



The Kingsmoor Way

September 2020

Guidance for All Colleagues

Vision Statement

Our Mission statement: “If you believe it, you can achieve it!”

Our aim is to be “the best that we can be” and we are determined to provide the support, guidance and ‘learning first’ environment in which every member of our community has the opportunity to be successful.

- We offer a safe, vibrant and happy environment for children. We understand and appreciate the unique qualities of every child in our care and ensure that we do our very best to meet their individual needs, in order for every child to meet their full potential.
- Together with our sponsor, Academy Transformation Trust, we ensure that our standards continually improve and that we provide the best services possible for all children. We strive to ensure that children will discover their talents and grow in confidence with a wealth of opportunities available to them.
- It is our mission that every child should be equipped with the knowledge, skills and understanding they need to be the best they can be.



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 'Kingsmoor 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.

At Kingsmoor we celebrate children’s achievements and positive behaviour at every opportunity to celebrate their successes including:

- Achievement Assemblies
- House Credits
- Handwriting Champion
- Times table Rockstar’s Champion
- Always Child
- Curriculum Reward Time
- Catching the child being good (postcard home)

We aim to involve parents in this so that they too can celebrate their child’s successes.

Staff are encouraged to think about passing on positive comments to parents at the end of the day, especially for those children who find school a challenge.

Achievement Assemblies

Achievement Assemblies are a weekly celebration where ...

- Principal’s awards x 2 per week for extra efforts, outstanding work (awarded at Friday, achievement assembly).
- Staff write names in GTC book by Wednesday of each week, send out a slip to inform parents or telephone parent by Thursday to invite them to Friday Achievement assembly 9.00am.

Our Houses

In 2016, we launched a new house system at Kingsmoor Academy and started with a competition to name our four houses. The houses were named after the four elements: water (blue), fire (red), earth (green) and air (yellow).

Pupils are assigned to a house and members of staff are also distributed amongst the house teams, with the exception of the Principal. Houses meet regularly for special house assemblies to discuss matters such as organising charity events. Throughout the academic year, each house team supports a chosen local charity, whilst the school supports a national charity.

House Credits

House credits are awarded to pupils for following the 6Rs and these are totalled each week by the house captain team. Children's individual house credits are collected on a chart. Once their chart is complete, they then receive the bronze/silver or gold award – have their photo taken and appear in the newsletter/ website/display board.

Bronze, Silver, Gold and Platinum rewards -

Individual points mean prizes!!!

Reception = 30 points Reward: Rosettes – Red, yellow and blue

BRONZE= 100 points Reward: bronze badge

SILVER = 100 points Reward: silver badge

GOLD = 100 points Reward: gold badge

PLATINUM = 100 Points Reward: Good star badge

At the end of the half term, the winning house is announced and the pupils in this house can wear their house colours as a reward. At the end of the academic year, the winning house overall is announced and pupils in this house receive a special treat.

House Captaincy

Pupils in Year 6 can apply to become House Captains and pupils in Year 5 can apply to be Vice Captains. This entails an interview process through completing an application form, obtaining a character reference and giving a presentation to the house. The captains are then elected by members of the house to serve for the academic year.



Handwriting Champion

Each class works towards becoming a handwriting champion by focusing the writing skill and formation of the week. The chosen champion has their photo taken and is displayed on the 'wall of fame' in their classrooms. In KS1, children can wear a royal robe and crown for the week during their handwriting sessions. In KS2 the children receive a personalised certificate to celebrate their success to keep in their own portfolio.

Times table Rockstar's Champion

Children from KS1 through to KS2 work on recall of times table with increasing speed and fluency. This is an online learning platform and whereby teachers select which times tables they practice each week. There is a rolling 20-week schedule that takes seconds to get going. For example:

- Week 1 - 2 times table
- Week 2 - 3 times table
- Week 3 - 4 times table
- Week 4 - 2, 3 and 4 times table
- Week 5 - 5 times table
- Week 6 - 6 times table
- Week 7 - 5 and 6 times table
- ...and so on.
- The website automatically calculates their average time per question and converts it to a rock status.

Children who show an increase in fluency and accuracy receive a certificate and become the Rockstar of the week with their photo displayed in the classroom.

