

2023-24

# The Great Heath Way



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**, and follow the ATT way for warm, strict classrooms.

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



# Warm Strict Classrooms the ATT Way

## What is a warm/strict classroom?

A classroom with unapologetically high standards for behaviour, communicating those standards with warmth and affection. Rules are in place with purpose and are designed to empower young people to achieve the best outcomes from their education.

## Why is it Important?

It is essential we provide firm boundaries and clear expectations, wrapped up in a supportive and emotionally warm environment providing safe spaces, in which all our pupils can work. When expectations are consistent, routines are embedded and communication is clear and warm, children of all educational needs can flourish and achieve.

## How?

Expectations should be over communicated, and routines should be consistently embedded, to ensure that good behaviour for learning is a formed habit for all our pupils.

### **Consistent structures and routines where expectations are clear and over-communicated:**

- Adults offer a warm greeting at the start of each lesson, which is personalised and where possible uses pupils' names. There are simple instructions for pupils to follow to start work on entry to the lesson.
- Adults insist on a strong start to lessons where punctuality, uniform, being correctly equipped and prepared for learning is the norm.
- Lessons end in a predictable and consistent way. Pupils are dismissed in a purposeful and efficient manner and thanked for their effort where genuine praise is deserved.

### **Communication the positives:**

- Adults use language that is simple and affirmative and we positively frame our instructions.
- Adults use precise praise when it is genuinely deserved so that pupils know what is being praised and why it is worthy of praise.

### **Providing consequences for students not meeting expectations:**

- Consequences are proportionate and are consistently enforced.
- Consequences are quick, where possible on the same day and adults act to restore relationships with pupils following a consequence.

## Possible Misconceptions and Potential Mutations:

- Relaxing rules for those with challenging situations/ home lives is helping pupils and that by expecting less of these pupils is more considerate of their needs.
- Consequences aren't temporary resulting in pupils not being given a fresh start, reducing the chance of them succeeding in the future.
- Ignoring poor behaviour resulting in inconsistent expectations of behaviour.



## 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.

50/100 Dojo points = a prize from the treasure chest

150 Dojo points = £5 voucher

In Year 6 children can swap 20 Dojo points for a chance to wear their own clothes on the next Friday.

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 along with a gold behaviour badge.



## 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 thinking time 4. Spoken to by a different adult in the phase 5. Sent to Assistant Principal	1. Verbal reminder 2. spoken to by an adult away from the other children 3. 5 mins thinking time 4. Sent to a parallel class 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 a parallel class in the phase 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 as persistent low level behaviour  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 as persistent low level behaviour  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 as persistent low level behaviour  Parents will be informed from step 4

Higher level (serious) 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 time away from class, loss of playtime or lunchtime or a fixed term exclusions

Any behaviour that is deemed to be discriminatory or includes violence or threats to staff is dealt with by a member of the SLT and recorded as a critical behaviour incident.

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

# Academy Transitions the ATT Way

## What are effective transitions?

Safe, positive, calm and orderly movements between lessons, social time and other activities for students, staff and visitors.

## Why is it Important?

Pupils feel safe when there are clear routines in place to move around the academy site. This ensures that they leave and arrive at lessons with a positive approach to learning and they are not distracted by events that can happen during transitions such as name calling, excessive noise or physical altercations.

- Calm and orderly movement ensures that pupils arrive at lessons and assemblies in a timely manner.
- Calm corridors and stairways ensure that pupils, staff and visitors feel safe when they move around the academy.

## How?

**Setting and maintaining High Expectations** – All adults involved in the academy set the tone verbally, visually and physically with effective transitions.

- Senior leaders may put in place various systems to support an orderly transition, this might include a one-way system or walking on the left-hand side. Senior leaders will put in place necessary signage, staffing and monitoring to ensure this system is effective.
- Senior leaders will ensure that the values and expectations for orderly transitions are shared, understood and constantly reinforced. They will be aware of pinch points and ensure that adequate supervision is put in place.
- Pupils leave classrooms in an orderly way that is controlled by the adult at the classroom door. They ensure that pupils leave in a staggered way, ensuring single file, quiet and the correct uniform.
- Adults remain in the corridor to remind pupils of the expectations; that they walk without running, maintain an internal voice; do not walk more than two abreast and keep their hands to themselves. Staff do not shout at pupils but address individual concerns with pupils using warm - strict language.
- Pupils will be taught about the importance of holding doors open for fellow pupils and staff. They will be taught to wait for groups of pupils if there is a large group of pupils coming through the door, rather than pushing through.
- Sometimes groups of pupils need to be in corridors outside of normal transitions, such as changing classrooms or going to the library. When this happens, adults will ensure that pupils walk through the academy in single file, quietly and without running. Adults will be at the front of the line to set the example.
- Pupils will enter and leave communal spaces such as halls, canteens, playgrounds in an orderly way. Adults supervise and remind pupils of the academy expectations; that they walk without running, maintain an internal voice; do not walk more than two abreast and keep their hands to themselves. Staff do not shout at pupils but address individual concerns with pupils using warm - strict language.



