

THE TUTOR HANDBOOK



Braunton
Academy

Aspire & Achieve

2019/2020

“When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce. Yet if we have problems with our friends or family, we blame the other person. But if we know how to take care of them, they will grow well, like the lettuce. Blaming has no positive effect at all, nor does trying to persuade using reason and argument. That is my experience. No blame, no reasoning, no argument, just understanding. If you understand, and you show that you understand, you can love, and the situation will change”

— Thich Nhat Hanh

BRAUNTON ACADEMY

STUDENT SUPPORT

At the very heart of everything we do at Braunton Academy, are the students. Our student support programs, which begin with you, the tutor, are comprehensive, and designed to provide a safe and caring learning environment, with **respect for all** at the core and with a focus on building positive working relationships.

The aims of our student programmes are:

- To coordinate a student's personal and academic development
- To encompass student's spiritual, moral, social and cultural development
- To facilitate good relationships between students, parents and staff
- To ensure that a student knows and is known by relevant staff
- To make available relevant information through effective communication in all directions
- To involve parents and other relevant agencies in a true partnership aimed at progressing the student's learning and well being
- To anticipate any problems that might arise and enable a quick and appropriate response
- To improve the experience of all students through the removal of any barriers to the learning process
- To transmit the ethos of the school through all aspects of the student support programmes
- To promote a caring and safe learning community where all students achieve their full potential
- To show patience, kindness and respect, modelling what we expect to see from our students

Contents:

Page 4	Tutor groups 2019/2020
Page 5	Arrangements for the first day of term
Page 7	Information for Year Team Meetings
Page 8-15	A checklist of information for Tutors to pass on to students on the first day of term
Page 16-17	Setting the Tone with the Tutor Group and 'good practice'
Page 18 -19	The Role of the Tutor
Page 20	Active Tutorial Time – using the Tutor Time period
Page 21	Assembly Pattern
Page 22-23	Assemblies Policy
Page 24-31	Policy on Collective Worship and Theme of the Week
Page 32-33	Active Tutorials for the first week of term
Page 34	Tutor Time Review Obs Sheet
Page 35	Attendance Codes and Meanings
Page 36	Intervention Strategy process for students who need extra help
Page 37-38	Student Support and 'School Refusers' Routers

Tutors 2019/2020

18/19	Year 7			Assembly: Friday Week 2
	HOY=DDL	Room	D. Liversedge	Support Tutor
LB	7LB	26		
NT	7NT	1		
NL	7NL	22		
TB	7TMB	18		
DM	7DM	34		
18/19	Year 8			Assembly: Thursday Week 2
	HOY=AS	Room	A. Sayer	Support Tutor
JC	8JC	57		
CH	8CH	30		
ZB	8ZB	11		
SRO	8SRO	19		
CMC	8CMC	20		
18/19	Year 9			Assembly: Wednesday Week 2
	HOY=CA	Room	C. Armstrong	Support Tutor
SB	9SB	37		
MS	9MS	5		AJP Fri 2 JF Fri 1
JYW	9PE	40		
DY	9DY	4		CEB Thurs+Fri 1 Tues 2
GR	9GR	3		PM Tues 1 Fri 2
18/19	Year 10			Assembly: Tuesday Week 2
	HOY=LO	Room	L. Ovey	Support Tutor
JCR	10SD	17		JCR Fri 2
ED	10ED	15		
HF	10HF/JYW	33/35		JYW Tue,Wed,Fri 1+Mon, Wed 2
JF	10AG	16		RN Weds 1, Fri 1+2 JF Thurs 2
SC	10MCH	44		
	Year 11			Assembly: Monday Week 2
18/19	HOY=CB	Room	C. Boulton	Support Tutor
NB	11NB	41		
TMM	11TMM	24		
PE	11KH	2		HL Thurs 1 JCR Thurs 2
DP	11DP	25		
LH	11LH/KM	45/13		KM Mon,Tues 1+Wed,Thur,Fri 2

ARRANGEMENTS FOR THE FIRST DAY OF TERM

Students return to school on:
Wednesday 4th September 2019

Periods 1 and 2 will be with tutors: (Welcome back, planners, timetables, expectations, respect etc)

8.30 am Staff Briefing (Staff Room)

