



The Great Heath Way

September 2020



Guidance for All Colleagues

Vision Statement

'GREAT FUN, GREAT CONFIDENCE, GREAT FUTURE, GREAT HEATH'

AIMS

At Great Heath we believe that education is the key to our children's futures. Together we will lay a secure foundation for learning in a welcoming environment, creating positive attitudes within a culture that promotes high standards and expectations.

Staff and Governors aim to: -

- Create a nurturing environment in which all children and adults can work to the best of their ability; where people feel valued and respected regardless of race, age, colour, belief, ability, disability or gender.
- Develop each child's experience, knowledge, imagination and understanding to realise their potential for learning and capacity for enjoyment.
- Develop self assurance and the ability to recognise and appreciate past achievements in all school members, while also developing strategies for self evaluation and the desire to strive for excellence
- Develop a shared sense of respect and responsibility for all the people who work and learn in our school as well as for their belongings.
- Teach children how to stay safe and keep healthy.
- Encourage in each child a sense of belonging to the local community and recognition of their sense of responsibility to the environment.
- Foster partnership between home and school and to welcome parental involvement in each child's education.
- Support each child's transition into school and to the next phase of education and to enable them to look forward with anticipation.
- Develop independence and positive attitudes and skills to enable each child to become a useful and active member of society.

Great Hopes Achieved

Managing Pupil Behaviour

All adults at the academy are responsible for managing pupil behaviour.

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing our behaviour policy both fairly and consistently.

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict**. They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of this document *The Great Heath Way*'.

Relationships

“Friendly, not friends”

Getting to know the pupils at the academy is a vital part of our job. Building strong relationships means pupils trust us with their education. Take the approach of ‘friendly, not friends’.

Pupils should always refer to staff by their surname or ‘Sir/Miss’ and ensure they know where the boundaries in the pupil/ teacher relationship are. Learn about your pupils but ensure that they know their education is your utmost priority.

Rewarding positive pupil behaviour is one of the most important aspects of our work.

Rewards at Great Heath

Immediate praise in the form of a ‘well done’ or ‘thank you’ will be used to give direct and immediate feedback to children who are following the rules. This will include a specific reason for the praise that links it to the rule.

Children have the opportunity to earn Dojo points for going ‘over and above’ with following the rules. When these are given the reason will be made explicit as above.

We have 4 teams at Great Heath: Sapphire (blue), Ruby (red), Diamond (yellow) and Emerald (green). Children are put into one of these teams at the beginning of each year from Reception onwards. When children show they are following our school rules without being asked or reminded, and are trying hard with their learning they are awarded Dojo points. They collect these points to exchange for prizes and privileges. Any adult can give a child a dojo point and these are recorded by the class teacher on class dojo.

50 Dojo points = a prize from the treasure chest

150 Dojo points = £5 voucher and a letter home

350 Dojo points = special prize and a letter home

In Year 6 children can swap 20 Dojo points for a chance to wear their own clothes on the next Friday. In the summer term of Year 5 children may swap 40 Dojo points for the chance to wear their own clothes on the next Friday.

Each week the Team Leaders count up the Dojo points across the school and the running totals are shared in assembly and displayed in the hall.

At the end of the year the winning team will receive the Team Point cup and a treat

At the end of each term the children who have consistently followed the rules without any reminders are awarded a bronze behaviour award in the form of a certificate. If they are awarded this for a second term they gain the silver award and for three terms in the same year they are awarded a gold award. At the end of the year Behaviour Ambassadors are chosen by members of the Senior Leadership Team from the Gold winners. These are the children who have been identified as demonstrating through their behaviour that they have a deep understanding of the rules and apply them in every situation making them superb role models for other children. These children are awarded a gold badge and their parents are invited to see them be awarded this in assembly

Consistency

“We become what we want to be by consistently being what we want to become each day”
- Richard G. Scott

It doesn't matter what we do, it matters that we all do it. If you allow pupils to listen to their headphones, then the next member of staff who challenges this will seem unreasonable.

Pupils will be confused why they can do it in one classroom and not another.

They will challenge the teacher who upholds the academy expectations, and this may damage their relationship with that pupil.

Being inconsistent undermines our culture and shows pupils that some adults do not care as much as others. This in turn creates a perception with pupils that some adults are more important than others.

