

Dear Parents and Carers,

I am taking the unusual step of sharing my assembly to Years 7 to 10 with you to help you 'hear' what has been said this week with regards to behaviour in class and uniform for September.

We want to make sure that students and families are clear about the expectations we uphold here. Each slide with the 'Alive' logo at the bottom is from the assembly, whereas those without are to help provide some narrative communication to you in print form. I hope this helps to communicate our expectations clearly to you. Thank you in advance for your support.

Mr Morgan

Deputy Head: Behaviour, Inclusion and Ethos



Behaviour, Inclusion, Ethos



Matthew 13:1-23

The PARABEL of JESUS

"the Sower, the Seed,
and the Soil"



Some fell along the path,
and the birds came
and ate it up.
(Matthew 13:4)



Some fell on rocky places,
where it did not have much soil.
It sprang up quickly,
because the soil was shallow.
But when the sun came up,
the plants were scorched,
and they withered
because they had no root.



Other seed fell
among thorns,
which grew up and
choked the plants.



Other seed fell
on good soil,
where it produced a hundred,
sixty or thirty times
what was sown.

alive



Every seed needs the right conditions to grow. Jesus tells us a parable about how some seeds grow and others do not, because only some have the right conditions to flourish. It is our purpose to make sure you have the right conditions to flourish here at school.



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Just like a walled garden that offers protection and security, here at school we can put the right conditions to grow in place for you.

It is really important we do that right as we are trusted with your education, and that includes making sure you have the right structures and boundaries.

To do that, we shape our ethos around these three principles:

Good Relationships

Safe (and clear) Boundaries

Empowered Learning



We expect you to show the four 'Effective Learning Behaviours' in lesson time. These also demonstrate our Alive Values.

You should always try your best, even when it is hard.

Ready!

Domain One: Prepared for Learning

- ✓ **We value ourselves.** Arrive in class with the right attitude – ready to learn!
- ✓ **Arrive to lessons on time and sit in the right seat.**
- ✓ **We are organised.** Bring the correct equipment with you: pen, pencil, ruler and calculator.
- ✓ **Check you have completed any homework for that lesson.**
- ✓ **If you miss a lesson, catch up on the work you missed as soon as possible.**

Focus!

Domain Two: Maximising Learning Time

- ✓ **Show your pride in your work.** Make sure your presentation meets our PROUD standards.
- ✓ **We are resilient:** Try your best and don't give up.
- ✓ **We value respect.** Do not speak while the teacher is speaking.
- ✓ **Be helpful.** Always follow instructions from your teacher and help other students where you can.
- ✓ **We can communicate.** Be a good listener, speak calmly and help to create a purposeful learning environment.

Think!

Domain Three: Empowered Learning

- ✓ **We can review.** Act on feedback and learn from your mistakes.
- ✓ **Answer questions and “have a go” even when you are not sure if the answer is correct.**
- ✓ **Ask for help when you need it.**
- ✓ **Use graphical knowledge organisers to help remember key facts.**
- ✓ **Learn the meanings of key words in each subject and use them in your written work.**

Help?

Domain Four: Supportive Environment

- ✓ **We can communicate:** discuss any problems or worries you have with your teacher or tutor.
- ✓ **We value ourselves.** Look after our school community by keeping things tidy and reporting any accidental damage.
- ✓ **Work with your teacher, tutor or learning mentor to catch up on missing work or to help you when you don't understand.**
- ✓ **Work with LSAs to make sure you get the most out of every lesson.**
- ✓ **We are forgiving.** When things go wrong say “sorry” and be prepared to forgive others.

We know that sometimes things do not go right. When then happens, you need clear boundaries and clear codes so that you can change your behaviour.

Your teachers will use these three words to help you recognise your behaviours and so that there is more consistency between your teachers.

If you do not respond positively to the **Reminder** or **Warning**, you can expect **Action**. We would like you to avoid that!