8.45 am Registration
Year 7s will be meeting in Isaac Hall
(MC Assembly and meeting key personnel)
(LO/CA to meet new students in years 10/11)

Please bring your tutor group promptly to Isaac Hall, sitting or standing with them at the end of your tutor group line – leaving all bags, coats etc. in the tutor room for the following assemblies:

9.15 Year 8 assembly led by SLT

9.35 Year 9 assembly led by SLT

9.55 Year 10 assembly led by SLT

10.35 Year 7 to break (this arrangement to last all week)

10.45 Break for Yr8, Yr9, Yr10, Yr11

11.05 Period 3

11.55 Period 4

12.35 Year 7 lunch time (this arrangement to last all week)

12.45 Lunch for Yr8, Yr9, Yr10, Yr11

1.30 Period 5 (PM Registration)

2.20 Period 6

2.30 Year 11 assembly led by SLT

Tutors will find inside their Tutor Group file for the first day of term:

Class sets of:

- Student timetable: essential they reach home!

Single Copies of:

- Tutor Guide

To follow:

- Internal telephone numbers list
- Data Collection Sheets
- A copy of 'Incident/Consequence' reference guide sheet

Year Team Meeting – Monday 2nd September 2019, 12.15pm-1.15pm

Tutor Group Points of Reference to be covered in Year Group meetings

1. **Issue of timetable** – point out timings of the school day (PM Registration is legally Period 5). Students must not be late and delay the start of lessons.
2. **Role of the Tutor** (see Page 18). Explain purpose of Tutor Handbook as a first port of call for information, see either HOY/RJH with further queries.
3. **House and Year assemblies** – routines and importance of messages given. Please ask staff to sit/stand WITH their tutor group, not gathered at the back. Year assemblies are in reverse order (11-7) on a week 2 this year.
4. **Punctuality and attendance**, these are high priorities (see Planner and Registration procedures).
5. **Routines and Messages:** register (urgent need for accuracy) and use of register folder (as a form of communication – messages etc., sent through this folder). Ensure ALL relevant messages get through in tutor time, making notes in staff briefing etc.
6. **Use of Tutor Time** – Active Tutorial (Activities held during Tutor Time) procedures and first tutorial. Tutors should be aware that the Head of Year will be monitoring Tutor Time (8.45 – 9.05) activities. There is time built in to walk around the tutor group and simply chat to the students!
7. **PLTS** – Tutors should go through the PLTS criteria indicating their importance and giving examples of why they are important. Give suggestions as how tutees can collect the PLTS from their tutor.
8. **Behaviour for Learning** (see Planner and detention systems: subject teacher > Head of Department > Head of Year > SLT detention).
9. **Uniform – this is very important.** (Dress Code in Tutor Guide and in the student planner)
10. **Other info** - Lunchtime arrangements; fire drill procedures.
11. **Duty Rota.**
12. **Home/School agreement.** Please draw attention to this and request students ask parents/carers to sign in the relevant place.

Items to be covered – Tutor Group Business (A Check list for Tutors)

We must all work together to 'capture the moment' provided by the start of a new school year to support each other and consistently set standards to be reinforced at each subsequent registration and at all times around the school as the year progresses.

We rely upon each other to all play our part – please emphasise the following to all students:

1. Completion of Register – Ensure a thoughtful seating plan
2. Data Collection Sheets: Check student details and EMERGENCY TELEPHONE NUMBERS - students should take home the Data Collection sheets and return to student reception once checked by Parents. **This is a legal requirement.**
3. Uniform check – Please note accordingly on Tutor Group list and pass to HOY asap.
Uniform – see definitive version of Dress code enclosed. The important details – please refer to the relevant uniform overleaf and go through it with your tutor group in detail, particularly emphasising the key issues:
 - One pair of small stud earrings – worn conventionally, one in each earlobe. No other piercings are allowed. **Challenge politely and with respect!**
 - Piercings in other parts of the body are not permitted
 - Nail varnish or nail extensions are not allowed.
 - Hair must not reflect any extreme of fashion or distract from a purposeful learning environment. The Head Teacher reserves the right to have the final say on all such matters.
 - Jeans and boots are not included in the Braunton Academy Dress Code and therefore are not to be worn.Please remind students they will be isolated from the school community should they repeatedly fail to uphold the above uniform expectations, unless items are removed and handed to the member of staff concerned.
 - Inappropriate clothing/ jewellery will be confiscated and held in the House Office for a maximum of five school days before being returned.
 - Mobile phones, etc., will be held in Main Reception until they are collected by parent/carers, only. (See page 13 for more details.)
4. Issue Timetable and all letters in folder. Planners will most likely be delivered by Prefects during P1 and P2.
5. Rules for use of tutor rooms and eating in Tutor Rooms to be fully explained: no hot food to be anywhere inside school buildings, other than Isaac Hall. No eating or drinking on the corridors.
6. Explain students should not be out of class without a note or Exit Pass. Explain Lunchtime arrangements and wet weather arrangements.

