



ST. AIDAN'S

CHURCH OF ENGLAND HIGH SCHOOL

8th January 2024

Dear Parents/ Carers,

I wish you a happy New Year and a warm welcome back to our students returning after the Christmas break. Before we broke up for Christmas we introduced our new positive behaviour system to all students during their year group assemblies, and I would like to share the details of this system with you to provide you with information about how it will be implemented.

There are two strands to the system; the first focusses on how we recognise when students go "above and beyond" in lessons and around the school community, and the second strand explains how we support our students who may have made poor behaviour choices which do not meet expectations that allow for a calm, respectful learning environment. The introduction of this system will allow St Aidan's to continue to have a strong learning culture where everyone is cared for and respected, and where students are provided with the best possible educational experience.

Our expectations are encompassed in our focus on Community, Organisation, Determination and Enterprise (CODE). Together they provide our four clear behaviour expectations:

Community: Be respectful.

Organisation: Be learning ready.

Determination: Be focused and on task.

Enterprise: Be responsible.

When students are surpassing our expectations, staff will record this on our system and when students reach certain benchmarks, you will be emailed home a certificate in recognition of this. We hope providing feedback and recognition to students will help support their learning in classrooms and around school.

Unfortunately, a small minority of students sometimes do not meet our expectations and so we have wanted to formalise a consistent approach to this. Students will receive a phased response in lessons when they are not meeting our expectations. This is as follows:

Headteacher: Mrs S Dover

Phase	Student Choice	Action	Consequence
Phase 1	Negative behaviour	Verbal warning issued. The adult will explain to the student why their chosen behaviour is not acceptable and will be supported to rectify or change this behaviour.	A consequence will not be given or recorded as the student is expected to respond positively and begin behaving in the expected way.
Phase 2	Further negative behaviour	2nd warning issued. The adult will remind the student that they have already received a verbal warning and will intervene to support the student further e.g., move seats, ask TA to give extra support.	The adult will record a point on the school internal behaviour system so that there is a record of the behaviour choice made by the student. The adult will advise the student that they have recorded this behaviour point.
Phase 3	Further negative behaviour	On-call staff requested. If a student's behaviour is disrupting the learning of others, then the adult will request that the student is removed from the classroom.	The student will be taken to work in another classroom where they will continue with their learning away from their usual class. The adult will record 2 points on the internal behaviour system, and this will trigger an afterschool detention for the student the following evening.
Phase 4	Serious Negative Behaviour	Internal Exclusion If the behaviour choice of a student is deemed severe, the student will spend time in the TASC room (Time Away from the School Community).	During their time in TASC they will be spoken to about their behaviour choices, asked to reflect, and given the opportunity to restore any relationships that have been compromised. Students will also spend an hour in an afterschool detention where they will receive further support and intervention.

This new system allows us to track the behaviour points given to students so we can analyse any areas that students need additional support with or where they seem to be finding the subject or relationship difficult. We can also analyse whole school behaviour trends and be able to recognise those students who are going 'above and beyond'.

If a student fails to attend their restorative afterschool detention, they may be asked to spend the following day in the TASC room, and their detention will be reset for the following day. This will give us the opportunity to look at what further support or intervention the student may need in order to access their learning successfully.

A focus throughout our communication to students has been that they make the positive choices they so often do and that any consequences are in response to the choices they make. As always, our focus is in maintaining the positive relationships between students and staff and this system will allow us to implement a more consistent response to any poor behaviour choices and to formalise our recognition of students' achievements.

We are also reminding our students about the importance of punctuality and students who are intentionally late to school will be given a lunchtime detention for the next day. We are sensitive to individual circumstances and our Student Support Officers who greet the students each day, will use professional judgement in applying these sanctions as we are aware that some students, through no fault of their own (e.g., school transport) may find themselves arriving after 8.45am.

For further information our behaviour policy will be published on our website once approved by the governing body and I would like to thank you in advance for your support as well as to ask for your patience with any teething issues which will naturally occur with the implementation of any new whole school system.

Kind regards

Iain Addison
Deputy Headteacher (Pastoral)