

THE BHA WAY



This booklet encompasses our values, our mission and our culture here at Bristnall Hall Academy.

Our culture is special: it is a feeling that cannot be defined. But some of the things we say and do here at Bristnall help toward achieving this magic day in, day out.

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VISION AND VALUES

Our academy is inclusive: it serves the needs of every young person. Moreover, we are a family: a caring community of stakeholders who support and work collaboratively in the best interests of every young person. Thus, our curriculum is in response to and informed by the needs of our community. As such, we will never shy away from inclusion; learning about diversity and equality is every young person's right.

To fulfil this commitment, we ensure that we have a comprehensive people development offer that builds capacity for staff to commit to and build pedagogic and knowledge development that is informed by and responds to the needs of our young people. First class training and development opportunities are built into and the cornerstones of our curriculum to ensure that we have the skills and knowledge to secure excellent outcomes for all.

We are relentlessly passionate about removing barriers to education; nurturing the independence and resilience that is necessary to thrive in life is our passion and moral obligation. Furthermore, we strive to develop resilience to empower our young people in overcoming barriers themselves too. Regardless of starting points, we want our learners to achieve and, through our curriculum, extra-curricular opportunities and careers and personal development education, we are able to support our students in developing into well-rounded individuals.

BEHAVIOUR AND ATTITUDES







REWARDS AND CONSEQUENCES

THE BRISTNALL BASICS

At Bristnall Hall Academy, we believe in the importance of rewarding students for upholding our Bristnall Basics; working hard and meeting any of our six core values:


proud, resilient, articulate, creative, curious, adventurous.

At Bristnall Hall, we are:

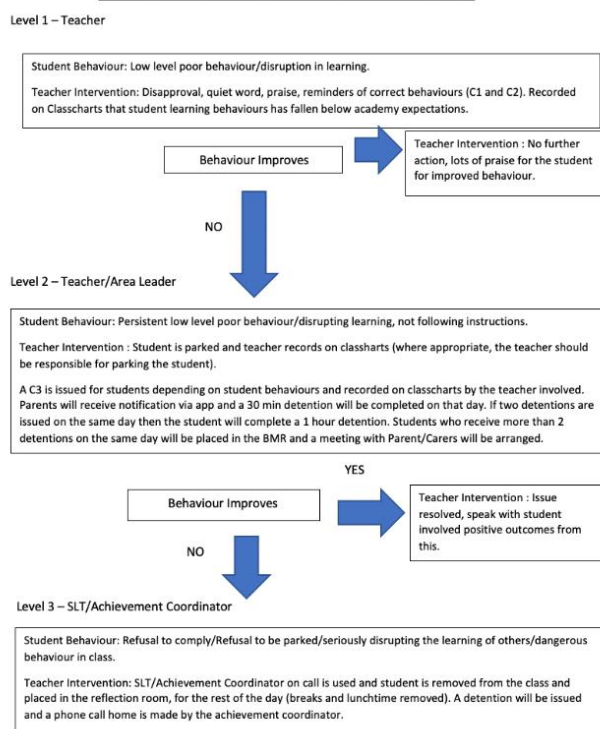
-  Here everyday
-  Always on time
-  Wearing our correct uniform
-  Equipped for learning
-  Polite and kind
-  Inclusive and respectful

We use Class Charts to award positive points for these behaviours and celebrate students who have achieved these through our weekly rewards assemblies. During these assemblies, students are rewarded with book tokens, sweet and stationery treats, certificates and vouchers as we strive to celebrate everything which makes our students so amazing!

In addition to this, we also use Class Charts to log any negative behaviours through a C1, C2, C3, C4 system which is tracked and monitored by a team of non-teaching Achievement Co-ordinators and the Senior Leadership Team.

