

Friday 5<sup>th</sup> January 2023

Dear Parents and Carers,

Happy New Year to you all.

As we start a new year and term, I wanted to write to you all to reiterate our expectations around behaviour.

We are committed to working alongside our students and their parents and carers in order to support everyone to achieve their best and as such we have high expectations of students' behaviour and attitudes to learning. Over the first term, we have made considerable progress in ensuring that all students can learn in a disruption-free environment, that teachers are able to deliver our aspirational and challenging curriculum and that all students feel safe in school.

As we move into the second term, we are proud of how the majority of students have already responded to our high expectations, but we acknowledge that we have further to travel and as a result we are making some small changes to our procedures.

As part of our behaviour system, we have introduced rewards where our students are recognised and celebrated for outstanding behaviour inside and outside of the classroom. When students exceed expectations in the classroom, they receive an achievement point from their class teacher. The more achievement points a student receives, the more points they accumulate to redeem special prizes, including tiered bronze, silver, gold, platinum and diamond certificates in half-termly assemblies, as well as other prizes for completing a conduct card of ten achievements.

We have also responded to student voice and have reintroduced termly rewards trips to recognise our students who consistently perform well in school; we ran a hugely successful trip ice skating in December and are looking to run trips before Easter and Summer breaks as well. In planning for the most recent trip, we had so many students who have been performing exceptionally well, but we were limited to seats on coaches. For the Easter rewards trip, we will increase spaces available to enable more students to have the opportunity to celebrate their end of term successes with their friends.

Students will be eligible for the next trip if they have a positive behaviour record (more achievement points than negative points), have not been sent to the Recovery Room and if they have above 97% attendance. We do recognise that some absence for medical reasons is unavoidable, and we will always take this into consideration when allocating places on trips.

Students receive achievement points for the living our Huish Episcopi Academy Values. This could include independent learning, teamwork, great questioning, caring for others, helping staff, showing resilience, producing high quality work, demonstrating sustained

improvement, responding positively to feedback, showing initiative, representing school, and linking learning.

To further support a positive culture within the school, we are introducing a set of principles which we expect students to collectively uphold, which is called 'The Huish Way'. We expect our students to model these behaviours and attitudes, not only in the classroom, but also when in the corridors, playgrounds, sports fields and out in the wider community. We are passionate that our students should not only leave with excellent academic outcomes, but also the values and personal skills that will enable them to contribute to society and live happy fulfilling lives.

When these are followed, everyone has the best possible chance to learn and thrive in school and beyond.

In the classroom, if these expectations are not met, a student will receive a warning, and this is written on the teacher's board at the front of the classroom. If disruption continues, the student is informed that they have been 'removed' from the lesson and the need to make their own way to the Recovery Room, where they will spend two full lessons, in addition to their next break or lunch time. This system in the classroom is known as '*Warn, Remove*' and gives students ample opportunity to correct their behaviour before being removed. If a student is removed from lesson for the second time in a half term, their time in the Recovery Room will increase to a full-school day to reflect the seriousness of further disruption to lesson time.

We place extremely high value on students being able to receive undisturbed lessons and from recent survey feedback we know that students really appreciate having focused lessons without disruption, parents are supportive, and teachers enjoy being able to teach more creative lessons and can cover more content in each lesson without needing to manage behaviour concerns.

### **Student Journals**

To further support students, we are introducing a Student Journal from next Tuesday. All students will receive an extended form time on Monday afternoon which will launch them with their form tutors. The journals will include helpful information to support students' daily lives in school, including their timetables, attendance information, uniform guidance, our school values and a summary of 'The Huish Way'. The journal will also include toilet passes to give permission to leave the classroom, as well as a first impressions log which staff will use to record uniform corrections. The journal can also be used for communication between parents/carers and tutors and as such it is a compulsory part of a student's equipment which must be brought each day.

### **Detentions**

We operate a detention system related to the following:

- Corridor Defiance
- 'Hands on' – physical contact with another student that is not deemed safe
- Serious behaviour incident
- Lost student journals
- Three 'First Impression' reminders

If a student fails to attend a lunchtime detention it is escalated to an after-school detention and consequently a day in the Recovery Room, plus an after-school detention. Failure to attend this, would result in escalation to the Principal and Vice Principal.

### Suspensions

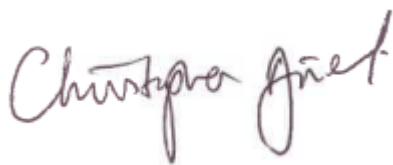
Fixed-term suspensions are the most serious sanction which can be imposed by the school (except permanent exclusion). Fixed-term suspensions are issued for extreme breaches of the school's behaviour policy and where a student's behaviour has a significant detrimental impact on the learning of others. This may include:

- Physical altercations or threats to other students
- Verbal or physical threats towards a member of staff (**this includes swearing, which will always be sanctioned**)
- Failure to go to the Recovery Room
- Persistent disruption in the Recovery Room
- Possession or use of illegal or prohibited substances, including weapons, drugs, alcohol or vapes
- Persistent or extreme bullying
- Racist, disablist, sexist or other discriminatory abuse

Whilst none of the above represents a shift in approach or policy, we wanted to ensure every parent and carer is aware of the stringent measures in place to support the learning and safety of our students.

Many thanks in advance for your invaluable support in helping our young people to be successful.

Yours faithfully



**Christopher Daniel**  
**Vice Principal**



**Respect  
Ambition  
Resilience**

**Headteacher:** Mrs Katie Boyes

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