

15<sup>th</sup> November 2016

Dear Parent,

As you will be aware, Sheffield Springs Academy was inspected just prior to the half term break. We have now received the final report, which will be published by OFSTED early this week.

Whilst inspectors were satisfied that the academy has the capacity to improve and a number of positive aspects were highlighted, the report also provides us with a mandate to carry out the rapid and deep rooted changes that are needed in order to give your children the 'good' school that they deserve.

Every parent, myself included, wants their child to attend a high performing, calm and productive school and I can assure you that my team and I are working as hard as we can to deliver that for you. To that end, a significant amount of teacher training is taking place, including coaching, mentoring and support from 'outstanding' teachers from high performing schools. We are also working hard to ensure that the learning environment at Springs suffers from as few disruptions as possible, especially the low level disruptive behaviours that can particularly impede pupils' learning.

Please find enclosed a flyer outlining the enhancements that we have made to the academy's behaviour systems. This type of system has been proven to work in many different types of school and will ensure that disruptive pupils are removed from classrooms more quickly and that their impact on the 'silent majority' of pupils who just want to get on with their work and make good progress is minimised. The system will also ensure that those who persistently disrupt the learning of others are both supported to develop their behaviour and are held to account for it. It goes without saying that every parent will wish to support the academy in achieving a disruption free environment for the good of all.

I will be holding a special drop in session to explain the OFSTED report in more detail and to outline the actions that my team and I are taking in order to achieve the improvements needed at the academy. This will take place on Wednesday 16<sup>th</sup> November at 5pm. I hope to see you there and look forward to meeting you and to working with you to achieve our common purpose of delivering a high performing school for this community.

A link to the OFSTED report is now on the academy website – this can be accessed via the hyperlink contained within the text message sent to you this morning.

Yours faithfully,



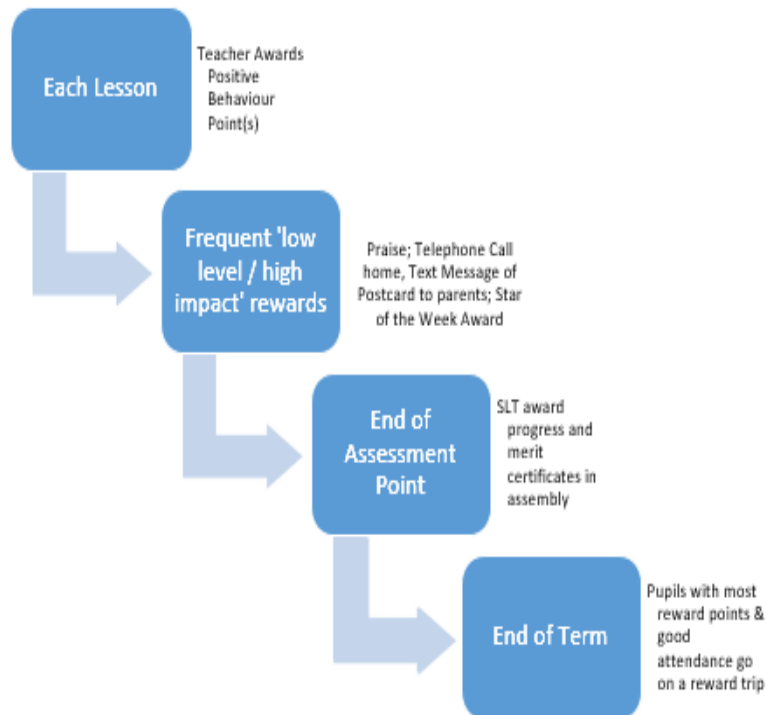
Mr C. Dillon  
Executive Principal

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**Executive Principal:** Mr C. Dillon      **Principal:** Mr L. Morritt

# Sheffield Springs Academy

## – procedures for rewarding good behaviour and progress



Rewards are an important part of our procedures; indeed, they are more important than sanctions in establishing a positive climate for learning in a school. They should motivate and promote good behaviour on an individual level and thereby build a positive atmosphere in which misbehaviour by a minority is marginalised by the majority.