Disciplinary Action	By Whom	Further Detail
1. Use of  Policy Verbal Reprimand - C1	Any Teacher	Interruptions to Learning and Teaching
2. Verbal Reprimand - C2	Any Teacher	Continued interruptions to learning and teaching on the same day in the same lesson
3. Academy Detention - C3 (30 minutes)	Any Teacher	Continued unsatisfactory behaviour. Entered onto Classcharts by class teacher, parents and carers will be identified via the app. Students will complete the detention on the same day. At this point staff may 'park' student in another classroom. The reflection room should be used for student if the student has been parked in previous lesson.
4. Behaviour Modification Room (BMR) - C4	Any Teacher	For serious misconduct students will work in the BMR, forfeiting breaks and/or lunchtimes usually for a specified period. Parental interview/counselling will result, when the student returns to mainstream lessons.
5. Referral to Area Leader	Any teacher	Persistent poor work or misbehaviour can result in Report Card or Academy Detention or BMR if work is lower than the standard expected a letter is sent to parents.
6. Referral to Achievement Coordinator	Any teacher	Failing to make expected levels of progress, repeated poor behaviour and disruption to learning or non-compliance with academy rules will result in parental engagement, achievement card, programmes of support to promote positive behaviour and attitude, internal exclusions or other interventions as decided by the Achievement Coordinator.
7. Senior Staff Detentions (60 minutes - Fridays)	Principals, Vice Principals Assistant Principals,	Referral by Achievement Coordinators for missing Academy Detention.
8. Referral to Vice Principal, or Assistant Principals	By Area Leader or Achievement Coordinator	This occurs when normal discipline is having no effect, or an incident is judged to be serious. Sanctions include any of those used previously plus also a verbal warning or a parental interview or being put on contract or referral to BMR

BEHAVIOUR MANAGEMENT SYSTEM AT BRISTNALL HALL ACADEMY



BEHAVIOUR AND ATTITUDES

CORRIDOR EXPECTATIONS

Whilst our corridors are not silent, we do expect students to move around our academy calmly, demonstrating respect for other students and our staff.

We have a one-way system in place in the main building; entrance and exit system in place in the new building and left-hand corridor system in place in the Science and Technology buildings.

All staff should greet and release from their classroom door, using the one foot in the door and one foot out model. A 'Do Now' on entry and answering the big question / exit pass on exit also helps to maintain calm corridors and starts/ends to lessons.

During transitions, staff should be visible and addressing uniform and conduct in a warm/strict manner, as all members of staff are responsible for behaviour and attitudes and no one should walk past a uniform issue or behaviour issue.



What will transitions to and from social times and the starts and ends of the day look like?

All students will move through the whole academy (including outside) calmly and directly to their next destination without touching anyone else and following signage including to walk on the left where necessary. Doors will be held open for each other as a sign of mutual respect.



What will transitions to and from social times and the starts and ends of the day sound like?

No shouting; calm conversations taking place between students and staff respectively. Polite interchanges including asking each other how we are; saying thank you for opening doors etc.



What will transitions to and from social times and the starts and ends of the day feel like?

Everyone feels safe and is able to move around without worry of being bumped into or a specific area of our academy being too loud.

BEHAVIOUR AND ATTITUDES

CLASSROOM ROUTINES

Classroom entry

Students are greeted by teachers on the door and then sit in their seating plan, specially designed to consider classroom climate and individual needs. Students take bags off; get out equipment such as their stationery and knowledge organiser, and then begin their 'Do Now' task.

Teachers complete the registers promptly.

During the lesson

Students are introduced to the 'Big Question' for the lesson.

Stationery packs are available in every classroom that contain whiteboards, whiteboard pens, glue sticks, green pens, rulers and other essential items to ensure that teachers can easily conduct a range of activities throughout the lesson.

Classroom exit

At the end of the lesson, books/folders are collected swiftly and students pack away their items.

Students are dismissed row by row.

DUTY PROTOCOL

All teaching staff complete two break time duties (10:35 to 10:55) each week. They are given a specific day and position around the academy, where they ensure that all students are safe and they are behaving in an appropriate manner. On their duty days, staff must ensure that they prioritise their duty and are in position as quickly as possible. At the end of break-time, they must ensure that students return to their lessons in a calm and controlled way. All staff and students must follow the agreed one-way systems that are in operation.

At lunch times, the senior leadership team alongside some support staff ensure that all students are kept safe, and as with break-time are given specific areas of the academy to monitor.

Our playgrounds are zoned and each year group is given a specific area in which they can go. A whistle is blown at the end of break-time and Lunch-time; at this point year 7 and 8 will line up in form groups in their designated positions. Years 9,10,11 will return to their lessons.

ROLE OF THE FORM TUTOR

All students are placed in a form group with other students from the same year group. There are planned activities for each session dependant on which year group you are in. The role of the form tutor is to ensure that these activities are delivered effectively to enhance the emotional and academic development of all students. During this session, the form tutor will take a register and will deliver any extra information that is needed to be shared with the students. The form tutor is the first point of contact for our students.