7. Explain importance of student voice and its purpose/success across the school. Elections for Student Reps will be held soon, encourage students to consider putting themselves forward for these important roles!

8. Remind students of routine:
 - Order into Isaac Hall (Best attending house and Year 11 in 1st at lunch)
 - Fire drill procedures
 - Movement around school (walk on the left!), especially along corridors and across to other buildings, including the one-way systems in Maths/Science block and the MFL/Aspire Building
 - The need for punctuality to lessons, including late arrival procedure (i.e. apologise for lateness and ask to be registered)
 - General behaviour expectations with RESPECT for all at the core
 - Care of buildings
 - Litter

School Uniform

Our uniform is available from Samuel Daw & Co. in Cross Street, Barnstaple.

Wearing of uniform is non-negotiable and is an important part of our Home School Agreement that we require all parents and carers to fully support. All items including school bag and PE kit bag should be clearly named. Please ensure your child has a suitable bag to carry all they need; a rucksack is ideal.

The Detail

Clarification on when students will have to wear blazers

It has always been stated that a 'Common Sense' approach will be adopted. This would suggest the students must wear blazers

- To and from the Academy
- Around the Academy (when moving from class to class; breaks and lunchtimes, unless, of course, engaged in games, etc.)

Exceptions:

- Hot weather
- When seated/working in class, students may place their blazer onto the back of their chair
- Practical subject areas will require students to hang up their blazers away from any possible damage (on Health and Safety grounds).

Uniform – Boys

- Braunton Academy blazer (Years 10 and 11 only)
- Braunton Academy grey V-neck pullover (Years 7, 8 and 9. Optional for Years 10 and 11)
- Black tailored trousers
- Black tailored shorts
- White formal shirt
- House tie, worn at the neck with a minimum of four stripes showing
- Black socks
- Footwear - black leather or leather looking shoes; No shoes with excessive heels. (refer to Powerpoint from Inset day)

Uniform – Girls

- Braunton Academy blazer (Years 10 and 11 only)
- Braunton Academy grey V-neck pullover (Years 7, 8 and 9. Optional for Years 10 and 11)
- Black tailored pleated skirt (to be worn to the knee)
- Black tailored trousers
- Black tailored shorts
- White formal shirt
- House tie, worn at the neck with a minimum of four stripes showing
- Black socks
- Natural/ black tights; plain opaque, not patterned
- Footwear - black leather or leather looking shoes; No shoes with excessive heels. (refer to Powerpoint from Inset day)
- Hijab: plain black or white

Outer Wear

Outdoor Coats should ideally be warm and waterproof. 'Coats' made of sweatshirt material and/or printed/ marked wording (other than a singular brand name/ logo) and 'Hoodies' are not acceptable. Large scarves are not to be worn as a substitute for a coat.

Physical Education Kit

All students **must** bring their kit to every lesson even if excused, as you still will be able to umpire, coach etc. A note is required to miss PE lessons.

