



Star Academy Way

September 2020

Guidance for All Colleagues

Vision Statement

A culture of learning, love, routine and boundaries

The Star Academy Way has grown from the roots of our core purpose of serving our community and educating the young lives that pass through our academy. This education is to ensure that they live full lives, secure in their best achievements and confident in who they are as active citizens. They will in turn give back to their community and help it to thrive.

Aims

- To set out a strong culture for the adults who work and pass through the academy.
- To set out clear values, linked to our culture, for the children to aspire to.
- To set out clear systems and routines which ensure consistency across the academy.
- To provide a structure for staff to work within which removes ambiguity.
- To underpin our behaviour policy with researched approaches rooted in the needs of our community

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 Star Academy Way.

Our Star Values underpin our behaviour policy. They were purposefully chosen to support the raising of aspirations the community.



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 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.

Our reward system

Children will be actively praised for good behaviour which demonstrates good choices with their actions, words and learning attitudes and includes behaviours which keep them safe and healthy.

Praise will be verbal feedback, positive/ green dojos, star stickers, Principal/ Executive Principal stickers and further awards for learning given weekly in class praise assemblies.

Children will be rewarded dojos for the following positive behaviours:

- Being smart or safe and making smart or safe decisions
- Being tolerant towards each other
- Showing ambition
- Showing resilience

In addition, a class teacher may personalise their dojo awards to fit the learning and needs of the class they teach.

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.

Sanctions

At times, children may need to be reminded about the behaviour choices they make especially if these behaviours result in an unsafe environment for the other children and adults in the environment.

Where adults identify poor choices being made, they will follow these steps:

1. A request to stop the behaviour and a reminder of what the behaviour should look like
2. A clear verbal warning – this will be shown as an amber dojo on the system.
3. A negative or red dojo will be given. When these are given the child needs to understand that the behaviour needs to stop. The class teacher may keep the child in at breaktime if the learning has suffered because of the behaviour in order to ensure that learning is complete.
4. Three red dojos in a week will result in parents being called to discuss the behaviour with an expectation that this must improve for the child to continue his education in the school environment.
5. Continuation of these behaviours will result in the child having to learn from home with a fixed term exclusion.

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Negative/red dojos will be given for the following reasons:

- Not making smart or safe decisions
- Not being tolerant
- Lack of ambition
- Lack of resilience

Expectations of Conduct in Lessons

Our Daily Routines

These routines are in place to give our children a sense of safety and security. Consistency of approach across the year groups allows children to understand the clear expectations for behaviour at Star Academy. They do not have to worry about the ways of one teacher as opposed to another because all teachers will follow their agreed shared way - Star way.

Addressing an adult

Please make sure that children are expected to use your full name. Mr smith/ Mrs Smith rather than just Sir or Miss. Likewise, always address a child by their preferred name, only shortening if asked to do so.

Good manners – always

- Remember we have to model and teach them.

Taking care of equipment

- Give them their own pack.
- Give them time to put it all away and check that they have all of their belongings. Insist upon this.
- Give them a place to keep it.
- Keep your classroom organised – model it!

Start of day

- There will be a one way system for parents to follow around the Academy;
- All learning for the day planned and resources ready or nearby;
- Learning on tables/ board;
- Teacher greeting at the outside door – asking a safeguarding question;
- LSA by the internal door supporting in the behaviour in the corridor and collecting lunch requests;
- Door closed and a quick morning register taken – all children greeted;
- LSA entering the lunch requests, does so silently.



Remember – expectations!

5 – Stop working



4 – Stop talking



3 – Put resources down



2 – Eyes on me



1 – Ready to listen



In the Classroom

Organisation is crucial to tightness of routines.

We have a standard method of packing away or getting the children's attention.

Expect to have to re-teach these methods regularly to begin with.

The countdown should be heard throughout the Academy.

You must have this expectation for all.

Look around after each number. Are all children complying? If not follow the behaviour procedure ask the question – 'Are you making a smart choice?'

Display posters clearly in the classroom

Expectations of Conduct Around the Academy

"The standards you walk past are the standards you accept" - David Hurley



Remember – lining-up!

3 – Tidy and get ready to line up.



2 – Stand up and tuck your chair under.



1 – Move into your line with your lips closed.



Lining up

Use the class expectations to get the children to stand.

The children need to learn their number in the register and line up in numerical order from Year 1 to Year 6

You can adapt the maths in your lines – e.g. odds and evens- if you think it needs a mix up, but no more gender lines and no more choosing line leaders.

Exceptions for this may be if we have a child on the autistic spectrum who struggles being in the centre of the line.

Corridors

There will be limited movement around the academy. However, when pupils do need to move around the corridors, they must be reminded that there are children learning somewhere in the academy and they must be smart and respectful in their movements.

Pastoral Responsibility

All adults in our academy have a pastoral responsibility. Class teachers are the front line practitioner but they may call upon previous teachers or adults with whom the child has a good relationship, the Senco or the Home School Link Worker to support children with further needs.