The timetable for form groups is as follows:

Year 7, 8 and 9

Monday – Assembly (voiced over PPT which is emailed to all staff and placed on Teams – covering significant events and PSHE topics)

Tuesday – TRAP

Wednesday – Numeracy

Thursday – TRAP

Friday – Rewards Assembly (voiced over PPT which is emailed to all staff and placed on Teams)

Year 10 and 11

Monday – Assembly (voiced-over PPT which is emailed to all staff and placed on Teams)

Tuesday – Intervention

Wednesday – TRAP

Thursday – Intervention

Friday – Rewards Assembly (voiced over PPT which is emailed to all staff and placed on Teams)

ROLE OF THE ACHIEVEMENT COORDINATOR

At BHA, we have five achievement coordinators, one for each year group. All the achievement coordinators are non-teaching staff, which allows them to focus on their year group and not have to share time with a teaching commitment. The role of the achievement coordinators are as follows:

- They are responsible for the pastoral care of their year group. This means that behaviour, safeguarding and attendance, well-being and academic achievement all come under their remit.
- They lead a team of tutors and students, giving a clear vision and direction, identifying areas of improvement and ensuring that these are achieved.
- They work with the academy community, attending meetings with staff, communicating with parents/carers and also having contact with external services.

SAFEGUARDING

We are committed to safeguarding and promoting the welfare of our young people and this requires all staff and visitors to share this commitment. Please see our Child Protection Policy for full details.

What is abuse?

Any form of neglect, physical, emotional or sexual mistreatment or lack of care that leads to harm or injury. It can happen to any child, regardless of race, gender, age or ability.

What is discrimination?

When people receive less favourable treatment. This includes race, ethnic or national origin, language, religion or belief, gender, gender reassignment, sexual orientation, disability, social class, responsibility for others.

What is bullying?

A wilful, conscious attack on the emotional or physical wellbeing of another student. This includes jibes, name-calling, social exclusion, emphasising differences, threatening behaviour, racial/ sexual harassment, extortion, physical attack. It can vary in severity, frequency and number of people involved.

People working in schools are uniquely placed to notice signs and symptoms of abuse and to support children who are subject to abuse or living in abusive situations.

Report any concerns via CPOMS or record of concern sheet:

Designated Safeguarding Lead – Lindsay Mason

Deputy Safeguarding Lead – Kay Joseph

MENTAL HEALTH SUPPORT

At Bristnall Hall Academy, we are committed to supporting the emotional health and wellbeing of our students and staff. We recognise that Wellbeing is a continuum and students and staff may move along the continuum according to life experiences and challenges. At times we may be vulnerable and may need additional emotional support.

Bristnall Hall Academy take a proactive approach to ensuring students are informed and practise methods that will benefit their wellbeing and mental health. Positive mental health and wellbeing is a priority at Bristnall Hall Academy and we address it in a planned, graduated approach that aims to equip all students with the resilience and strategies to manage their mental health, now and in the future.

We:

- help students to understand their emotions and feelings better
- help students to feel comfortable sharing any concerns or worries
- help students socially to form and maintain relationships
- promote self-esteem and ensure students know that they count
- encourage students to be confident and 'dare to be different'
- help students to develop emotional resilience and to manage setbacks.
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The school's Senior Mental Health Lead is Mr C Mcardle.

Please see the Mental Health Strategy for full details of school's education and support for mental health and emotional wellbeing.

CURRICULUM

“The curriculum is a never-ending story – in a good way, because you add to it, and you refine it, and you ditch some stuff because it just does not work” [from ‘Huh: Curriculum Conversations Between Subject and Senior Leaders’]

At Bristnall Hall, we consider the precise, powerful knowledge that should be taught in all lessons, so that students do not learn things ‘by chance’ depending on their teacher or the lesson they are in.

We use ‘Big Questions’ to frame our lessons and shape our curriculums, considering the specific big questions which we would like all students to answer across a sequence of lessons.

We carefully consider the sequence of our lessons. When a lesson or sequence of lessons are not as effective as we hoped, we add them to our ‘snagging list’. We adapt and edit them so that our curriculum is continually improving.

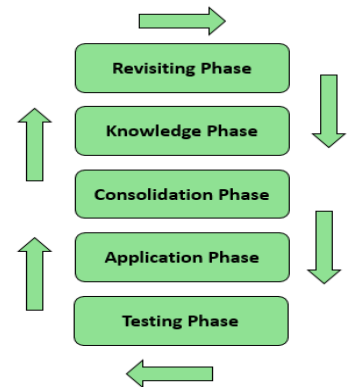
We utilise fortnightly Area PD to improve our subject knowledge, so that we are experts in the classrooms in all disciplines, and can teach to the top. Subject knowledge Area PD, where needed, coincides with appropriate points in the curriculum to ensure we are all experts in our classrooms.