Reminder

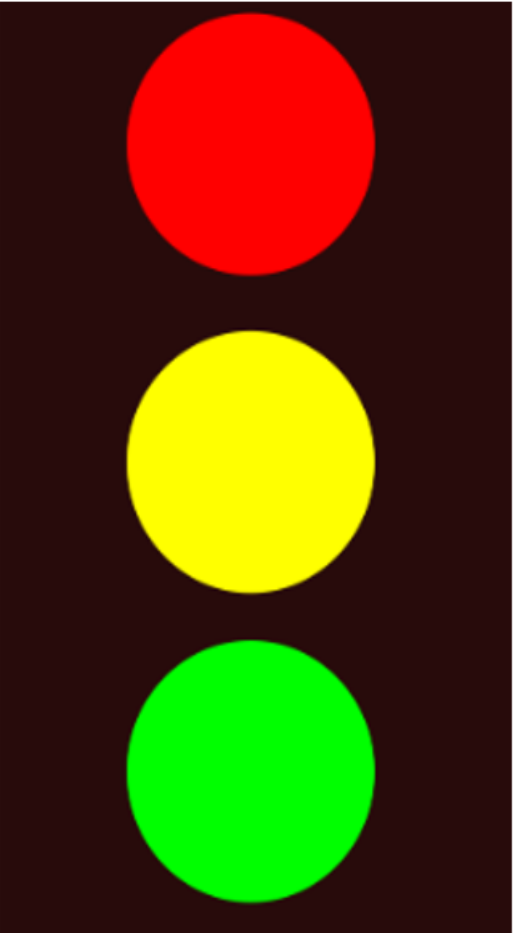
Warning

Action

Action!

Warning!

Reminder!



These **Actions** may vary depending on the situation and classroom, but you will recognise them clearly.

It is important that you comply with the **Action** respectfully and quickly. If you are set a detention it is important that you do it, so that it does not escalate into a bigger one.

Action!

Your teacher will do one/some of these things:

Move you to a different seat

Give you a subject detention at lunchtime (10 or 20 minutes)

Send you to the **Receiving Teacher**



Detentions are usually small to start with. It's important you learn the lesson quickly. However, if you do not attend it your detention will get bigger.

You should make sure you do the small detention you owe before it escalates into a bigger one.

It is important that we 'own up' when we do something wrong and pay the price for it so we can move on.

Action!

Detentions/Detention escalation

Same day lunchtime detention – 10 or 20 minutes

Next day after school detention – 35 minutes

Friday SLT after school detention – 60 minutes



If you are not able to behave in the classroom you may be sent to the Receiving Teacher (being placed in another teacher's classroom).

If you are unable to behave in their room, you will be sent to the Reset Room (internal isolation).

Action!

Receiving Teacher

If your behaviour does not change after your warning and you are sent to the Receiving Teacher and you will receive a 20 minute lunchtime detention.

Reset Room

If you cannot behave for the Receiving Teacher, or if 'Duty Call' is used, you will be sent to the Reset Room.



After the **Action** stage, you are **Referred** to somewhere else. This will be a higher level, such as isolation or suspension.

Being sent to the Reset Room (isolation) should be avoided.

Do all you can to respond to the first three steps.

If you are sent there, you will find that your freedom and time is removed – with the exception of a short time to get food or use the toilet.

Referral

Being sent to the **Reset Room** has serious consequences.

You will stay in the Reset Room for the rest of the remaining lessons and until the end of the next social time*, or 15 minutes after school.

This will be added to your behaviour record.



Referral

If you are sent to the **Reset Room** you will complete a *Reflection form* to think about why you are there and begin a restorative conversation to rebuild good relationships.

It is important that relationships are rebuilt and that you have the opportunity to explain your actions.

You can communicate to your teacher through this if you feel unjustly treated. If you argue when you are sent, you lose this right.



Referral

If you cannot keep to the rules in the **Reset room**, or if your behaviour has been particularly poor, you may have a **whole day** in the Reset Room or be **suspended**.



As part of one school, one body, we are joined together by looking the same, despite our differences, through our uniform. This is about three things:

Pride

Equality

Belonging

Much like the England team (!), unified in one kit, we expect you to wear the same uniform as each other and to wear it well.