### Possible Misconceptions and Potential Mutations:

- Colleagues not ensuring orderly dismissal from rooms will create disorder in the corridors/stairwells, which will impact on other lessons and academy events.
- Colleagues accept behaviour that is not excellent in corridors/ communal areas, signalling to pupils that they will not be held account for their behaviour and not setting the high standards that are required for the academy.
- Colleagues shouting at pupils in the corridor/ stairwells are counterproductive to the calm orderly environment we are trying to create.
- Colleagues not ensuring groups of pupils moving around the academy during lessons are quiet and orderly, will disrupt the learning of other pupils and the lessons of their colleagues.





# 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 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 boxes will be brought 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

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 not 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 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.



# Communicating with Stakeholders the ATT Way

## What it is?

A guide to ensuring effective communication with our academy stakeholders including parents and carers, our communities, outside agencies, local governors/trustees and Trust wide colleagues.

## Why is it Important?

It is important because our communication is a direct reflection of our values, culture and professionalism. Our reputation is dependent upon our communication being consistently clear, concise and delivered with warmth and integrity.

## How?

- We introduce ourselves to stakeholders when communicating, including describing our role when introducing ourselves for the first time.
- We consider our audience when communicating ,provide information that is necessary and tailor the delivery to the needs of the situation.
- We signpost stakeholders to appropriate systems, information and support that will help them to take follow up action if required.
- We check understanding and provide assistance when required to ensure messages are received as we intended.
- We use an appropriate medium for the message being conveyed and intended audience, this could include e-mails, phone calls, TEAMS meetings or face-face meetings.
- Where a joint approach is required, we work with others to deliver communication.
- We ask questions and have professional curiosity with our stakeholders in order to develop understanding professional relationships.
- We ask for support when dealing with unfamiliar or challenging situations to ensure our communication is clear, effective and represents our values.

## Examples:

Answering the phone to an unknown caller – We answer in a warm way with the academy welcome. E.g. “Good morning, you have reached the .... Academy how can I help?”

Calling a parent regarding a sanction – We check who we are speaking to, we introduce ourselves including our name and role, we explain the reason for our call and outline any necessary next steps whilst maintaining a warm and supportive communication style.



#### Possible Misconceptions and Potential Mutations:

1. Lack of communication including not communicating important or relevant information to stakeholders in a timely manner.
2. Misunderstanding caused by unclear communication or lack of detail.
3. Over emphasis on factual information resulting in the impression of a lack of warmth or care.
4. Lack of professional curiosity that does not provide insight and help to improve processes.



## “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”



# Morning Meeting the ATT Way

## What is Morning Meeting?

A guided learning and revision session led by senior/subject leaders for a whole year group, delivered in the morning before period 1.

## Why is it Important?

- Morning Meeting supports pupils to revise and learn study skills in a purposeful learning environment and allows pastoral/support colleagues to be with all pupils in a year group.
- Departments direct pupil revision and retrieval during Morning Meeting, providing appropriate resources. This ensures that pupil' attention is focused on the most powerful and relevant knowledge for their current classroom learning.
- Morning Meetings also build a shared sense of learning purpose. They create the space for regular reinforcement of core values, behaviour expectations and positive messages.

## How?

**Scheduling of Morning Meeting** – Senior leaders schedule Morning Meetings one half term in advance and share this information with all academy colleagues. Scheduling information includes year group, subject focus, culture and values, focus and meeting lead. This allows time for subject materials to be carefully considered and aligned with curriculum coverage. Morning meetings will focus on examinable year groups where it is not practically possible or appropriate for all pupils to attend Morning Meetings.

**Expectations during Morning Meeting** – All adults involved set the tone verbally and visually. As pupils arrive they immediately start work silently. The Morning Meeting lead uses a microphone to welcome pupils using warm-strict language, conveying positive messages and praise. Pupil work and behaviour should be excellent throughout, all adults circulate and insist on excellent behaviour using warm-strict language and reinforcing positives with descriptive praise. Precise amount of time given for packing away, with staggered dismissal.

**Powerful Knowledge Retrieval** – Subject leaders provide resources for retrieval quizzing, utilising testing and spacing effects when making decisions about which powerful knowledge will be included in the retrieval activity. Pupils complete powerful knowledge retrieval independently in silence. Pupils reminded to move to marking pen colour before marking their answers and making corrections, keeping a personal record of their score on tracking resources provided.

**Culture and Values Message** – Pupils should be actively listening to the speaker and demonstrating attentive behaviours. The Meeting lead delivers the days values message (this may at times be adapted from the original scheduling to remain responsive to changing context). Finishing on positive messaging and praise for year group.

## Possible Misconceptions and Potential Mutations:

- Colleagues leading Morning Meeting do not circulate or use descriptive praise enough, resulting in pupils engaging superficially.
- Colleagues leading Morning Meeting accept behaviour and engagement that is not excellent, signalling to pupils that they will not be held to account for their behaviour and not setting the high standards that are required for the rest of the academy day.



- Knowledge retrieval does not focus on the most powerful or relevant subject material, or spacing effect is misjudged reducing the pupil engagement and the impact of quizzing.