Formative assessment is ongoing, whilst summative and formal assessments are mapped carefully alongside the curriculum to ensure that students can learn from their feedback and apply this to subsequent study.

TEACHING AND LEARNING

We have our own 'teacher expertise standards' which link to research from TLAC (teach like a champion) and Tom Sherrington's Walkthrus books.

Lessons start with do now tasks: retrieval of prior knowledge. We then frontload vocabulary and definitions: tier two and three words relevant to the lesson. We then have the knowledge phase which involves explicit instruction and live modelling (I do, we do, you do); it also involves reading.



Lessons are sequenced and chunked to avoid cognitive overload. Students consolidate their knowledge, before applying it. We 'teach to the top', so we ensure that we push students to access the highest level of challenge.

We regularly ask questions and check for understanding. We do this through cold calling. We assess all students through using call and response and mini whiteboards, particularly at hinge points of the lesson, before moving on to the next chunk of learning.

We teach adaptively which involves three stages:

Planning – what barriers do students have and what scaffolding could be used?

In the lesson – circulating to support and AFL. T

hen adaptations, in response to students emerging needs and to readdress misconceptions

Professional Development

Our main form of professional development is Area PD which takes place once per fortnight. Teachers have subject knowledge enhancement combined with pedagogy.

Our staff meet for WAGOLL Wednesdays each week, which is a briefing starting at 8:20am in the Upper School Hall. This alternates between having a T&L focus and a safeguarding focus.

Whole Academy PD is delivered on INSET days, twilight sessions and staff can pick a PD pathway from those available. Each pathway will have a selection of staff all working on the same thing and you will receive training and trial strategies between sessions.

ECTs and PGCE students are well supported. We use Steplab for mentoring and have an additional schedule of PD on Tuesday lunchtimes.

We encourage staff to engage in their own professional development and we have a number of staff who are undertaking NPQ qualifications currently. We also run the SSAT Lead Practitioner Accreditation and staff engage in a number of other SSAT courses.

ATT has its very own institute (ATTI) and this advertises webinars and training that we can utilise.

FEEDBACK AND ASSESSMENT

At BHA we only mark 'significant' assessments which take the form of a BBB (Best, Bin, Build) assessment and/or a progress check/test (both on yellow paper). The frequency of marking is as follows:

Key Stage	Curriculum Area	Frequency of Assessment (minimum)
Three	Core	Half Termly
	EBacc	Half Termly
	Open	Termly
Four	Core	Half Termly
	EBacc	Half Termly
	Open	Half Termly

These assessments contribute to Progress Reviews (data collections) calendared throughout the year as per our assessment calendar. These progress reviews get reported home to parents/carers. At KS3, this is a percentage achieved in the assessment(s) and is compared to the class average percentage. At KS4, students are given working at (WAG) and predicted (EOKS4) grades.

When marking BBB Tasks staff will provide specific written feedback to students and will use the following highlighters during the marking:

- Green – Best – This represents the best possible answer.
- Yellow – Build – This part needs further development.
- Pink – Bin – This part of a student's answer is incorrect.

For these marked assessments, students will make improvements to their work using green pen which may include re-drafting work.

We use Teacher Feedback Logs to record and provide whole class feedback and plan to address areas for improvement. Teachers may complete these during a lesson as they circulate whilst the students are working independently or complete them after marking a BBB or assessment to provide some general whole class feedback.

CHARACTER DEVELOPMENT

Character is a set of personal traits or dispositions that produce specific moral emotions, inform motivation, and guide conduct. Character education includes all explicit and implicit educational activities that help young people to develop positive personal strengths. At Bristnall Hall Academy this is the embodiment of our six **School Values** (Adventurous, Articulate, Creative, Curious, Proud and Resilient) and the **Bristnall Basics** of being Polite and Kind, Inclusive and Respectful at all times.

We believe character development should be caught, taught and sought:

Caught... through a positive school community, formational relationships, and a clear ethos.

Taught... through the curriculum using teaching and learning strategies, activities, and resources.

Sought... through chosen experiences that occur within and outside of the formal curriculum.

The roles of staff in character development:

All Staff- Recognise their role as moral exemplars, consistently setting a positive example through their own character. Understand and support the school's character education approach using the Bristnall Hall Values.

