



# Reset on Respect

## Dear Parents and Carers,

I hope this letter finds you well.

I thought it was important to get in touch in order to provide further information regarding how we are progressing our key focus of valuing and protecting learning for all students.

## Priorities

As a school and as a staff team, we are united in our vision to establish and maintain a learning environment in which all of our students, regardless of background and academic ability, can thrive. In order to do this, we are acutely aware that we must embed routines that encourage positive behaviour and help to clearly outline how we expect students to behave.

## Expectations

I hope that your child has spoken to you about the high expectations we have outlined over the first weeks and how they support us to establish and maintain a safe, calm and focused learning environment that is free from distractions. The latter part of this letter provides details relating to the information that we have shared with students during assemblies. I must make it clear, we have not introduced a new disciplinary system. We have, however, taken the opportunity to outline our expectations early on. We have made it clear to students that everything we are implementing is there to support their learning. We will uphold these high standards with consistency and certainty whilst maintaining warm relationships between staff, students and families.

## Values

The BHS Learner was developed in conjunction with both staff and students and the imagery opposite is displayed all around the school. As a staff team, we will continue to support our students to develop effective learning dispositions and we want our core values of kindness, honesty and respect to feature or be evident in every conversation that we have and in every decision that we make.

As adults it is particularly important that we all try to model our shared values. I appreciate that this may be challenging at times when we have a difference of opinion, or during periods of heightened stress. These are, however, precisely the times when we must work even harder to uphold these values.



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This means that should you need to come into school to talk to staff or when you are conversing with staff by telephone, we expect you to do so in a respectful manner and you should expect the same in return. Mutual respect is the best foundation on which to resolve issues that may arise and provides a model to our youngsters on how differences of opinion may be resolved. Should a parent or carer communicate with school staff in an unkind, rude, aggressive or disrespectful way then, if they are in attendance in person, the meeting will be ended and they will be asked to leave. If the conversation is via telephone, staff will end the call until such time that a more respectful interaction is possible.

## **'Reset on Respect'**

The information below provides an overview of the information that we shared with students at the start of term. We have called this re-emphasis of our expectations, a 'Reset on Respect'. The vast majority of our students display positive behaviour and effective learning habits every day. We are, however, aware that some of our learners require more support and we will not rest until all students demonstrate the same level of discipline towards their learning.

Below is an outline of our whole school routines and the consequences that will be applied in order to reinforce and normalise them.

## **Student Routines**

### Start of lesson:

- ✓ Meet & greet your teacher
- ✓ Enter in silence
- ✓ Check your uniform is immaculate
- ✓ Take out planner and equipment – place them on the desk
- ✓ Sit in silence and begin 'Do it now' (DNA) task
- ✓ Answer your name when the teacher takes the register

### During lesson:

- ✓ Be silent when the teacher is talking, or other students are contributing
- ✓ Follow instructions at the first time of asking
- ✓ Let others get on with their work
- ✓ Respect each other

### End of lesson:

- ✓ Pack away then stand behind desks in silence
- ✓ Wait to be dismissed by your teacher
- ✓ Make an orderly exit – ready for the next lesson



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## Rewards

An important part of embedding positive behaviour is to recognise and reward it. We continue to use e-praise to recognise the very positive attitudes and behaviours displayed by most students every day.

## Consequences

In order to reinforce expectations, establish routines and create the norms of behaviour that we desire, it is sometimes necessary to remind students of our expectations and their responsibilities. The information below will provide clarity regarding the consequences that may be applied should your child make choices that negatively impact learning. All students have been made aware of this information repeatedly and we will continue to reinforce our expectations. We hope that in providing you with this same information, you will be able to support our expectations at home.

## Punctuality

The first school bell goes at 8.40am, the second bell at 8.50am. After 8.50am is late.

