



The Beck Row Way

September 2020

Guidance for All Colleagues



Vision Statement

Our Mission statement: “To Inspire, To Achieve.”

Our aim is to ...

- We offer a safe and vibrant environment for all pupils in our academy. We understand that all of our pupils are unique and we work to encourage that every child finds their own talents and skills through a wide range of opportunities within our curriculum offer.
- We strive to provide the children with the knowledge, skills and values to support their future learning and development, ensuring that they are ready to embark on the next stage of their journey through life.
- We work with our sponsor, Academy Transformation Trust, to ensure that our standards continually improve and that we provide the best services possible for all children.



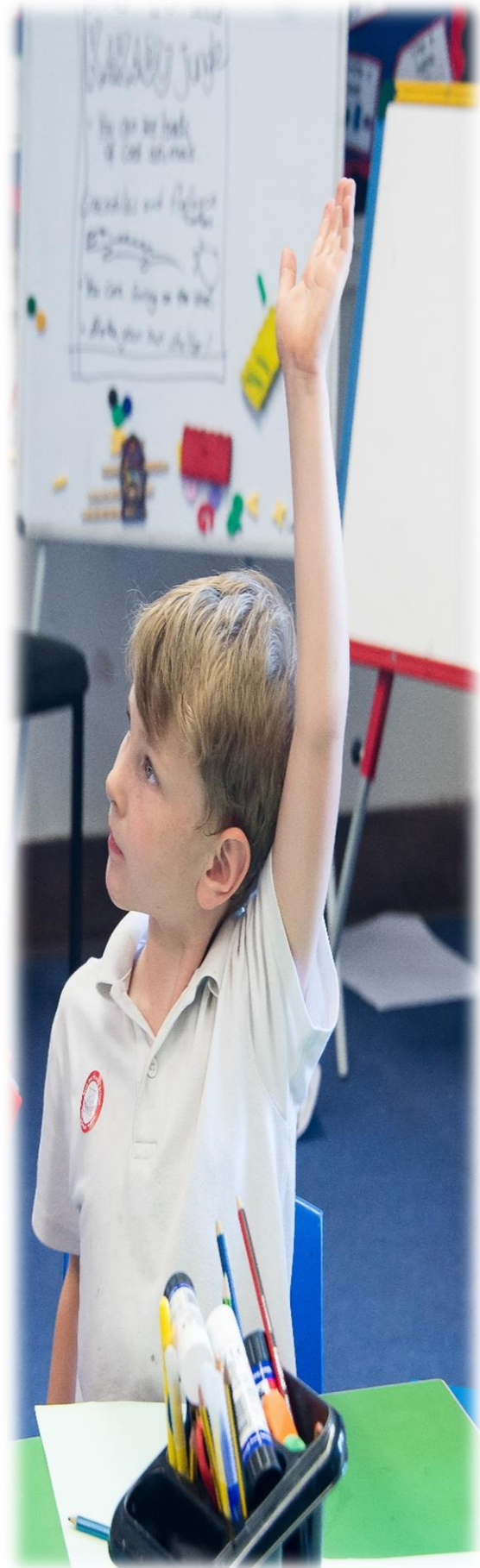
Managing Pupil Behaviour

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

We believe that in order for our pupils 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. Every member of staff has responsibility for upholding standards of behaviour in our academy, both within their classroom, around our academy site, by implementing our behaviour policy both fairly and consistently.

We believe that children's behaviour and attitudes are 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 and recognition.

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.



We follow our behaviour flow chart to ensure a consistent approach to different behaviours, both around the academy and in the playground.

<u>Dealing with Behaviour Around the Academy</u>			
Level 1 Behaviour displayed: <ul style="list-style-type: none"> raising voice to an adult. arguing. refusing to follow instructions. name calling. unkindness to another child. inappropriate use of equipment. preventing others from learning. 			
1 st offence	2 nd offence	3 rd offence	
Move to yellow	Move to red.	Time out in another class.	
Level 2 Behaviour displayed: <ul style="list-style-type: none"> hitting. pushing/shoving. kicking. 			
1 st offence	2 nd offence	3 rd offence	
Move to red.	Time out in another class.	Follow Level 3.	
Level 3 Behaviour displayed: <ul style="list-style-type: none"> swearing (verbal/non-verbal). fighting. racist comments. sexual comments/behaviours. 			
Immediate visit to: Mrs Flock, Mrs Fowler-Simpson, Miss Saunders. Complete blue form. Inform: Mrs Smith or Mrs King			

★★★★★ Reach for the Stars ★★★★★

	☺ Congratulations! You have reached the stars and earned your Do jo point.
	☺ Start each day here.
	☹ Warning! Think carefully about the choices you are making.
	☹ Second warning! I will have to talk to my parents about the choices that I have made.
	☹ I need to work away from my class.

