



03 November 2023

Dear Families

Start of the Academic Year

Over the past half term we have achieved so much as a school. We have launched our new community system which we believe is already having a positive impact on the way the school is run and feels on a daily basis. It has also been great to see our Year 9s launch into their curriculum which includes our new 'Super Curriculum'. Seeing students complete activities such as dance, food tech, science and cartography has been great as they all seem to be engaged and enjoying the different options available. All of this on top of the day to day work that sees our students make great progress in their lessons and participate in the huge number of extra-curricular activities we offer.

Sackville Way - SWAY

Despite all the good things that are happening on a daily basis, we are aware that some behaviour, from a small minority of students, is having an impact on our community. Our culture for learning expectations are clear and shared with our community through the Sackville Way and are underpinned by positive relationships, mutual respect and kindness.

In particular, we focus on recognising and rewarding positive behaviour. Above all, building and maintaining positive relationships is fundamental to our work as a school. We recognise positive relationships are key to establishing high expectations, wellbeing, safety and the educational success of our young people. This is illustrated through our Sackville Way posters (Fig 1), you can see up throughout the school as a positive reminder for students.

Rewards and Recognition

As we go forward, there will be a continued focus on rewarding students showing prosocial behaviour on a daily basis to the benefit of their own learning and development, and that of our community. It is essential that students are recognised and rewarded and we want to celebrate these achievements.

Our new communities are well placed to ensure this and provide students with a vehicle to excel.

Some of the ways in which we reward and recognise the prosocial behaviour and achievement of our students are highlighted in posters Fig 2 and Fig 3.

Consistent Approach to Behaviour Management

There is clear evidence in research that students need clarity and consistency of expectations when at school. An area that we have identified that could be improved for students and their learning is making sure there is even more consistency across the school so that no matter what classroom or area of the school a student goes into they know what to expect. This will help all students meet our high expectations and exhibit the pro-social behaviours that we expect from all members of our community. We will not accept students exhibiting unsocial and antisocial behaviour which do not meet these expectations.

Classroom Practices - Rule of Three

As we look to develop this consistent approach we will start with our classroom practices with all staff following the rule of three highlighted in the poster below (Fig 4). This simple approach starts on the assumption that all students begin each lesson with pro-social behaviour, every lesson provides an opportunity for a fresh start and a chance to excel. If any student's behaviour or attitudes to learning fall short of our high expectations later in the lesson, they will be reminded and allowed time to process the request and modify their behaviour to avoid an escalation. You can see that there will be a couple of



chances for students to correct their behaviour before any sanction is given and this consistent language will help them have clarity in all areas of the school.

The key behind making this system work will be our restorative approach that will ensure that if a sanction is required, then a conversation will happen between the teacher and student. This is designed to educate students about their behaviour to avoid a recurrence, understand any reasons behind the poor behaviour and ensure a fresh start for the next lesson. This approach is very important and most effective when completed in a timely manner which will mean on occasions students will be kept back afterschool for this to happen and we welcome the support of families with this.

Should the behaviour be repeated, or in the worst case scenario become persistent, then the school will follow the pathways outlined in the poster in Fig 5.

Anti-Social Behaviour

It is important to make clear to all students that there are some behaviours we will not accept as a school community. We make no apologies for these expectations and believe that these are the very minimum that we can expect from all students in our community. However should students exhibit any of the below it will result in a serious sanction such as an internal suspension, fixed term suspension or exclusion. These include:

- Swearing at or verbally abusing a member of staff
- Vaping, smoking or using illegal drugs or being under the influence of them
- Fighting or physically assaulting a member of our community
- Displaying racist, misogynistic, homophobic bullying or other prejudiced behaviours towards others or being involved in such incidents
- A persistent disruption to learning following timely interventions / support and failure to follow staff instructions

We know that the very large majority of our students would never dream of displaying the behaviours listed above. For the very small number that may, we wanted to be clear these are totally unacceptable behaviours that we do not expect to see or hear in our Sackville community and will act upon if they occur in order to keep all members of our community safe and happy.