What happens if students are late?	
<b>Late to Registration</b>	<ul style="list-style-type: none"> <li>• They will receive a 15 minute lunchtime detention in the Dome on the same day</li> <li>• Form tutors will inform the student if they have recorded a late mark. For clarity, if the 2nd bell has gone, students are late and a lunchtime detention will apply unless there is an exceptional reason for being late e.g. bus is late; attended an appointment</li> <li>• If a student arrives late to school, they <u>MUST</u> sign in at the foyer with a valid reason</li> </ul>
<b>Late to Lessons</b>	<ul style="list-style-type: none"> <li>• If a student is late to a lesson, they will receive a 15 minute lunchtime detention in the Dome on the same day</li> <li>• If a student is late to an afternoon lesson, they will receive a 15 minute lunchtime detention in the Dome the following day</li> <li>• Class teachers will inform the student if they have recorded a late mark. For clarity, if a student is over 5 minutes late to a lesson, they will receive a lunchtime detention unless there is an exceptional reason for being late</li> <li>• If a staff member keeps a student behind following a lesson, they will inform the next teacher to ensure the student's lateness is excused</li> </ul>

**Failure to attend a punctuality detention within 5 minutes of the start or misbehaviour in the detention will result in an afterschool School detention for 40 minutes the next day.**

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## Disruption of learning in lessons:

- If a student receives 5 behaviour points in a week, parents/carers will be contacted via an InTouch message which will inform them of the points accrued and will request their support in reinforcing the school's expectations at home
- Form Tutors and Heads of Year will also receive the automated message. The tutor will then have a conversation with the student in order to offer support with making better choices in the future
- If a student receives 8 behaviour points in a week, parents/carers will be contacted via an InTouch message which will inform them that their child will be placed in ILB (Independent Learning Base) for a day. This sanction will also trigger a period of time on Form Tutor report.

## Student Report Cards:

If a student receives any of the following, they will be placed on a one-week tutor report:

- 8 points in a week
- 3 x stage 2 lesson exits in a half-term
- 3 x punctuality detentions in a half-term

Measures of success:

- **6 crosses** in a week will mean that the report has been failed
- The sanction for failing a report will be a day in ILB
- A lost report counts as a failure and will result in a day in ILB. The report will recommence once the day in ILB has been served

## Classroom behaviour feedback:

Overleaf is a flow chart that illustrates the consequences of poor choices in lessons that interrupt the learning of others.

Please note that these sanctions will only apply if poor choices are made and most students appreciate that these sanctions ensure that their lessons are not disrupted and that learning is maximised.



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## Behaviour Intervention ladder:

### WARNING



- Student is given a verbal warning
- Name/initials written on the board
- No recording on SIMS

### STAGE 1



- Student is given their only written warning and moved seats if appropriate
- Stage1 recorded next to name/initials on the board
- Stage 1 reason is recorded on SIMS

### STAGE 2



- Student is removed from the lesson and placed into the buddy room
- A school detention will be issued for the following day
- Stage 2 recorded on SIMS

### STAGE 3



Student continues to misbehave, refuses to attend the buddy room, exhibits hurtful, offensive, or dangerous behaviour

- Student removed to Independent Learning Base pending investigation
- Stage 3 is recorded on SIMS. Contact made with home

### STAGE 4



Student misbehaves in Independent Learning Base, or initial investigation indicates a likely suspension

- Contact made with home
- Student to be sent home for cooling off
- SIMS to be updated upon SLT decision after completion of investigation

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I hope that this information provides you with an understanding of the priority that we are all placing on positive learning behaviours and clarity regarding the sanctions that will be applied in order to redirect students to make more positive choices in the future.

We look forward to seeing the very highest standards of behaviour established as the norm for all of us. Without doubt, positive and focused learning behaviour is the essential foundation for effective progress.

Yours sincerely,

**Graeme Corrin**  
**Headteacher**

*\* As we have developed our 'Reset on Respect' approach we have been strongly influenced by the work of Tom Bennett OBE and particularly his book, "Running the Room".*

