

Our ref: NSK/LWS Behaviour

October 2022

Behaviour/Inclusion updates

Dear Families,

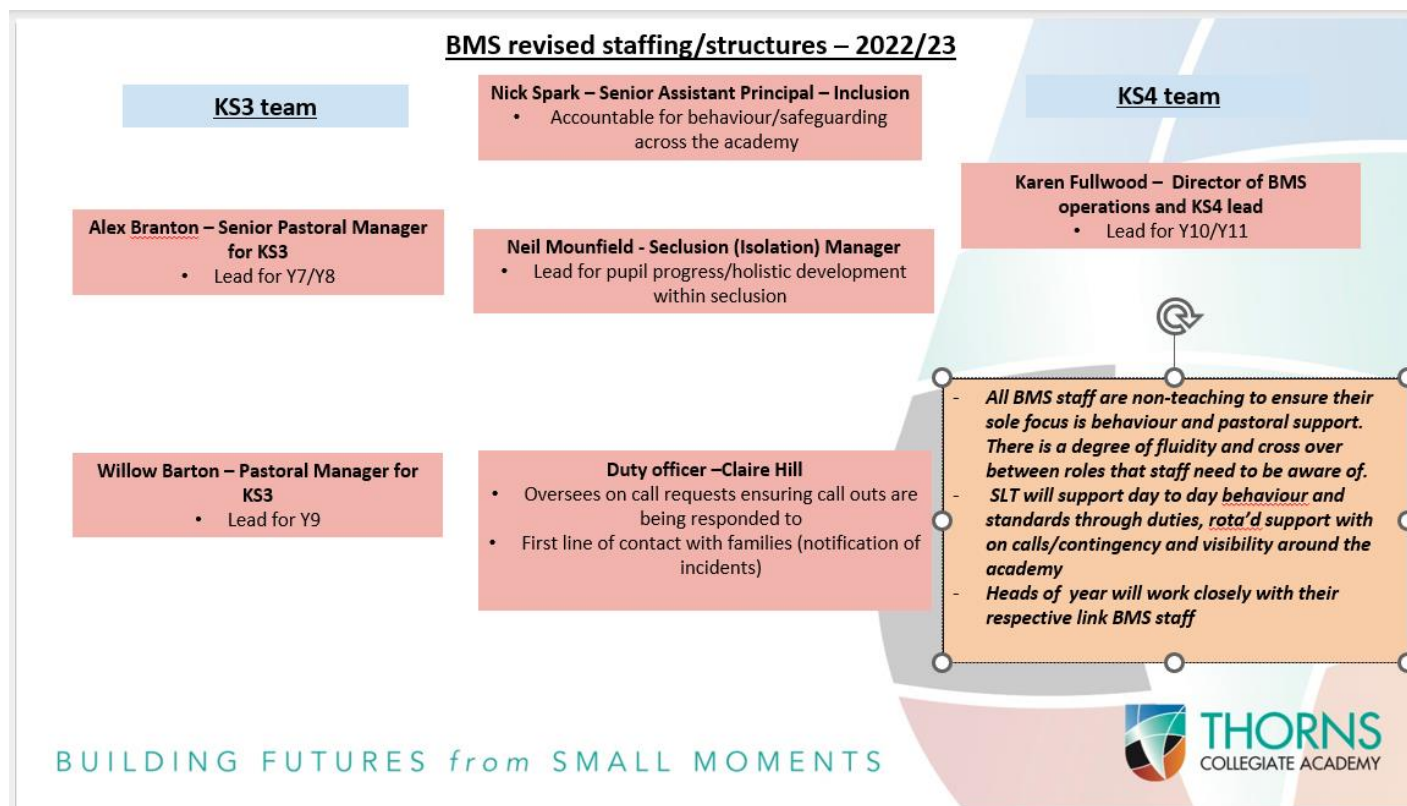
I hope you have had a wonderful summer break and your child/children have had a positive return to school life in the last few weeks. I wanted to take this opportunity to update you in relation to some key changes regarding the pastoral structure. We have highlighted some of the significant improvements we have made to pastoral provision that will further improve our offer to children and families.

BMS structure

As you will be aware, Thorns Collegiate Academy operates the BMS (Behaviour management services) system in line with other secondary schools within our trust; the BMS key purposes are as follows:

- Ensure teachers and learners are able to interact in an environment free of disruption
- To ensure all children feel safe and supported within school
- Ensure timely communication in relation to behaviour issues to families

All BMS staff are non-teaching to ensure children always have a point of contact who they can approach for support if required; it is the aim moving forwards that each BMS pastoral manager will work closely with their respective head(s) of year to ensure high standards of behaviour is being achieved. Please make yourselves familiar with which member of the team is the link adult for your child so you can request their support directly should issues arise:



Communication via Edulink

Since joining the academy in April, I have met with a number of families in relation to student behaviour and have been immensely impressed by the support you have collectively given to the school. However, one area where families have consistently raised concerns is around timely, effective notification of behaviour issues – this needs to be rectified to empower yourselves to support us in our efforts to address behaviour issues with the children.