Trauma Aware

We know that there will always be things that could contribute to your child's behaviour that we may not be aware of. We would like to take this opportunity to remind you to please inform your child's community team of any changes in circumstances that may be affecting your child so that following trauma aware guidance, we can support them to ensure these do not impact on their behaviour or engagement in school.

Just to repeat, we are very proud of the fact that the vast majority of our Sackville students consistently display the pro-social behaviours we would all expect. Visitors to the school regularly comment on our calm purposeful classrooms. This is also demonstrated by the thousands of achievement points that have been awarded so far this term and our students' positive engagement in school life and relationships with staff.

We are always available to discuss any questions or concerns that you may have and would welcome any thoughts on the above as we move through the term.

Kind regards



Paul Street
Deputy Headteacher
Culture for Learning Lead

Fig 1: The Sackville Way



The Sackville Way

At Sackville we show pro-social behaviour through **RESPECT, KINDNESS** and being **PREPARED**

Sackville students...

- show RESPECT by:**
 - Being polite to staff and peers
 - Using polite and appropriate language
 - Moving around the school site in a calm manner
 - Wearing uniform/dress code correctly
 - Taking care of the school environment
 - Having self worth
- show KINDNESS by:**
 - Being mindful and thoughtful to others
 - Supporting and helping one another
 - Reporting unkind behaviour
 - Fundraising
 - Passing on a little kindness each day
 - Looking after themselves
- are PREPARED by:**
 - Having great attendance
 - Being punctual
 - Completing classwork and homework
 - Having the correct equipment
 - Having a positive approach to learning
 - Being ambitious

Visit our website to see all our curriculum and values www.sackvilleschool.org.uk

#TheSway

@Sackville_EG @sackville_eg Page 1 / 1

Sackville School

Fig 2: Pro Social Behaviour - Rewards poster



Pro-Social Behavior - Rewards

At Sackville you will be rewarded and recognised for the following:

- Follow the SWAY
- Live our values
 - POSITIVITY
 - AMBITION
 - COMMUNITY
 - TEAMWORK
 - INCLUSIVITY
 - CURIOSITY
 - RESILIENCE
 - EQUALITY
 - HONESTY
- Beyond the curriculum
- Give back, volunteer, charity
- Attendance
 - Have great attendance
- Make good progress

#SWAY

Fig 3: Rewards poster

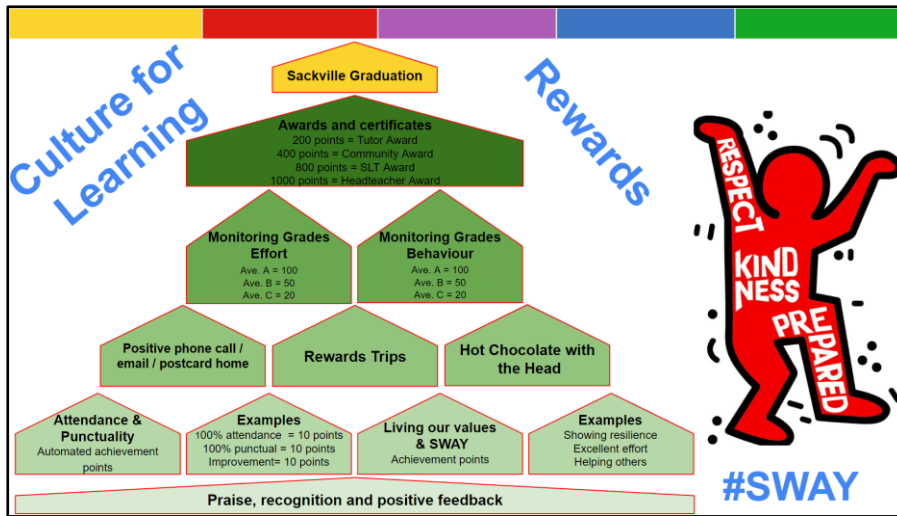


Fig 4: Rule of three



Fig 5: Behaviour Levels and examples of sanctions.actions for each level