Boys	Girls
SWI Maroon Polo Shirt (Badge with first initial and surname embroidered underneath the logo)	SWI Maroon Polo Shirt (Badge with first initial and surname embroidered underneath the logo)
SWI Rugby Shirt (House colour stripe)	SWI Maroon ¼ zip Fleece (Badge with first initial and surname embroidered underneath the logo)
SWI Black Shorts	SWI Black Shorts
SWI Maroon Football Socks	SWI Maroon Football Socks
White Socks (Above ankle height)	White Socks (Above ankle height)
Pair of Training Shoes (Not skate or leisure shoes)	Pair of Training Shoes (Not skate or leisure shoes)
Pair of Football Boots	Shin Pads
Gum Shield and Shin Pads	

Optional Extras

Boys	Girls
SWI Tracksuit Bottoms	SWI Tracksuit Bottoms
SWI Maroon ¼ zip Fleece (Badge with first initial and surname embroidered underneath the logo)	Sports Leggings (Not tights, or fashion leggings)

PLEASE NOTE: for Health and Safety reasons, no jewellery including stud earrings may be worn in any PE lesson. Therefore, any new piercings must be done at the start of the summer holidays to allow for six weeks healing.

The footwear worn for PE must NOT be the same as the footwear worn for the rest of school, for health and hygiene reasons.

Uniform – monitoring and maintaining

In accordance with the policy of the governing body, Braunton Academy students are required to wear the Academy uniform.

The following are recommended actions if a student is not wearing school uniform.

Will tutors please make sure students understand the actions that will be taken:

- Any incorrect uniform items, i.e. hoodies, jewellery, etc., will be confiscated for a maximum of five school days. There is to be zero tolerance by all staff members to any lowering of standards. (please apply respect and common sense in these areas)
- Any student out of uniform must be spoken to by the **TUTOR** and expected to produce a note from home explaining the reason. **The tutor will send the student to the Head of Year who must sign the note and ask AM to issue a uniform pass**
- If there is no note from home or no satisfactory reason for the lack of uniform, the student will be required to spend the first 20 minutes of lunchtime in isolation with duty HOY
- If the student/ parent/carer agree the correct uniform is available at home, the student may/should be sent home to change accordingly, providing parent/carer permission has been given.
- If there are **repeated** uniform concerns, the matter will be passed to **HOY** and then to a member of **SLT**. Parents will be contacted by telephone, if possible, or by means of letter. The student will be placed in isolation until such time that the uniform is correctly worn.
- If the response is unsatisfactory, parents will be invited to visit the school to discuss the problem.
- If the response is still unsatisfactory, the Chair of Governors will be informed in writing and asked to seek a resolution of the matter with the parents.

Copies of correspondence and any relevant notes will be filed in the respective student file.

At any stage when the matter is resolved, the tutor/HOY responsible should communicate the outcome to all who need to know at that stage of the process.

The vast majority of our students dress in the Academy uniform in the smartest of manners. We must maintain standards of uniform whilst maintaining our modelling of Respect whilst dealing with any issues.

Mobile Phones

WE PREFER THAT MOBILE PHONES ARE NOT BROUGHT INTO SCHOOL, PLEASE.

If they are – and are seen or heard by a member of staff – they will be confiscated and locked in the school safe **until collected by a parent/ carer.**

Why do we have this rule? There are five main reasons:-

1. We cannot afford the time to seek to retrieve lost or stolen phones: you may accept risk yourself, but our experience is that some parents overlook this if something does happen and then seek to demand our help regardless.
2. The ICT systems in school are monitored and a filter system will not allow inappropriate material to be viewed, the same is not the case if students are using 4G/5G on their own devices, by not allowing phones, we are attempting to safeguard against exposure to inappropriate content.
3. Not all youngsters can be relied upon to avoid calls and use during the school day – even in lessons! – We must do all we can to prevent this: this is only achievable by enforcing the same rule for everyone.
4. Cyber Bullying has become a very real national issue and it is one problem easily avoidable in school!
5. Mobile phones can make life too immediate: for example, children fall out, immediately phone home, some parents are then immediately in contact with us – and when emotions are given chance to settle the youngsters are actually friends again by the end of the day – but considerable time and energy have been wasted needlessly in the meantime!

If a student brings a phone into school – and we can all understand the safety reasons often cited for travelling home at night, etc. – they take a risk: the advantages are far outweighed by the difficulties some students can cause if we were to allow them. I would appreciate your help and support.