Duty Protocol

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

Playtimes and Lunchtimes

- Year group bubbles have their own section of yard and their own equipment. These can be rotated, if necessary, on a weekly basis.
- Each year group to have their own separate equipment to use.
- Adults are to use the time to interact with the children and to build relationships with the children.
- Teachers to be promptly outside after lunch to receive their class 2 minutes before the bell.
- Corridors to be monitored so that children can safely come inside to go to the toilet during their break time.
- Children to be back in the classrooms promptly at the end of break and lunch
- Teaching staff will be asked to remain in the hall with their class supporting good table manners and safe eating habits.
- LSAs will spend 15 minutes outdoors after their lunch break to calm the children ready to re - enter the academy and to support the lunchtime supervisors.
- Lunch time supervisors are asked not to speak to the teachers as they collect the children after lunch but to enter their behaviour concerns on CPOMs or write the information in a notebook to be shared with the teacher. They can, of course, utilise the support of the LSA who has joined them on duty.

Leading by Example

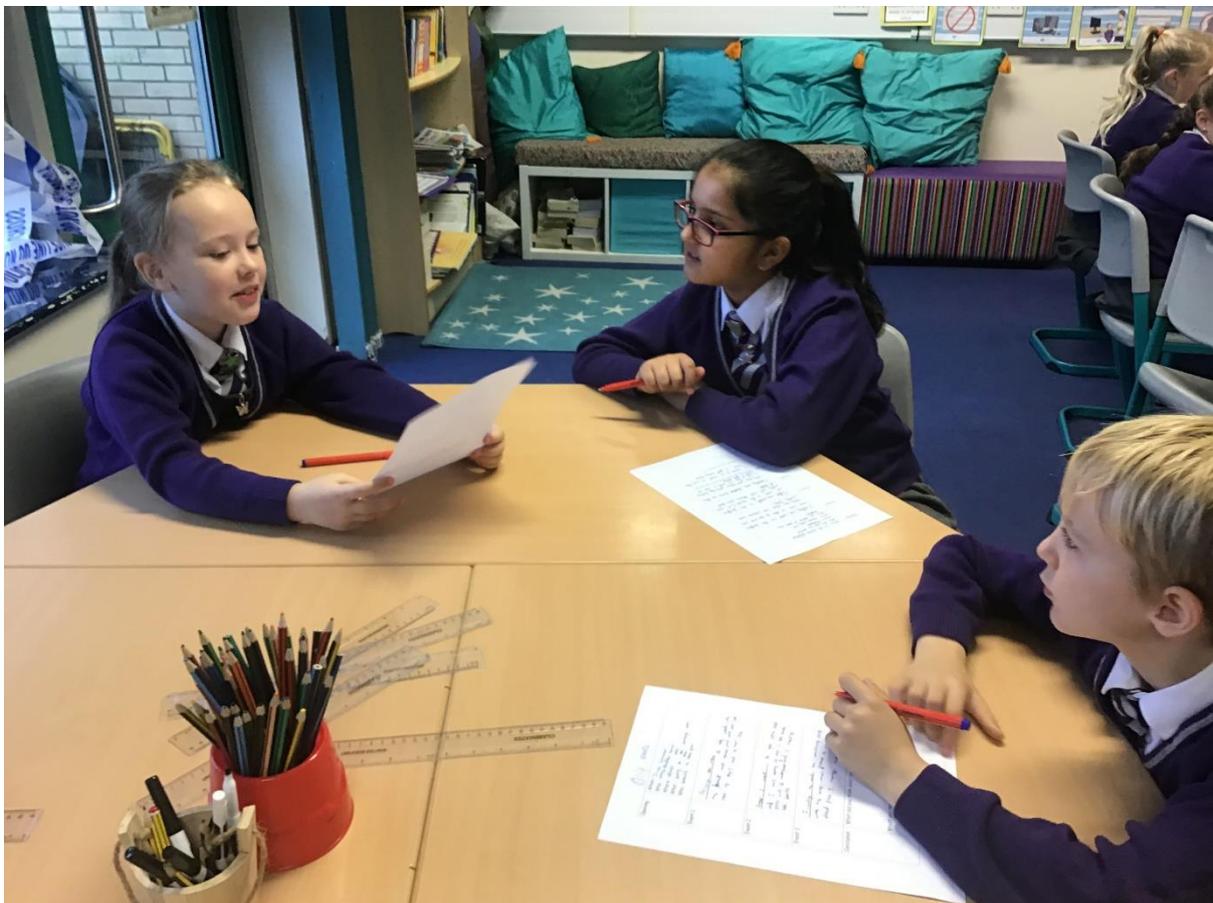
“Setting an example is not the main means of influencing others, it is the only means”
(Albert Einstein)

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 STAR Way” Professional Code and culture

Star Culture – shared expectations for all

We are always crafting our skill

We seek new learning to enable us to be the best we can at our jobs. We share our new or refreshed understanding and look to others to share theirs. We actively support training requirements and needs.

We are reflective about our practice

We think about our successes and why they were good in order to build upon what is successful. We think about our bad days and what went wrong in order to be successful next time. We are responsive to coaching to support our thinking.

We challenge and support with honesty, respect and open communication

We understand that we are a team, each with their own important role to play. We recognise when we are feeling dissatisfied and approach the conversation with respect. We remain calm, we listen, we admit our mistakes, we apologise and move on. We are honest but never cruel.

We continually impact positively on the lives of ‘Star’ children

We ensure that our work ethic is strong and question ourselves and each other if our purpose is not clear or impacting on the children.

We model suitable relationships to all stakeholders

We are professional at all times. We communicate well with all stakeholders and ensure that no professional boundaries are crossed.

“The Star Way” Dress Code

Our dress code is smart to reflect the expectations of our Star Values.

At times, staff will need to wear PE kit.

Footwear needs to be appropriate for the tasks of the day.

“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”

