



March 2019

Dear Parent/Carer

## Learning Behaviour Update

As we are now over half-way through the academic year, I would like to share with you positive news relating to students' learning behaviour in school, along with areas which students and staff have identified can be refined or improved. There will be a presentation of key messages delivered to your child in tutor groups; highlights for the period from September 2018 to February 2019 are as follows:

- There have been almost 67,000 reward points (which includes merits, postcards and student of the week awards) issued so far this academic year, an increase of 40% from the same time last year, which represents an average of approximately 60 points per student across Years 7 to 11. This reflects and recognises the excellent progress and attitude to learning consistently displayed by our students.
- This includes an impressive 3,800 reward point increase in Year 11, partly due to the earlier start in the use of the popular i-cards.
- This year we have introduced five new categories of Gro-Mi merits to encourage Growth Mindset behaviour, with the most frequently awarded being 'consistently putting in effort' and 'rising to a difficult challenge'. We have also introduced a merit for '100% attendance for the previous week' to recognise and encourage good attendance and to help reach our target of 97% across the school.
- As part of the pastoral curriculum we encourage students to think of others in their actions. This has included a Kindness Calendar during December as well as a variety of events that have raised a considerable amount of money for charity, including £3000 for First Give, £1900 during Red-Nose Day and £665 for Wamba in Sixth Form.
- The numbers of students with 0 or 1 behaviour points half-way through the year continues to remain high at 39% (433 students). Of particular note is Year 7, which stands at an impressive 56% (up 7% from last year). This year we have introduced half termly certificates to students with zero behaviour points to recognise their excellent learning behaviour.
- 784 students (71% of the students in Years 7-11) have 10 behaviour points or fewer – an impressive record, and an increase of 3% from last year.
- Staff are continuing to focus on minimising low level disruption in order that students can focus on learning in lessons. We operate a robust and effective policy for those students who do not respond to classroom-based consequences. This also includes ensuring that these students receive the support they need in order to help them make positive

choices. We have introduced several processes that promote self-reflection and encourage our students to learn from their mistakes as part of taking ownership and responsibility for their behaviour.

- We also continue with regular drives to maintain high standards of student conduct, which include punctuality, uniform and use of mobile phones.
- There has been a reduction in C3s and C3+s for failure to attend department and C3 detentions. The introduction of reminders for students to attend detentions, which appear when teachers take registers, has helped to secure this improvement.

I am extremely pleased that the students in our care so consistently display positive behaviours that enable themselves and their peers to succeed, and we continue to explore improvements to both rewards and consequences.

We are continuing to work with staff, Student Leadership and student focus groups to review the outcomes of our Rewards and Consequences system and how it should evolve. I am confident that our system, which reflects the Governors' Statement of Principles with regard to Behaviour, will help to ensure that Ashlyns students can continue to learn in a safe and motivating environment that respects the needs of those in our community, and in which aspiring for excellence is the norm.

Thank you in advance for your continued support of the school and your child's progress; should you wish to know more, please review the information available through Insight.

Yours sincerely

A handwritten signature in black ink, appearing to read 'H Khalil', written in a cursive style.

Mr H Khalil  
Assistant Headteacher