not changing?	Why?
Lunchtime and break-time routines	Students will continue to have access to a wide space with opportunities to play sport and games, to let off steam or read quietly in the library. We are happy that the school has a harmonious atmosphere at break and lunchtimes and do not plan to make any changes to this.
Warm, caring relationships between staff and students	As I outlined above, this is a hallmark of Haggerston which will be further developed and enhanced by reducing the incidents of disruption and poor corridor behaviour outside school.

Negative Behaviour		Not Meeting Expectations	Correction(s)
1 Correction	Poor corridor/line-up behaviour	not walking with purpose; not in silence; not facing the front	1
	Incorrect uniform/appearance	not wearing the correct items of school uniform; not removing all non-uniform items before entering school; not maintaining a smart standard of uniform at school	1
	Incorrect equipment	not having planner; not having all the required stationery; not having all the required PE kit; not having all the required books/folders/worksheets	1
	Chewing gum/Eating outside	not eating appropriate food in the canteen or designated space	1
	Inappropriate language	not using appropriate language;	1
2 Corrections	Low level disruption - lack of attention/distracting others	not tracking teacher; not starting work when instructed; not being organised with equipment out; not working in silence	1
	Incomplete H/W	not completing work to the best of their ability; not submitting quality work	2
	Incomplete C/W	not completing work to the best of their ability in the time assigned	2
	Late to tutor/assembly time	not arriving to school on time; not arriving to tutor time or assembly on time	2
	Late after 9am	not arriving to school on time	2
	Late to lesson	not arriving to lesson on time; not arriving to lesson with peers	2
	Late to line-up	not arriving to line on time; not arriving to line with peers	2
	Defiance/questioning staff/arguing	not following instructions first time; not responding respectfully to staff instructions	2
	No H/W submitted	not submitting any H/W on deadline	3
	Missed detention	not attending set detention	3
3 Corrections	Repeated defiance/questioning staff/arguing	repeatedly not following instructions first time; repeatedly not responding respectfully to staff instructions	3
	Truancy	not attending lesson	3
	Verbally threatening	making verbal threats or being verbally abusive towards peers, staff or members of the community	6 (IEU/FTE)
6 Corrections	Physically threatening	physically threatening and intimidating behaviour towards peers, staff or members of the community	6 (IEU/FTE)
	Harassment	abusing a peer based on their identity	6 (IEU/FTE)
	Bullying	repeatedly harassing peers	6 (IEU/FTE)
	Bringing the school into disrepute	not representing the values of The Haggerston Way in the wider community	6 (IEU/FTE)
	Damage to property	causing damaging school property	6 (IEU/FTE)
	Violence	causing physical harm to another person and endangering their safety	6 FTE
Contraband	bringing banned items on to the school premises and endangering the safety of themselves and others	6 FTE	

In Lesson	
1 correction	Logged
3 corrections	Study Centre until 11.15am or 1.30pm

In Day	
3 corrections	1 hr. Detention
6 corrections	IEU next day

In Week	
1 correction	Logged
3 corrections	1 hr. Detention
6 corrections	2 hr. Detention
9 corrections	IEU

At Any Time	
6 corrections	IEU/FTE