

November 2022

Dear family,

Culture Update

I would like to take this opportunity to share with you updates to our Behaviour for Learning Policy, in particular I would like to share the work around primary recognition and consequences.

As your child moves to the end of Lower Peak (Year 4) or into Middle Peak (Year 5), there is a clear system of both recognition and consequence as there are in all phases. This will set students up fully for life at DTC, particularly when they move to Year 7, and ensures consistency in our approach as your child nears their final years in our primary phase.

Good behaviour in schools is central to a good education. We work tirelessly to support students to help manage their behaviour so we can provide calm, safe and supportive environments which students want to attend and where they can learn and thrive. Being taught how to behave well and appropriately in school is vital for all pupils to succeed. When behaviour is poor, the resulting negative impact on school and classroom culture is proven to be a crucial factor impacting on student outcomes. For this reason, we ensure that the environment we create at DTC means teachers can teach successfully and students can learn whilst preserving relationships and maintaining the highest of expectations.

In response to feedback we have received, we would like to share with you the information sent out at the end of the last academic year and make you aware of some changes we have made to the system.

The table below provides clarity to our approach to supporting students to be intrinsically motivated: we do the right thing because it is the right thing to do. The academy's drivers of mastery, autonomy and purpose underpin our culture of intrinsic motivation. However, we recognise that for primary students, a layer of underpinning mechanisms will support them to achieve this aim.

Recognition

Mechanism to support intrinsic motivation	Description
Appreciations	Students will appreciate each other and members of staff during Family Dining. Two claps after three also recognises students for demonstrating our values.
Verbal recognition and Class Cheers	A positively framed sentence given to students with reference to learning habits / values / drivers. Classes have the autonomy to decide on their own class cheer
Student of the Week	Certificates get awarded in weekly assemblies. From September 2022, parents / carers of recipients will be invited to weekly assemblies when their child gets recognised as Student of the Week.
Class mascot	This is taken home by the Student of the Week for the weekend.
Notes Home	Any adult in the academy can give a Note Home for demonstrating values / drivers / learning habits
Earned Autonomy	Students who are responsible and earn autonomy are recognised by moving up to the next level of autonomy.
SLT Recognition Postcard Home	These will be issued by members of SLT and posted home to families for students who work extra hard to demonstrate our values. We recognise the journey of the student rather than the end piece of work.
End of Year Celebration Assembly	Students' work will be celebrated at the end of the academic year.

We appreciate that on occasion a student may struggle to follow expectations; therefore, we use many clear strategies to ensure that high levels of support are in place to enable students to adjust their behaviour. We carefully monitor and track behaviour so we can identify patterns, intervene and make reasonable adjustments.

However, if despite interventions being put in place, there is no improvement in behaviour, a consequence will be issued. If a student receives two 'P's' during one lesson, they will receive a 30-minute correction during the school day. During a correction, the student



will sit with a member of SLT, complete a reflection document to provide thinking time, and have a restorative conversation with the member of staff who has given the correction to unpick what led to the sanction; it is a learning opportunity.

Our consequences follow the graduated response below:

Sanction (changes to the current system):

First correction: When students receive 2 P's within one lesson, they will receive their first correction. The student will sit this correction at lunchtime and families will be informed at the end of the day by the class teacher.

Second correction: When students receive a second correction within the same week, they will sit this correction at lunchtime and the class teacher will call home to explain the incident.

Third correction: The third correction given within the same week will result in an after-school correction. Families will be informed by a call home and a text message. Families will also be asked to attend a meeting with the Phase Lead / SLT Link which will take place during the afterschool correction.

If a student is finding it a challenge to meet our expectations, we will contact parents to discuss further support strategies. We have additional strategies that we can put in place to intervene and make reasonable adjustments.

We work in partnership with families, and it is important that your child knows that we are all on the same page so that addressing inappropriate behaviour is supported by families and is not undermined in any way. Communicating this information to you is an important way of building and maintaining our school culture. It helps us make our behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

Your continued support is greatly appreciated.

Your faithfully



Angelique O'Garro
Head of Primary