It is therefore critical that we apply sanctions in a consistent way.

Low level behaviours that disrupt learning will be dealt with in following way

EYFS	KS1	KS2
1. Verbal reminder 2. spoken to by an adult away from the other children 3. 5 mins on the thinking chair 4. Spoken to by Phase Coordinator 5. Sent to Assistant Principal	1. Verbal reminder 2. spoken to by an adult away from the other children 3. 5 mins on the thinking chair 4. Sent to Phase Coordinator to complete work 5. Sent to Assistant Principal	1. Verbal reminder 2. spoken to by an adult away from the other children 3. 5 mins time out in a class in the same phase 4. Sent to Phase Coordinator to complete work 5 Sent to Assistant Principal
Behaviour from step 3 and above will be recorded on CPOMs by the adult who deals with the incident initially Parents will be informed from step 4	Behaviour from step 3 and above will be recorded on CPOMs by the adult who deals with the incident initially Parents will be informed from step 4	Behaviour from step 3 and above will be recorded on CPOMs by the adult who deals with the incident initially Parents will be informed from step 4

Higher level behaviours such as hurting someone, damaging property or similar events will be dealt with in the following way

1st instance: Sent to Assistant Principal for the Phase

2nd instance: Sent to Principal

Sanctions may involve an internal or fixed term exclusions or loss of lunchtime play

Any behaviour that is deemed to be discriminatory or includes violence or threats to staff is dealt with by the Principal or Assistant Principal in the Principal's absence

In cases where behaviour is not improving individual behaviour plans will be used which may involve support from outside agencies.

Expectations of Conduct in Lessons

On entry to a classroom the teacher will stand in the doorway to greet each child

Each child will sit straight in their seat on entry with their equipment pack. EYFS children will select a learning activity from the continuous provision offer.

Children will start the lesson by sticking the WALT in their book.

There will be an activity on the board for the child to read and respond to either verbally or by recording

All children will listen while the teacher is addressing the class or group and reminders given to those failing to do so

Children will raise their hand and be invited to ask or answer a question

All children will listen to the person speaking

Lessons will be made up of a mixture of teacher talk, pupil talk and independent work

Clear steps to success are used in all lessons to support children to work independently

The children self assess at the end of each lesson against the steps to success

Work will be differentiated with red, yellow and green work as well as an extension activity and challenges for all levels

Work will be carefully planned to ensure that challenges are not 'more of the same'

Children are responsible for looking after their own equipment and putting it away at the end of the lesson

Everything will be packed away from tables at the end of the lesson and the classroom left tidy

At the end of a session, e.g. morning/afternoon or a transition to a different room children will stand behind their chair and line up one table at a time

Expectations of Conduct Around the Academy

“The standards you walk past are the standards you accept” - David Hurley

Children will line up in the classroom before leaving

The children will start walking in a line when everyone is ready to walk sensibly

Children will walk in single file and will walk safely and quietly

When moving to assembly or, when walking past other classes who are working, no-one will talk

The teacher will initially lead the line then pause to allow the beginning of the line to lead the way. This will ensure that everyone in the line can be seen and if necessary be reminded to walk safely and quietly

Children are expected to walk safely and quietly when moving around the school, for example to take something to a different room

All adults are expected to support children when walking either independently or in a group – this will be done through praise and reminders to walk safely and quietly

Children will always walk when in the academy

Pastoral Responsibility

The class teacher has responsibility for all children in the class

There is a phase coordinator who will be able to support the class teacher with children

The Assistant Principals provide support for the children in their phases

The academy has a Mental Health Lead, a Family Support Worker and two ELSA trained teaching assistants who can provide support to children

All staff are responsible for providing pastoral support to all children. It is not acceptable to shout at a child. When dealing with behaviour incidents all staff must remain calm and speak to children in a way that supports them in understanding why their behaviour was not acceptable and what they need to do.

Duty Protocol

Duties are an essential part of our role in keeping children safe and ensuring that positive relationships are fostered.

Each September the rota for before school, playtime and lunchtime duties will be released. It is the responsibility of each staff member to ensure they know their duty days.