Teachers - Acknowledge their influence as character educators, facilitating character education in their classroom and beyond. Support pupils through pastoral care and mentoring, offering pupils guidance on their character development. Utilise research in the field to evaluate and improve their practice.

EXTRA-CURRICULAR OFFER

All teaching staff deliver one enrichment or intervention session per half term to provide a wider curriculum offer to our pupils known as period 7. This may be one hour after school or two lunchtime sessions. All enrichment clubs are split into three categories: Academic, Creative or Physical.

To promote attendance to extra-curricular opportunities we run an annual award called 'The Enrichment Diploma' given to any pupil who attends a minimum of one club in each of the three categories across the academic year. While we still want pupils to sign-up for clubs that they are passionate about and interested in, we also want to encourage pupils to broaden their horizons and try something new each term.

Our offer changes every term to allow new opportunities for our pupils and to respond to student voice suggestions.

A typical snapshot of our offer is below:

<u>Academic</u>	<u>Creative</u>	<u>Physical</u>
Lunchtime / Afterschool Computer Code Club Sparx Maths UK Maths Challenge History Enrichment Club Scrabble Club Science Club Reading Club Classics Masterclass Geography Club Homework Club Learn Latin Club STEM Club MFL Film Club Yr 10 MFL Intervention	Lunchtime Art Club Lunchtime Guitar Club Lunchtime Music Vocal Group Lunchtime Drama Club Lunchtime Keyboard Club Dungeons & Dragons /Warhammer Club Poetry by Heart Digital Skills Musical Theatre Club Debate Mate Craft Club Film Club Well Being Club Future Chef Club	Lunchtime / Afterschool Basketball Football Club Dodgeball Club Trampolining Club Chess Club Netball Club Contemporary Dance Street Dance

CAREERS

We are committed to providing both independent careers guidance and a highly structured careers programme as the legal entitlement of all pupils. Excellent careers, information, advice and guidance prepares pupils to make appropriate choices in order to be successful in adult life. Our careers program will enable pupils to make informed educational and careers decisions which are aspirational yet match their abilities and needs.

Our careers program is considered to be so robust and detailed that we have been awarded the Quality in Careers Standard. Through being part of the Black Country Consortium we work closely with the Careers and Enterprise Company, who regularly advise us as we work towards the Gatsby Benchmarks which set out best practices for all schools across the country.

Within the school we have progressed further with careers initiatives by introducing our Careers Hub. This is a fantastic space dedicated to careers which includes software and prospectuses. Our careers hub is available for students at lunchtimes and after school.

Each year we have a number of employer encounters available which students have the opportunity to take part in. We also ensure that each department within the school is happy to give advice on careers in their subject area.

Pupils' careers information and guidance is supported through the online platform 'Unifrog' where pupils can research careers by subject, by skill set and by sector. Here they can also complete personality and skills quizzes to match their careers interests and access the latest labour market information. Our inhouse careers education is also supported externally by Connexions, an impartial professional careers service.

STAFF CONDUCT / DRESS CODE

Staff conduct themselves in a professional manner. We adhere to the Bristnall Basics of being polite, kind, inclusive and respectful to all stakeholders, including staff, students, parents/carers and members of the community.

Dress and appearance are matters of personal choice. However, staff should be aware that they should dress appropriately to their professional role and with due regard to health and safety. Staff should also be aware that as role models to students, it is necessary to set appropriately high standards in this regard.

Therefore, **staff should wear clothing which** promotes a positive, professional image; is appropriate to their role; is not likely to be viewed as offensive, revealing, or sexually provocative; does not distract, cause embarrassment or give rise to misunderstanding; is absent of any political or otherwise contentious slogans; is not considered discriminatory; is compliant with professional standards.

Staff should dress in smart business wear. The only exceptions are for site staff and PE staff who should dress in an appropriate way to carry out their duties on the days they are expected to do so.

Smart business wear includes tailored trousers; smart tops, shirts or blouses, which are not sheer; dresses which are at least knee length; and skirts which are at least knee length.

Attire not allowed includes: leggings; very short skirts (skirts that do not allow modesty when reaching/stretching etc.); denim, corduroy and leather; trainers / casual trainer type shoes and flip flops; very low-cut tops; combinations that shows flesh or underwear; tight-fitting clothing; hats or caps, unless for religious reasons.

The following are also not advised: tattoos (existing tattoos should be covered where possible); hair colours other than natural as for students; excessively high heels (that do not provide a stable platform for the wearer).