



6<sup>th</sup> December 2019

Dear Parents and Guardians,

Thank you to everyone who managed to attend the meeting on Wednesday where I outlined our new behaviour systems. We had a fruitful discussion about what the school was implementing and why. I am writing to you to share a couple of salient points from my presentation that I feel all parents and guardians need to be informed about.

The systems we are developing are designed to help students and staff enjoy (and get more out of) each lesson. We have developed common practices for staff and they are rapidly becoming embedded and more consistent. It is still early days, but we are already seeing a calmer and more constructive learning environment. I would like to thank all the staff and students who are helping develop and improve our practices and systems.

We have adjusted our school day to shorten the lunch hour from 50 minutes to 40 minutes. We have done this because too many pupils were having too much time on their hands and have developed some silly behaviours. For example, play fighting seems to be quite fashionable and too many spill over into confrontation. As with all changes we will be monitoring how things develop and adjust if we need to.

To help improve occurrences of low level disruption, we are withdrawing students from lessons if they do not stop disrupting the lesson despite repeated requests from the teacher. Students are aware of the new consequences systems. The behaviours that we expect are very reasonable and it is my belief that all students (except those with specific special educational needs) are able to show enough respect to others in the classroom and behave appropriately. We are not expecting young people to be absolutely silent or be perfectly behaved at all times. However, after repeatedly being asked, we insist that they stop disrupting learning.

I believe that if:

- the expectations and consequences are reasonable,
- students are able to behave and chose not to,
- and they are aware of the consequences for them if they continually disrupt lessons,

then they are in effect choosing the consequence rather than allow other people to learn.

The consequence for repeatedly disrupting a lesson is that they are withdrawn for the remainder of the lesson and helped to reflect on their impact on others and improve their behaviour. If a student is withdrawn three times in a single week then two things happen.

1. The first of these is that our special educational needs coordinator (SENCO) reflects on the student's particular needs and initiates bespoke support.
2. If no bespoke support is deemed necessary, then the consequence for so much disruption is a day's internal exclusion.

The school day is different for a student who has chosen an internal exclusion.

- They will start at 10:00 in the morning and finish at 4:00 in the afternoon.
- Their Lunch and breaks will not be with the other children.
- They will have the opportunity to catch up on work in a quiet and calm environment without peer group influences. This should be the best opportunity for them to study hard.

We have trailed the system and it seems to be achieving what we had hoped it would do. I will keep you informed about any changes as we develop our systems.

Yours sincerely

  
B Scriven  
Headteacher



**St Thérèse  
of Lisieux**

Catholic Multi Academy Trust