In conjunction with the academy's behaviour policy, we visually represent the positive and inappropriate behaviours for children using our 'Reach for the Stars' chart within classrooms. Where positive behaviours are seen, the children are moved up to the stars and where inappropriate behaviours are displayed, children are moved down the chart, resulting in the consequences described.

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. We take the approach of ‘friendly, not friends’.

Our children learn best through witnessing strong relationships being modelled, therefore, it is critical that all staff demonstrate professional boundaries and expectations throughout their work.

Pupils should always refer to adults using Mr/Mrs/Miss and their surname, ensuring that they know where the boundaries in the relationship between pupils and adults are.

At Beck Row Primary Academy, it is essential that we focus on the pupils who are making good choices and doing their best, both in class and around the academy. A conversation in the corridor or praise for pupils identified who are showing our values are all crucial to build positive relationships between all individuals in the academy community.

Conversely, where staff witness a child making a poor choice around the academy, it is expected that they will follow this up with the pupil. The member of staff who is dealing with the incident may, however, need to call on support from those staff who will inevitably have a stronger bond with individual pupils than themselves, for example the pupil’s class teacher.

Whilst it is fundamental that we have positive working relationships with the pupils and their parents around the academy, it is also crucial that these remain professional at all times. We therefore, adhere to the ATT Social Media Policy, which requests that those professional boundaries are continued online as well as in the real world.

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. It is critical therefore, that all of the staff uphold the academy expectations, ensuring that all pupils recognise consistency, and know what is expected of them throughout their academy experience. Being inconsistent undermines our culture and gives the perception to pupils that some adults do not care as much as others.

Communication and professionalism between all staff is imperative, as we are role models to the children in our academy. We expect all staff to treat each other with dignity and respect at all times.

Staff should refer to the Code of Conduct Policy for additional guidance on the professional conduct expected.

Behaviour Expectations

Our aim is to provide a caring, equal, fair and respectful environment within the academy. The rules, values and attitudes of the academy are made clear to the children by the example set by staff as well as discussion, so that all pupils are clear on what is expected of them.

We expect all children to follow the five Golden Rules, and these are displayed and referred to throughout the academy. All staff use Class Dojo to reward positive behaviours, with pupils being awarded points for adhering to the rules and demonstrating the attitudes and values we promote, and consequences for negative behaviours being carried out in line with the behaviour flow chart.

Addressing Manners

We expect all children to demonstrate good manners around the academy. We must teach children how to respond to adults and to each other. All staff should expect and reinforce these manners, and be ready to praise or prompt children in relation to these, both in the classrooms and around the academy. This starts when you meet and greet the pupils at the door, where we teach the children to respond to 'good morning' or 'good afternoon' using a similar response or a 'thank you'.

Expectations of Conduct in Lessons

Each class teacher is responsible for upholding the teacher's standards and for planning and delivering work at an appropriate level for every child in their class.

'Quality First' teaching is at the heart of improving outcomes for all pupils in the Academy. Children may at times work with other teachers or teaching assistants, either as individuals, in groups or as a class outside of the classroom.



Every class has a selection of age appropriate, general learning resources. Additional resources are located in cupboards around the academy and can be found within labelled boxes. Computing resources are available, but need to be signed out using the boards in the staff room. All resources should be accessed by staff, not pupils, and are expected to be returned after use, so that others can access them.

Children are expected to take pride in the presentation of their work, following the PROUD mantra which is displayed in classrooms and is on a tag in their books. We also encourage children to respect all resources they use. All books are labelled using the correct academy stickers and it is expected that all will be kept looking as good as they can be.

