

# Raleigh & Admirals Academies

## Managing Behaviour – A Principal's view

Welcome to our new bulletin! It's hard to believe that we're already well into the Autumn term so soon after returning from a long glorious summer break! In our first edition, I would like to share with you the thinking behind our approach to managing behaviour and why we are doing it!

Improving our children's behaviour is an Academy wide improvement Priority, meaning it's everyone's business at Raleigh and Admirals!

### **Academy Key Priority 3: To continue to promote high standards of personal development, behaviour and welfare**

I firmly believe that all pupils have the right to access learning without disruption. In line with this, all adults in our Academies should be able to educate your children free from behaviours that will limit their achievement & enjoyment. Having worked with the Academies in the past, I regularly witnessed unacceptable behaviour from some children, which was hindering learning and disrupting the smooth running of Raleigh & Admirals.

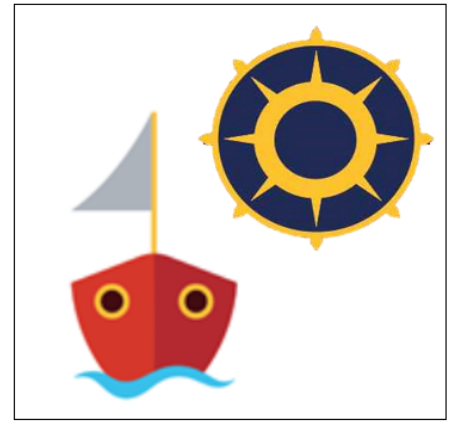
After seven weeks of hard work and many changes, I am in no doubt that the children's behaviour has significantly improved, but how do I know this? Well, I am now able to compare my early experiences against the calmer and more purposeful sites that we enjoy today. This has also been noticed by parents, governors, trust officials, other professionals and the many visitors who have been to the Academies in recent weeks.

With the knowledge and experience I have in managing behaviour in other schools, I have introduced a range of strategies and initiatives to bring about this transformational change. This has included employing specialist staff to manage pupil behaviour across the school. Their work has included a whole new approach that all staff follow, allowing us to provide a clear and consistent message to each and every child about the behaviour we expect to see here. All incidents of poor behaviour are recorded and tracked. Of course, some incidents are simple to deal with and can be quickly addressed and may not need recording. However, this system now helps us to track and monitor more significant and serious incidents. Using this information, we can see the impact of our new behaviour management systems and bring in further changes and improvements as they're needed. The information we continually collect clearly allows our behaviour team to focus their work on specific pupils and our Special Needs Co-ordinator to access additional help from outside of the Academies, as we also access help from the experts. We also work closely with the parents of children we identify as requiring extra support.

Whilst I realise that our work in this area is ongoing, the nature and severity of incidents recorded are reducing, as is the number of pupils who find managing their behaviour challenging. Therefore, at times, it may be necessary for the Academy to exclude a child for a fixed number of days. When a child is excluded, it will be because of the severity and nature of the incident, but also where all other interventions have ceased to impact the child's behaviour. Of course, the decision to exclude a child is one that is not taken lightly. Ultimately, however, I will always refer back to our core purpose and the starting point of this article when dealing with unacceptable behaviour;

***to allow all other children to learn, free from disruption, and to enable the dedicated adults here at Raleigh & Admirals to educate your children in a safe and calm place.***

**Greg Sadler, Executive Principal**



## Upcoming Events

### **14th November**

Wear Odd Socks Day for Anti-Bullying Week

### **18th November**

Children in Need Day, non-uniform, donate £1

### **25th November**

Parent Christmas Craft Afternoon, 2.30pm

## Important Announcement

### **Christmas Lunch Dates:**

**Raleigh: Thursday 15<sup>th</sup> Dec**

**Admirals: Friday 16<sup>th</sup> Dec**

## Managing Behaviour - Meet our Nurture Team

Hi! I'm Trace,

I started at Raleigh Infant and Admirals Academies this academic year and already feel part of the large team here. My role as Family Support Worker and Designated Safeguarding Lead, includes many different aspects such as family Support, behaviour, inclusion, attendance, SEND, and safeguarding. I am also a member of the Senior Leadership Team. I previously worked for EMAT at another school as a Family Support Worker. Prior to that I have had the pleasure of working with many children, families, and staff in different homes and schools across Suffolk as part of the Early Help Teams, County Inclusion Support Service and Behaviour Support Service, as well as providing 1:1 support for children in schools.



I pride myself on positive working relationships with others, including parents, families, and professionals; and ensuring inclusivity across the Academy. I aim to ensure everyone is happy, safe, and valued, with their mental health and wellbeing a top priority. This is why myself and my wonderful team support both Raleigh Infant and Admirals Academies with nurture sessions, emotional support. Please do not hesitate to contact the school and request to speak or meet with me should there be anything you wish to discuss.



Hi! I'm Bella,

I started at Admirals this year and have been welcomed with open arms. Prior to Education I ran a disability resource centre in Bury St Edmunds for 12 years, in which time my passion for well-being grew. I then went to work in another primary school within the trust where I worked 1-1 with children with SEN. I feel very lucky to be one of the new faces for Nurture across Admirals and Raleigh; being part of a team that promotes wellbeing, positive behaviour and continuity throughout the academic day.