Effective as of now, we have moved to a system whereby if a student is removed from lesson and placed within the BMS or referred to the BMS for respite due to an issue, you will be notified via email. This email will briefly describe the nature of the incident and whether you are to expect further contact dependent on the initial assessment of the seriousness of the situation and subsequent investigation. While there will inevitably be teething issues with this, I firmly believe this is a positive step for all concerned and it will enable both the school and family to hold students to

account in relation to their behaviour. Could I ask that you raise any feedback with me directly at Nspark@tca.shirelandcat.net – we will review the success of this system on a half termly basis and your input will be valuable.

Revised detention systems

In line with key principles, we look to reintegrate students back into lessons as soon as possible where there are issues of low-level disruption localised to one lesson; wherever possible, where a nominal (low level) sanction is set, we will endeavour to ensure the student completes this at the next available point, be this break, lunch or after school. Please see a summary of changes to after school detentions detailed below:

- Level 1 – 20 minutes after school detention for low level incidents; family contact will not be made with this sanction however staff on gate duty will always be able to confirm if a student is sitting a detention
- Level 2 – 30 minutes after school detention for low level incidents; family contact will be made for this sanction
- Level 3 – 1 hour after school detention for more serious incidents; again, family contact will be made for this sanction

Late to lesson protocol

Effective as of now, if children receive multiple (3+) lates to lessons in any given week, they will be set an hour's detention on the Friday after school for poor punctuality. A text and EduLink notification will be sent to notify you and it is imperative we have, as with any sanction, your full support with this. Prior to summer, I noticed a trend for some of our youngsters to find a number of increasingly creative ways to be late to lesson, particularly following breaks/lunches – this has to be challenged given the negative impact it has on teaching and learning and your support with this is greatly appreciated.

Use of internal exclusion and remove space

It is important that all families are aware that the academy does operate a 'remove' space (Seclusion) which is staffed by BMS staff (as of October, Mr Mounfield will operate as Thorns Collegiate Academy Seclusion Manager) – this area is designed to ensure all children can continue to access their learning, engage in relevant, appropriate reflective tasks and conduct small interventions to increase their understanding of where they have made poor choices previously and enable them to make more positive ones moving forwards.

Where a student is removed from their lesson for low level issues, they will spend the remainder of that period and potentially a period of free time within this area for intervention, continuation of studies and reflection; whenever a student is subject to a full day of internal exclusion or longer, you will be notified to ensure you can pick the reasons for this up with your child. In instances of serious misconduct, the academy will continue to operate up to X5 day internal exclusions, alternative timetables and in exceptional circumstances, internal exclusions upwards of five days; please note, this would only be in an exceptional circumstance and family would be made aware of the rationale behind this.

Vape pens

In the summer term there was a worrying rise in the carrying and indeed, use of vape pens within school predominantly within our older year groups; I would like to take this opportunity to request your support in reiterating to your child the dangers around these items and the fact it is illegal for young people to carry or use them. If you would like to request support from school or notify us where you have concerns, please contact your child's form tutor, head of year or pastoral manager – please be aware, we will be operating a strict policy in relation to possession/use of vape pens on site with internal exclusion, alternative timetables and suspension. All potential outcomes for their possession/use onsite will be dependent on the context.

Additional intervention provision – Reflection and refocus area

We are delighted to be welcoming Mr Foulkes back to the academy every Monday as part of his Trust behaviour lead role; Mr Foulkes will be supporting with staff training in relation to behaviour interventions and will be conducting in depth interventions with some of our most vulnerable learners. Mr Foulkes' interventions will be built around addressing the root causes of individual behaviour challenge in our new Reflection and Refocus area attached to the BMS – these interventions will be bespoke with yourselves as families. You will be notified and given clear information as to what the intervention aims were, how your child engaged and what the action plan is to support them moving forwards. We are confident that this additional provision will have impact with a range of students moving forwards.

Expectations of behaviour

Finally, I would like to express my thanks for your ongoing support in relation to behaviour; I have thoroughly enjoyed my brief time at Thorns since joining in April and believe that with your ongoing support and the restructuring that has occurred, Thorns will continue to go from strength to strength.

Yours sincerely

N Spark

Mr N Spark
Senior Assistant Principal - Inclusion