Mick Cammack, Principal

Please be sure to cover the following points with your Tutor Group, explaining in detail when necessary:

1. Students should only be out of lessons when they are carrying a note excusing them from class and signed by a member of staff. Students found out of class without a note will be returned to class and risk being placed in detention.
2. Lateness will be sanctioned initially by the Tutor. Persistent lateness will involve the Head of Year, in liaison with the Attendance Officer and parents in resolving the problem. If this situation is still not resolved the EWO will become involved.
3. After any period of absence, students must return to the Academy with a note of explanation otherwise the time missed from school will be recorded as truancy and parents notified as such.
4. Students must not use the student reception area unless they have business there such as handing in paperwork etc.
5. Students will only be able to leave the Academy premises when they can present a note signed by their parent/carer requesting leave of absence, have presented it to the Attendance Officer and had it countersigned by Head of Year. There is space in the Planner for signing-out requests.
6. Remind the students of the Academy's Code of Conduct and our expectations of student behaviour. Remind students of Health and Safety issues: behaving safely by always walking on the left and not running.
7. Students should **always** have their equipment (pen, pencil, ruler, books and planner) with them and always be in the Academy uniform. Please ask them to have their equipment and Planner out every Tutor Time. They should also be reminded to do this every lesson.
8. Remind students of the consequences of good behaviour (rewards, detailed inside the back cover of the planner) and unacceptable behaviour (with emphasis on the positive aspects).
9. Students should be reminded that they are always representing Braunton Academy. Behaviour to and from school should be safe, sensible and respectful of others in the community. Students must be reminded that good behaviour on the buses is expected at all times. Students must respect and follow the guidance of Duty staff/Prefects – failure to do so will result in a variety of appropriate sanctions.

10. Road Safety and Leaving School at 3.05 p.m. Particularly emphasise to Year 7 to go straight to the bus stop at 3.05 pm and meet friends/brothers/sisters there (or plans go wrong and buses missed!)

- a. Students being picked up by car or taxi must walk to their arranged pick up. Students may only cross the road at the recognised crossing points
- b. Students walking home should leave sensibly via the appropriate exit: **Students leaving to walk towards the village must always leave by the Barton Lane playground gates.** Students should wait to collect accompanying friends/brothers/sisters in the playground areas (Barton Road gates) or the Quad (Wraffon Road) and then leave. Students must not congregate outside the departure points for obvious health and safety reasons.
- c. Students catching school buses – only those students catching buses go to the bus stops, boarding buses already arrived, or waiting behind the white safety line. At all times be considerate towards members of the public using the pavements.
- d. Those who cross the main road must either wait for the crossing patrol to stop the traffic safely or wait and use the light-controlled crossing and must use it properly (i.e. wait for the lights to change and then walk across it carefully and properly and not just anywhere vaguely near it etc.).

*** PLEASE REMIND STUDENTS THAT THE ACADEMY IS EXPECTED AND INSTRUCTED TO PUNISH ANTI-SOCIAL/ INAPPROPRIATE/DISRESPECTFUL BEHAVIOUR OF STUDENTS AS THEY TRAVEL BETWEEN HOME AND SCHOOL ***

Creating the Right Atmosphere – Setting the Tone

When?

- At the beginning of the year -
(and beginning of each term)
- The first lesson with a class -
- The first time an activity takes place -

What? (Reminding Students)

- Student responsibilities
 - Academy expectations
 - Academy Codes of Conduct (as agreed by whole school)
 - The Academy Discipline System
-
- Your expectations
 - Procedures/ Routine (as agreed by House/ Department)
 - The Academy Discipline System
-
- Your expectations
 - Procedures
 - Instructions regarding materials, in/out of seat, noise level accepted

How?

- **TELL** them what you expect – and why!
- **TEACH** them what you expect – go through it so it is clear and understood by all
- **MODEL** what you expect – reinforce with positive encouragement/ comments and visual aids
- **REMIND** them what you expect – at the start of the next lesson and as necessary
- **RESPECTFULLY!**

Entrance and Exit Procedures

Below is a list of suggested good practice for Tutor time. A clearly established routine by all Tutors should help us to achieve a positive start to Registration, set the tone for the rest of the school day, and support colleagues.