Children are expected to use neat, well-formed handwriting, moving from the pre-cursive into cursive through Key Stage 1 and building on this as they continue throughout the academy. Staff should model these expectations in their own handwriting.

Displays within the Classroom

All classes will have common displays for children to refer to throughout their learning. These will include, but are not limited to; English working wall, maths working wall, topic, behaviour charts, SMSC, phonic families, alphabet strip, Golden Rules, number line, handwriting joins posters and the book journey for their year group.

In line with our handwriting expectations, where possible, we expect that the writing on display uses the correct fonts and is joined, especially in Key Stage 2.



Expectations of Conduct Around the Academy

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

All children are expected to follow the Academy values and rules as they move around the school; it is expected that staff will model this. All children are expected to walk quietly around the academy, with their hands behind their backs.

We encourage that children show thoughtfulness by holding doors open for each other by demonstrating impeccable manners as they move around the building. Whilst moving around the academy, pupils are expected to appear smartly dressed. All staff are expected to encourage uniform being worn appropriately.

All staff are encouraged to catch the child being good and use positive praise to acknowledge their good behaviour.

Uniform Expectations

At Beck Row Primary Academy, we recognise that the uniform reflects pupils' identity as part of the academy. We, therefore, insist that this is worn with pride. All staff are expected to monitor this and remind pupils, in an empathetic manner, about wearing the uniform correctly around the academy.

Pastoral Responsibility

“Every child deserves a champion – an adult who will never ever give up on them, who understand the connection and insists that they become the best they can possibly be” – Rita Pierson (Educator)

Beck Row Primary Academy is a community in which behaviour is based on praise, mutual respect, care and consideration for others. We have a clear Behaviour Policy and Code of Conduct which is based on the behaviours we expect in our academy, copies of these are provided during the induction process, together with a brief summary of the behaviour reward system in place so that this can be applied across the academy consistently. We aim to promote and recognise good behaviour and have a positive approach to behaviour management, however, there will be instances where a sanction is necessary. This is also set down and must be followed to ensure that the system is fair and transparent to all parties. Behaviour is everyone's responsibility. The class teacher and teaching assistant who know each child well are responsible for the care of the children in their class. Particular problems, are referred to the leadership team.

Safeguarding

Where safeguarding disclosures or concerns are made about a pupil, it is crucial that these are reported using CPOMS and, if the concern is urgent, speaking to the Designated Safeguarding Lead or alternates, where needed.

Pastoral Support

At Beck Row Primary Academy, we have a designated Pastoral Support Officer, providing support for children and families as required. Where specific pastoral needs are identified, which cannot be met within the classroom setting, a referral can be made for the Pastoral Support Officer to work alongside the pupil or family.

Additionally, our Pastoral Support Officer runs coffee mornings for parents and tips for our parents through Beck Row's Pastoral Newsletter.

Duty Protocol

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

The Academy Day

Staff should refer to their own contract for the working hours expected of them.

It is expected that teaching staff are within the academy for the time required before and after the day, to ensure that they are able to carry out their professional duties as expected by the DfE Teaching Standards. Those with leadership or additional responsibilities should make themselves available for the time that is necessary to effectively carry out their duties, on top of their leadership release time.

Break Time

Staff will all be expected to cover a break duty (or lunch, for SLT). For these duties, it is important that all staff are as prompt as they can be - pausing to clear up a classroom or fulfil another task, which could be done later in the day, is unwise if it delays you. If there are vital needs, which must be fulfilled outside of the classroom, which are likely to detract from you carrying out your duty, it is anticipated that these needs can be fulfilled slightly before or after the duty by making arrangements with others within your class or phase to cover. Where the issue is detrimental to the safety or wellbeing of pupils (e.g. safeguarding), ensure that you have swapped your duty with another member of staff for this day. If you are to be absent, ensure that your duty is covered along with your lessons. If your absence is unplanned, ensure that you have highlighted this to your line manager when reporting the absence.



It is important that the children are adequately supervised outside. It is expected that all staff who are on duty are vigilant, ensuring that they can see the whole area. Duty is not a social time for staff, it is a time when you are keeping the children safe. Therefore, it is imperative that you do not congregate with other staff, but circulate to calm boisterous play and encourage all pupils to enjoy their playtimes.