Always Child

We recognise the 'Always child' as the child that always does the right thing, always works hard, is always kind, always follows the 6Rs and is an outstanding role model at all times. Every half term, in achievement assembly, an 'Always child' from each class is presented with a certificate and a key ring.

Curriculum Reward Time

Each class works towards a session of 'Reward time' weekly. They collect minutes throughout the week and by the end of the week, children can choose an activity to complete from an area of the curriculum of their choice.

Catching the child being good (postcard home)

Teachers love to catch a child being good and share that with parents in the form of a postcard home.

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.

Behaviour of Children

We expect all adults and children to work in an environment that is harmonious, safe and free from harassment. Our aim is to provide a caring, equal, fair and respectful environment. The values, standards and attitudes of the academy community are made clear to the children by example and discussion so that they are absorbed by them.

We do expect all children to follow the 6Rs and Behaviour & Anti/Bullying Policy. We teach pupils values through our own behaviour, circle time, PSHE lessons and assemblies. We expect every teacher and pupil to adhere to the 6R values and consistently use the behaviour triangle.

The 6Rs Promise

The children at Kingsmoor are now following the 6 R's which are all part of, and embedded within, all areas of the curriculum. These are Ready, Responsible, Respectful, Resourceful, Resilient and Reflective. Within each value, individual attributes have been allocated to give a key focus. The children are exposed to these values throughout their time at Kingsmoor and enjoy an assembly each day of the week, two of which are focused on the 6 R's. Within the Values assembly on Mondays, the children are taught about one particular value and are given examples of how and when they can ensure that they follow this 'R'. The teachers keep track of children who they feel follow the 'R' of the week and during the assembly on Wednesday, the chosen children are awarded with a certificate specific to the value.

The responsibilities that govern behaviour within the academy, the playground and on the field are all based on care and consideration for people and their property. In the rare case that a child displays persistent anti-social behaviour, consultation is arranged between the teacher and parents so that an attempt can be made to improve the child's attitude and behaviour. Consultations may also be arranged between the parents, SENCo and Principal in order to find solutions to problems that may arise.

Internal or a fixed-term exclusion may be imposed in rare cases of persistent and serious indiscipline or in the most extreme or serious situation then a permanent exclusion may be decided upon as the best course of action to preserve pupil safety and well-being.

Careful consideration should be given before additional adult assistance is called upon, so it does not detract from the teacher's ability to cope and deal with inappropriate behaviours nor undermine decisions taken.

Low level disruptive behaviour will not require the intervention of an additional adult.

If additional/immediate adult assistance is required this should be for emergency situations only (unsafe/ dangerous behaviours). The learning mentor, AP or P should be called for (phone or by x2 pupils coming to the learning base or office).

P - Principal

VP - Vice Principals

AP - Assistant Principals

The reward /Sanction system and behaviour triangle will be kept under continual review and be monitored by governors during their regular visits.

Expectations of Conduct in Lessons

Each class teacher is responsible for maintaining the teaching 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 learning support assistants, either as individuals, in groups or as a class, in other parts of the building.

Learning support staff will be deployed from a central team according to children's needs as identified from pupil progress meetings.

Every class is equipped with age appropriate, general learning resources for English and Maths. Themed resources are located in the reprographics room and staff are encouraged to share resources and maintain the central resource base. Electronic learning tools including iPads are available for children. These are signed in and out when used by a class. All resources should be accessed by staff not pupils.

Children are expected to take pride in the presentation of their work and respect all resources. All books have a front cover which defines standards and all books are covered with a plastic cover to keep them looking the best they can be.

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 professional conduct expected.

Policies

Some key policies are available in hard copy in the office, together with related forms that may need to be completed.

Copies of all policies are kept in a file in the main office and may be viewed by request. Electronic copies can be located on the academy website. Please ask if you cannot find what you are looking for or if you have a comment/suggestion please see the office manager.

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 as they move around the school and House Captains help to monitor this. All children walk to the left on the corridors and stairs and are encouraged to smile and wave if they want to.

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



Pastoral Responsibility

Pastoral Care and Discipline

Kingsmoor 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 at our academy. Copies 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 school 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 Assistant Principal, Vice Principal or Principal.