Adults must be in position for the duty at the designated time and must ensure they complete any necessary activities before their duty time

When out in the academy grounds for a duty it is important that all staff spread out to ensure that they can see and be seen. Staff must not congregate in groups

A first aider will be available outside for all duties and first aid equipment will be outside for minor incidents

If a staff member knows in advance that they are not going to be in school on their duty day it is their responsibility to ensure they find cover for the duty

While on duty all staff will support children in their play. It is never appropriate for the children to playfight and all staff have a duty to keep children safe by reminding them of this and supporting them in finding alternative games

Any negative comments from one child to another will always be challenged. It is never OK to make comments that may make others feel anxious, worried or upset. Time will be taken to discuss the situation with all children involved

It is the responsibility of the staff member who deals with an incident to record it on CPOMs on the same day. Information can be shared with the class teacher as well, but it must always be recorded

Leading by Example

“Setting an example is not the main means of influencing others, it is the only means”
(Albert Einstein)

Our “Academy Way” outlines the ways in which we put our values into practice with the aim to engender and foster exemplary behaviours which enables our people to be the very best role models for our learners.



“Being a role model is the most powerful form of educating. Youngsters need good models more than they need critics” (John Wooden)

We are unwavering in our commitment to put our people first and in our endeavours to do so our Institute was born! We make no secret of our expectation that all colleagues must be “accepting of the professional obligation to improve their practice” (Tomsett et al 2020). Our Institute offers a wide range of people development activities and career pathways designed to support our colleagues in their professional obligation and to be the best role models for our learners.



“The Great Heath Way” Professional Code

All staff will have an induction when they start to ensure they have the relevant documents and have an opportunity to ask any questions

All staff have a work email which must be used for work communication. This must be checked regularly

Communication of events and changes in the academy will be sent out by email

Everyone in the academy is part of the team and we will always support each other

Decisions made by SLT will not be discussed in public areas

Face to face conversations will take place as much as possible as emails can sometimes be ambiguous and the tone can be misconstrued. Emails will never be used for negative reasons

All adults in the academy are role models for pupils at all times and we need to be mindful at all times that children will imitate our behaviour. Therefore it will always be of the highest professional standard

All members of staff need to be professional at all times, when in the academy and when identifiable outside of the academy

Comments must never be made that can make someone feel uncomfortable

Social networking activities conducted online outside work, such as blogging, involvement in social networking sites such as Facebook, Twitter or Instagram and posting material, images or comments on sites such as You Tube can compromise our commitment to safeguarding children. In addition it can have a negative effect on the school's reputation or image.

Staff's presence on social media must never compromise the reputation of the academy or put a child in danger. All staff receive the e-safety policy and sign the acceptable use agreement when they start and this is revisited annually

Staff must never be friends with current or ex-pupils on social media and any friendships with parents must be discussed with the e-safety lead and Principal to ensure there is a clear pre-existing relationship that is outside of the academy

Use of social networking applications in work time for personal use is not permitted.

The following is not considered acceptable: -

- The use of the school's name, logo, or any other published material without written prior permission from the Principal.
- The posting of any communication or images which may damage the reputation of the school. This includes defamatory comments.

- The disclosure of confidential or business sensitive information or disclosure of information or images that could compromise the security of the school.
- The posting of any images of employees, children, governors or anyone directly connected with the school whilst engaged in school activities unless with the appropriate permissions.
- Making derogatory, defamatory, rude, threatening or inappropriate comments about school, or anyone at or connected with the school.

“The Great Heath Way” Dress Code

Staff are asked to wear neat clothing that will enhance the image of the school to visitors and reinforce the children’s awareness of appropriate clothing for work.

We ask that children look smart in their uniform and we therefore ask that staff model this in their attire

Staff are not permitted to wear jeans of any colour

Staff may wear sports clothing on days that they are teaching PE only. They must ensure that the clothing is not too revealing or see through

Staff may only wear trainers on days that they are teaching PE

When working with children it is not appropriate to wear clothes that are low cut or too short.

Straps on tops must completely cover any underwear

In the summer staff may wear shorts but these, along with skirts, must be at least knee length

Staff may wear sandals but it is not safe to wear flip flops in school

“We are always accountable for our actions. It is our responsibility to be informed about the requirements of the professional standards by which we measure ourselves”



“Our reputation is our most valuable asset. We earn it every day with the choices we make, and we all share the responsibility to preserve and protect it”