Hi! I'm Laura,

I have been working at Admirals Academy for just over 2 ½ years. I am proud to say I'm part of the Nurture Team! I've recently completed my Level 2 diploma Teaching Assistant qualification. I enjoy utilising my skills through creativity, often leading activities for small groups of children. I like to encourage positive behaviour by being a good role model myself, and I always put the children's well-being at the forefront of everything I do!



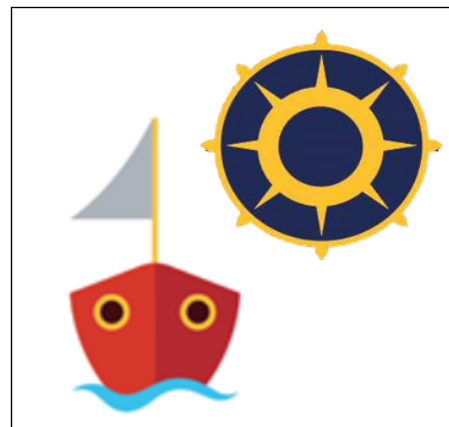
## Managing Behaviour – Understanding The Ark & Safe Ports

We appreciate that all children respond to our school environment differently. Pupils are continually developing, both socially and emotionally, as well as acquiring new skills and knowledge. We also recognise that children learn to manage their feelings and emotions in many different ways. In light of this, we have 'The Ark' and 'Safe Ports' around the Academies.

The Ark is a calming space that supports either small groups or individual children, helping them to understand and regulate themselves in difficult situations and to develop their emotional resilience. Through our nurture sessions, we explore how to understand our emotions through creative activities, discussions, stories, and games. We may also explore bespoke support programs for things like family separation or bereavement. The frequency of our nurture sessions will be dependent on an individual child's needs. As a result of children accessing the Ark, it is hoped that they will then be more confident and comfortable using the Safe Ports to regulate themselves safely and calmly.

The Safe Ports are safe and calm spaces for all children to access whenever they feel that they are finding their school day difficult. Each year group has access to their Safe Port, and adults supervise these. Here, they can access activities to help them reflect on events and regulate themselves. In Raleigh, children access the Safe Port with an adult. The children still have time on their own in an attempt to regulate themselves, but the adult may support them with a therapeutic story, discussing what has happened through a comic strip conversation or role-play.

We hope that this brief explanation has allowed you to understand and appreciate the support we offer your children with their academic and emotional journeys throughout their time with us at Raleigh Infant and Admirals Academies.



### Christmas Performances

**Nursery, Tuesday 13<sup>th</sup>  
December, 11am at  
Raleigh, in Nursery Building**

**Reception, Wednesday  
14<sup>th</sup> December, at Raleigh  
Hall (2 adults per child):**

**Golden Hind class, 9.30am  
Pelican Class, 1.30pm**

**Year 1, Tuesday 13<sup>th</sup>  
December, 10am, at  
Church on the Way,  
parents arrive by 9.50am**

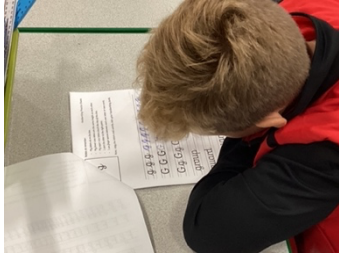
**Year 2, Tuesday 13<sup>th</sup>  
December, 1.40pm, at  
Church on the Way,  
parents arrive by 1.30pm**

**Year 3, Wednesday 14<sup>th</sup>  
December, 2.15pm  
Admirals Academy Hall,  
parents arrive by 2.05pm**

**Year 4, Monday 12<sup>th</sup>  
December, 2.00pm  
Admirals Academy Hall,  
parents arrive by 1.50pm**

# Academy Life

## After School Clubs



We have offered a large number of after-school clubs this term - ranging from crochet to dance, from sports to arts and crafts. These clubs have proven to be extremely popular, with more than 150 children taking part. We are planning more exciting clubs for the next term - so look out for the club letter that will be emailed out before Christmas. It's

been lovely to see our pupils trying new things and mixing together right across the age range. We are encouraging all children to attempt new things, broaden their experiences and gain new skills whilst also working with different staff.



## KS1 Orienteering

Some of our children in KS1 took part in an orienteering challenge at Redcastle Family School. In small groups, the children were challenged to find different locations around the school's playgrounds and fields using pictures and maps to support them. When they found the location, they had a puzzle to solve and a question to answer. One of our Year 2 groups won the competition by completing the challenge in the quickest time. All of the children had a fantastic time and represented our school exceptionally by following the rules and listening well at all times.



## Year 6 Local History Curriculum Unit

Our Year 6 pupils visited The Guildhall in Thetford Town Centre, where they watched a historical play about Henry Kable and Susannah Holmes. The story is about Henry Kable, born in (1763) Suffolk, and Susannah Holmes, born in (1764) Norfolk, England. They both were found guilty of theft in 1783 and 1784 and were sentenced to death. Both were reprieved but sentenced to a very long prison



sentence at Norwich Castle Prisons. Susannah had a baby and wanted to be transported to Australia with her family as part of the First Fleet. After many complications, Henry and Susannah finally became part of the convict transportation BEYOND THE SEAS to TERRA AUSTRALIS (Sydney). Year 6 thoroughly enjoyed this historical play, and afterwards, they could ask the actors many interesting questions! They also were allowed to dress up as the characters and use the play props! Bringing History alive through local study is so exciting!