Reporting Verbal /Physical Assaults/ Accidents.

If, in the unlikely event, you are assaulted you must report this to the Principal and fill in the ATT accident/incident form. An assault can be any of the following: -

- Physical contact
- Serious persistent threats or verbal abuse
- Racial or sexual harassment
- Homophobic language
- Theft of personal or council property

Remember that incidents involving acts of violence may well need to be reported to the police! A "major" injury following an assault **must** be reported using guidance.

We do not expect any of our staff to be treated discourteously or verbally or physically abused and take matters of this nature very seriously.

Please be mindful how you deliver information to parents, especially if it is difficult/sensitive. We would advise you to be with a colleague or in an open but private environment. A colleague should be alerted to be nearby or at hand and interrupt the meeting if necessary. Sit near a door, keep the exit area accessible and be sensible in your approach. If in doubt have a colleague or Vice/Principal with you. If an incident does occur, always bring it to the attention of the Principal.

All behaviour and safeguarding concerns must be logged on CPOMs immediately and if deemed as urgent, the DSL should be informed.

Duty Protocol

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

Annual Calendar

An annual calendar of key events has been produced from September for parents and staff so that you are able to plan your time accordingly. This will also be published on the website.

The Academy Day

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

Teaching staff are required as a minimum to be available at least a half hour before the school day starts and half hour afterwards. 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. Meeting days and times are notified to each team so please check where you are required to attend.

Academy meetings

Business meeting: - for all staff are held weekly – usually Friday. The purpose of this is to share information about children/families where there may be a concern or other issue, reminders of key events that week or to raise a general issue. Please check the notice board.

Teacher staff meeting: - held weekly- usually Monday. The key foci are linked to professional development and practice to impact positively on teaching & learning, in addition to academy policies and procedures. All staff are expected to attend. 7 twilight meetings a year take place in order to enable extended training opportunities (particularly for new initiatives /moderation /priorities) and this is paid back with Academy twilight days.

Leadership meetings: - These are held weekly usually on Wednesday. The purpose is to evaluate, and monitor the EIP and further strategically develop the academy policy and practices of the Academy. This will enable us to improve pupil outcomes and accelerate progress as well as narrowing the gap rapidly in order to maintain a good or better judgment at the next Ofsted.

Start of the Day

Pupil session times are:

Nursery	8.45am-11.45pm and 12.45pm-3.45pm		
Reception	(8.45am soft start)	8.55am – 11.45 am	1.00pm – 3.10pm
Key Stage 1	(8.45am soft start)	8.55am – 12.00pm	1.00pm - 3.10pm
Key Stage 2	(8.45am soft start)	8.55am – 12.00pm	1.00pm - 3.10pm

Pupils are welcome to come into the class at 8.45am for a soft start to the day. During this time, children carry out their handwriting practice. At 8.55am the class teacher takes the register & dinner choice. Messages are taken at the door by a member of staff. All entry doors are supervised. Class teachers should be in their classroom promptly, ready to receive and register the children. Teaching staff are required to be available at least 30 minutes before and at the end of each school day as a minimum expectation. The lunch break is staggered according to year groups, with the youngest children having a longer break.

Duty

All teachers and support staff will be scheduled for a playground duty. Play time for KS1 & KS2 is 10.40-10.55am. If for some reason you cannot do a duty (e.g. course or educational visit) it is your responsibility to organise cover and swap with a colleague. If you are absent on the day of a duty please inform us when you report your absence in the morning.

Senior leaders carry out additional duties, e.g. supervise the dining hall, carry out lunch time clubs, supervise tournaments etc in order to support the pupils at lunchtime.

Assembly Time

Assembly is held at **10.30am on Monday to Thursday and 9.00am on Fridays for Achievement assembly.** Please arrive promptly. Assemblies should finish at 10.40am on Monday to Thursday and 9.30am on Friday. Teaching staff are all required to attend on Friday for the Achievement assembly. Staff take it in turns to lead assemblies.

Parents are invited to special events, class assemblies or Achievement assemblies when their child is receiving an award or certificate.

There may be a few occasions in the year when the hall is out of use, and staff may then be asked to take their own class assembly in their own room.