Meetings

Staff Meetings – These are held weekly, usually on a Tuesday, some of which will be joint meetings with other academies in the trust. The key foci are linked to professional development and practice to impact positively on teaching and learning, in addition to academy policies and procedures. On occasions, staff meetings will be for all staff to attend, advance warning of these will be given using our staff briefing system.

Raising Attainment Meetings – These are held fortnightly, on a Wednesday or Thursday. The purpose of these is to identify ways of improving standards for all pupils, with a focus on specific subjects or pupil progress, which can be specific to vulnerable groups or those 'at risk' of not meeting targets.

Leadership Meetings – These are held fortnightly, usually on a Wednesday. The purpose of these is to evaluate, monitor the EIP and further strategically develop the policy and practices of the Academy, enabling us to improve pupil outcomes and accelerate progress, as well as narrowing the gap rapidly in order to reach a good, or better, judgment at the next Ofsted.





Leading by Example

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

Our “Beck Row Way” outlines the ways in which we put our values into practice, with the aim to stimulate and foster exemplary behaviours, enabling our staff to be the very best role models for our learners.

At Beck Row Primary Academy, we acknowledge the importance of peer role models, providing the older children with the opportunity to carry out a range of responsibilities from Librarian to House Captain. These are privileged positions, influencing the younger children in the academy.

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

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). The ATT 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 Beck Row Way” Professional Code

Mobile phones must be switched off, or silenced, during working hours. Where required, emergency contact with staff can be made via the academy office.

What happens in school stays in school.

A breach of confidentiality, may result in disciplinary action being taken against you. If in doubt, ask. More information can be found in the Code of Conduct, which gives extensive guidance and advice.

If a parent approaches you outside of school about their child or an incident, please do not engage in a conversation about them. Explain that you are not able to discuss school matters outside of work and refer them to the class teacher, or Principal. The Principal is to be alerted to this at the next appropriate opportunity.



Grievances and Complaints

We do expect all staff to treat each other with mutual respect, dignity and as a team, for the benefit of the pupils in our care. Despite this, it is understood that, sometimes working relationships can become strained for various reasons. We would always encourage individuals to talk to their colleague/s about how they are feeling and resolve the matter quickly - rather than leave it and potentially make the situation worse. Often, matters can be resolved quickly and to the satisfaction of all parties. Frequently, it is as the result of poor communication or a misunderstanding, therefore, they need to know what they have done, how it has made you feel and be given the opportunity of putting it right.

There is a procedure to follow if you have a grievance or complaint. Before embarking on this, it is your responsibility to try to resolve the situation informally in the first instance. You can seek advice by speaking to the Principal.

The Grievance Procedure and Policy should be referred to and is available in the Policies File, located in the Staff Room.

“The Beck Row Way” Dress Code

“You never get a second chance to make a first impression”.

Teachers and support staff are role models and therefore, it is important that they display themselves in an appropriate manner, this includes dressing smartly and in a professional way.

It is expected that staff lanyards are worn at all times (with the exception of PE lessons, see further details below).

This dress code is to help you manage the impression that you give to parents, carers, children and visitors, when you meet them on the academy site.

Clothing:

- Clothing should be clean and neat.
- Clothing should be in good repair and presentable.
- Denim should not be worn.
- Clothing with inappropriate slogans or wording should not be worn.
- Strappy and low-cut tops, short skirts or shorts are not deemed appropriate.

Footwear:

- Footwear should be smart and appropriate for your role - no extreme forms of footwear should be worn.
- Open-toed footwear is worn at your own risk, and the academy takes no responsibility for any injuries caused.
- Backless sandals or flip-flops should not be worn.

Personal Appearance:

- Whilst tattoos are permitted, every effort must be made to ensure that they are discrete and not offensive or extreme.
- Jewellery, including piercings, should be appropriate for the classroom environment.
- Hats should not be worn inside the building.

PE Lessons:

- It is expected that on days staff are teaching PE, suitable attire will be worn (or changed into).
- Jewellery, with the exception of a watch and rings of significance, should be removed for all staff in PE lessons.
- Staff lanyards should be removed during PE lessons.