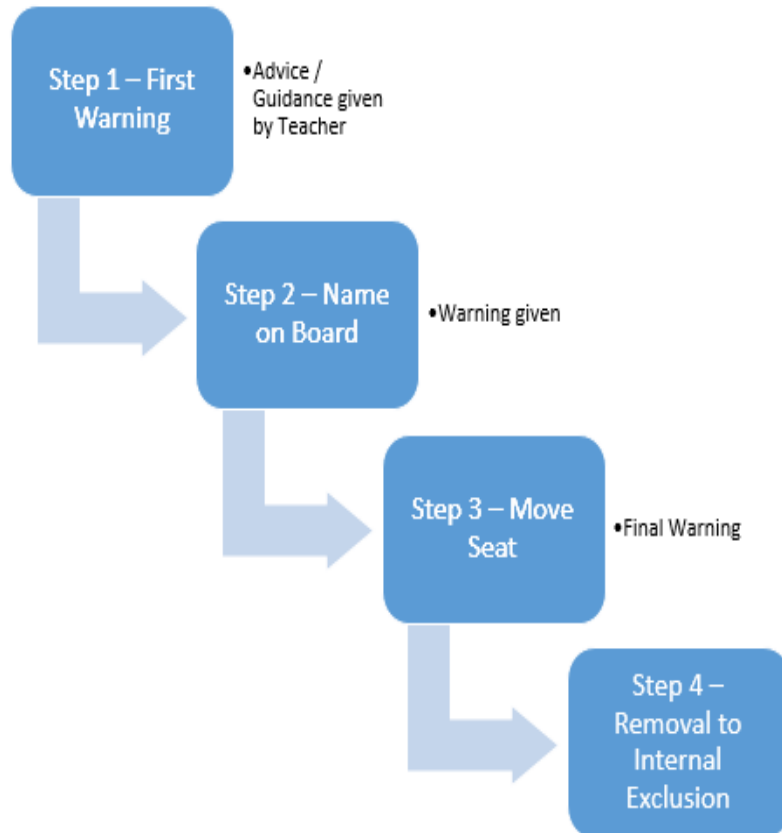
Regular recognition of effort, performance and behaviour is also important in developing pupils' confidence and self-esteem.

Pupils' efforts are recognised in four main ways at Sheffield Springs Academy-

- o 'Positive Behaviour Points', which can be awarded in lessons by teachers for 'everyday' good work, co-operation or effort or by SLT/Pastoral staff for other 'good deeds' such as helping someone out or achieving something outside of lesson time. These accumulate over the course of each term and the pupils with the most points and best attendance will be invited to attend a 'rewards trip' (usually Ice Skating, Go-Karting; Bowling and, in the Summer Term, a Theme Park)
- o 'Academic Progress', which is rewarded in special 'Assessment Point Assemblies' taking place at the end of each half term. The pupils in each form who have made the most progress in the assessment point are celebrated and receive a special certificate
- o 'Everyday Rewards', such as verbal praise for effort or achievement; telephone call or text message to parents praising effort or achievement; letter or postcard to parents celebrating success
- o 'Star of the Week' – the Star of the Week receives a special certificate and we also take a nice photograph of the certificate being awarded and send this to parents as a memento of the occasion. The Star of the Week also receives a gift voucher for Meadowhall and their picture is also published in our weekly Bulletin, which is sent to staff and Governors.

# Sheffield Springs Academy

## – procedures for achieving a disruption free environment for all pupils



### Step 3 Behaviour Interventions

- Any pupil who receives more than one 'Step 3' in a week will be invited to a meeting with the Principal and Behaviour Manager on Friday mornings. Outcomes of this meeting may include: Verbal Warning; Detention; Internal Exclusion, Parental Meeting; Report / monitoring card for following week
- Pupils who continue to receive 'Step 3s' as a result of disrupting learning, will be considered for a range of further interventions including: Principal's Behaviour Panel and / or Daily Mentoring / Monitoring Report Card; Anti-Social Behaviour Contract; Parenting Contract; Referral to MAST or Community Youth Team; Assessment by SENCO etc. as appropriate; Restorative meetings with staff involved and parents; Internal Exclusion at Sheffield Park Academy; Governors' Behaviour Panel; Managed Move to another school

### Step 4 Behaviour Interventions

- Any pupil who receives a 'Step 4' will be internally excluded for 24 hours (e.g. Step 4 given period 4 on Monday, pupil will be internally excluded until period 4 on Tuesday) and given a one-hour detention that evening.
- Any pupil who receives a second 'Step 4' in a week will be internally excluded for 3 days and given a one-hour detention on the first evening.
- On the 3rd instance that pupil receives a 'Step 4' (following week onwards), they will be internally excluded for 5 days and given a one-hour detention on first evening
- Should the pupil receive a 'Step 4' for a fourth time, they will be internally excluded for 5 days at Sheffield Park Academy, starting the following school day. They will remain in Internal Exclusion at Springs for the remainder of the first day and will also be given a one-hour detention on the day of misdemeanour
- Pupils who continue to receive 'Step 4s' as a result of disrupting learning will be considered for a range of interventions, which may include: Principal's Behaviour Panel and / or Daily Mentoring / Monitoring Report Card; Anti-Social Behaviour Contract; Parenting Contract; Referral to MAST or Community Youth Team; Assessment by SENCO etc. as appropriate
- Should a pupil continue to disrupt the learning of others following the listed interventions and strategies, the academy may consider Fixed Term Exclusion, Managed Move to another school, Governors' Behaviour Panel and, ultimately Permanent Exclusion.

*Any pupil who refuses to comply with the reasonable request of academy staff to attend the Internal Exclusion facility may be at risk of exclusion. Following any period of Fixed Term Exclusion, the pupil will be expected to complete their time within Internal Exclusion as part of their reintegration into learning.*