Leading by Example

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

Our “Kingsmoor Way” outlines the ways in which we put our values into practice with the aim to stimulate and foster exemplary behaviours which enables our pupils 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 Kingsmoor Way” Professional Code

Although not strictly dress code, you should never wear personal stereos. Mobile phones must be switched off during working hours, except lunchtime. Emergency contact can be made via the school office.

Please DO NOT chew gum whilst working with the children - during your own break time is acceptable.

GOSSIP! DON'T!

What happens in school stays in school.

A breach of confidentiality may result in disciplinary action being taken against you. If in doubt ask! Refer also to the Code of Conduct Policy 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 it. Say that you are not able to discuss school matters outside of work and refer them to the class teacher or Principal. Please alert the Principal upon return to work.

Grievances and Complaints

We do expect all staff to treat each other with mutual respect and dignity and as a team for the benefit of the pupils in our care. However, sometimes working relationships can become strained or individuals upset about the way they have been spoken to. 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. How can a colleague put something right or apologise if they do not know that they have upset you? They need to know what they have done, how it has made you feel and given the opportunity of putting it right first.

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 & Policy should be referred to and is available in the main office.

“The Kingsmoor Way” Dress Code

Dress Code for staff:

“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. The dress code is to help you manage the impression you give to parents/carers, children and the public when you meet them on the academy site.

All employees are to be smartly dressed, presenting a positive and professional image of Kingsmoor Academy at all times. Staff will be expected to dress modestly and appropriately. All clothes should be clean, in good repair and presentable.

Employees must not wear:

- Low cut tops and tops that reveal midriff and/or have slogans on them
- Blue denim jeans and/or fashion tracksuits or shorts (unless P.E. lesson)
- Stilettos, flip flops or scruffy trainers
- Clothes should not be distressed or ripped.
- Leggings may be worn as long as they are worn with a knee length top or dress over them.

Inappropriate dress:

The following clothing is not to be worn:

- Jeans and denim (unless you are on an event where children are also allowed to wear them, for example non-uniform or special days).
- Tops with thin ‘spaghetti’ straps
- Low cut or revealing tops.
- Clothing with slogans or wording.
- Clothing that reveals underwear, bra straps, cleavage or mid-riffs.
- Transparent or sheer clothing.
- Sports clothing (unless you are teaching PE)- see PE section for more information.

Personal Appearance:

- Piercings – A maximum of 2 ear piercings (unless they are studs) should be worn in school.
- Jewellery should be appropriate for the classroom environment; dangly earrings should be no bigger than a 2 pence piece.
- Extreme hairstyles/colours should be appropriate. Long hair must be tied back for health and safety reasons.
- Hats should not be worn inside the building.
- Tattoos should be covered wherever possible if they could cause offence or scare children.

Footwear:

Open toed footwear can be worn but must have a back strap on them. These are worn at your own risk and the school takes no responsibility for injury caused by wearing open toed shoes or sandals. Staff in the Early Years are expected to change into more sturdy shoes when teaching in outdoor areas. Smart and clean trainers are acceptable to wear.

Unsuitable footwear:

Flip flops or other beach style footwear.

Site Staff/Cleaning staff/ Catering staff:

The above expectations also apply to site staff, cleaning staff and catering staff.

PPE:

Personal protective equipment should be worn as appropriate and as directed by health and safety guidelines.

PE lessons/activities:

- Staff must wear PE kits when teaching PE.
- On days when PE is being taught staff PE kits may be worn all day.
- All jewellery, especially earrings must be removed even if you are just supporting the lesson.
- Watches and rings of significance may be worn.
- If you have a meeting on your PE day either with parents or outside agencies you must change back into your smart work wear.
- Come as you please for non-uniform days, charity events, dressing up events etc.
- All staff may participate in these events. Jeans, trainers etc. may be worn but modesty must be maintained.

School Visits:

- Clothing and footwear should be appropriate for the activities being undertaken. Staff should maintain their professional appearance at all times.
- On residential visits appropriate nightwear should be taken so that staff can ensure modesty if they need to attend an emergency or incident during.

Responsibilities:

- The SLT team is responsible for reinforcing the dress code expectations.
- The Principal responsible for dealing with non-compliance issues.

“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”