Uniform (Uni-form)

“the distinctive clothing worn by members of the same organisation, group or body”

alive



To help you do this, we are reminding you of the current uniform policy and making a couple of minor changes for September that will make the uniform code easier for you to wear and we expect you to wear it well. Can you see the difference?
(in red)



St Mary Redcliffe
and Temple School

School Uniform

School jumper - 'Redcliffe Red' school jumper. sleeved or sleeveless

School tie - worn as in the picture, up to the collar with the knot visible above the V of the jumper

Charcoal/Dark grey **skirt** - in one of the two approved styles from Monkhouse

Black school **blazer** with SMRT logo

Charcoal/grey **trousers**, which must not be tight/close-fitting

Plain white **shirt**, button to neck with collar suitable for wearing with a tie or with a revere neck and either long or short sleeves

Plain black, **polishable footwear** with no coloured logos.

Plain black **tights** or black/dark coloured ankle-length **socks**

Coat (not compulsory but strongly advised). Not to be worn inside buildings, except the Lower Dining Hall and The Street.

Students may wear one pair of studded earrings and a wristwatch.

No other piercings/jewellery, including facial piercings, are permitted for safety reasons.

Students may wear nail varnish.

False nails/acrylics are not permitted for safety reasons. Make-up should be natural and not excessive.





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In order to make things simpler for students and families, 'plain, black and polishable footwear' replaces 'shoes'.

The example is Nike, but any brand is acceptable – so long as they are plain, black and polishable.

Examples of **correct** footwear

Plain black polishable shoes with no coloured logos



Examples of **incorrect** footwear

(not plain, not black, or not polishable)



There are other items that should never be in school. If you choose to wear them to school, you must remove them as you enter school. These are:

Items that are not allowed to be worn or used in school (including break or lunch):

Hoodies or sportswear (with or without zips)

Masks (unless a medical reason is given by parent/carer/pastoral leader/medical professional) – or *any other item* that covers faces



Mobile phones, accessories or any other electronic communication device **are not allowed.**

We know you may need them when travelling to and from school, but during the day they must **never be seen or heard.**



We expect you to understand this and to keep to these rules.

What happens if you do not?

What happens if you break the uniform code?

A 'one-off' with a note/communication to your Tutor from your parent/carer will be issued with an orange slip for one day.

Orange slip

A break in the uniform code without a note from your parent/carer means either:

A) Replacement item given by the school

B) Agreement with home to solve the uniform issue (date agreed)

C) Refusal = sent to Reset Room

Red slip

Agreement not kept = sent to Reset Room



The 'R&R' area will be different in September.

The Reset Room will be larger and the rules will be stricter.

The Safe Space area will be redeveloped into a 'Reflect Area'

The Reset Room

The room is silent, you will be independently working.

You raise your hand and wait for help

You arrive with the Duty Call teacher or are sent by the Receiving Teacher. You must go there directly, as instructed.

You remain there until (near) the end of your next social time or 15 minutes at the end of the day.

You will be allowed time to go to the toilet (break), to get food and go to the toilet (lunch).

If you are there all day, you will be taken to lunch and allocated toilet breaks at different times to other students



The Reflect Area

There are three rooms in the 'Reflect' area, some for one-to-one work, some for group-work sessions.

Students will usually be timetabled for a time in Reflect. A small number of students will have a card to use that allows them to use it when they need to. This must be agreed by your Head of Year.

You must go directly there, either having asked to go or having been sent or if picked up by Duty Call

You may be expected to continue with classwork or independent work or you may be able to access some pastoral support

Staff are available for drop ins at break and lunch if you need to talk to someone



These rules are clear and we expect that having heard them, you know the consequences if you do not keep to them. Please keep to them!

We want you to be able to flourish here, and to do that you need to have the right conditions (good relationships, safe boundaries and empowered learning) to do that.

We look forward to seeing you in full uniform and demonstrating excellent behaviour in September.

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sixty or thirty times
what was sown.

alive



We want you to be the seeds that thrive in good conditions, knowing you are secure and safe in the boundaries of our school.

Prayer: “Father, we pray that you would help us to always be kind and respectful to others, to want to grow in you and through what we learn. Help us to know the security of good relationships with each other, fairness and clear boundaries. Help us when we struggle, help us to forgive, and guide us in what we do. Amen”



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