Guidelines for Staff

START

1. Be on time with all resources to hand
2. Be at the door to supervise arriving students and welcome them
3. Use discretion as to whether students need to line-up in single file.
4. Remind students to remove coats, gum, jewellery, etc., before they enter the room
5. Ensure all chairs/ stools are removed from tables
6. Do not get drawn into conversations with individuals, which prevents you settling the whole class down initially
7. Ask students to place their planners and equipment on their table.
Announce the register is to be taken and request quiet and good manners
8. Take Register
9. Give a clear introduction to the tutor period activity

END

1. Time the activity to end punctually
2. Check the room
3. Insist on an orderly exit

Routine for Students

START

1. Arrive on time
2. Line up quietly in single file until the tutor invites you into the room
3. Take coats off, check that your uniform is correct before you enter the room
4. Go straight to your place as instructed
5. Get out all necessary equipment, including pen and planner, and place bags out of the way
6. Wait, in silence and ready to work, for the register to be called and your tutor's instructions
7. Pay close attention to any notices given

END

1. Do not stop or pack away until told to do so.
2. Pack away, tidy your workspace, return any loaned equipment and complete any finishing-off routines
3. Stand behind your chairs in silence when told to do so
4. Leave the room in an orderly way as instructed

The Role of the Tutor

A Tutor's role is central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour. The Tutor should be active in looking after the interests of the 'whole child'; A Tutor will:

- Set the tone for the day, by creating a positive ethos, establishing and encouraging good student/teacher, student/student relationships, and developing a positive Tutor Group spirit and identity.
- Encourage high standards of work, behaviour and dress in students, and liaise with the Heads of Year over referred behavioural problems; look to reward achievements positively and implement, where necessary, appropriate sanctions including monitoring report cards for behaviour or attendance where appropriate.
- Promote, maintain and monitor the official records of attendance and punctuality. Any absence of more than three days must be checked with the Attendance Officer. Tutors/Attendance Officer should alert Heads of Year to any patterns of, or suspicious absences.
- Supervise students in Year Assemblies by sitting/standing at the end of the line with your tutor group. (Not gathered at the back) Tutors are encouraged to help with the organisation and to participate in all aspects of the assembly, as leader of the Tutor Group!
- Monitor and intervene in the effective use of the planner. Tutors must look at and sign planners on a regular basis! Ensure all students 'set up their week' on a Monday morning (AM Registration).
- Be aware of friendship patterns, family structures, leisure interests, contents of student records, social development, problems at home, school relationships with other students and staff.
- Monitor and review their tutees current progress across the curriculum using all the data provided.
- Follow through concerns and issues about learning and effort when necessary with subject areas and parents, in consultation with the Heads of Year and relevant pastoral staff.
- Be aware of social and personal factors relevant to the student within and outside of school, maintaining contact with home where appropriate.

- Keep parents/carers fully involved regarding students' progress, including curriculum related or behavioural concerns
- Know all members of the Tutor Group and help to maintain the individual profile of each student, along with the Head of Year
- Distribute letters/notices, participate in Parents' Evenings
- Ensure school policies, Health and Safety and Fire Drill rules are explained and upheld
- Ensure students' records are kept in the Admin Office.
- Always speak respectfully to students and to other members of staff, even in times of high emotion!

The all-important first 20 minutes of the day!

It is vital we use the morning registration and tutor-time period (8.45 – 9.05) to our, and the student's, best advantage.

The students should be fully engaged in the given tutorial activity – activities that will be further supporting, developing and nurturing the positive and respectful attitudes of our students and the atmosphere/ethos we want to encourage in our school.

There are five sessions per week:

- One assembly, either a House or Year group assembly
- One active tutorial with reference to the Theme/Thought of the Week
- One checking planners, equipment, uniform etc
- One talking, building relationships, discussing student interests, allowing them to talk in small groups, having individual, group, whole group conversations. Talk to them about your interests too! This session each week is to help build the relationships between students/students and tutor/students
- One where you may wish to conduct your own tutor time activity or finish activities previously started, finish checking planners, continue discussions, tutor group competitions, assembly planning, tutee presentations, etc

Year 10 and 11 students could be encouraged to bring in revision materials, homework, private reading, and treat this time as private study period. All students should be encouraged to bring in their own reading material for this time – magazines can be a good stimulus for developing a student's reading skills

Assembly Pattern 2019/2020

Braunton Academy Assembly Pattern				
Week			Isaac Hall	
1	Mon			
	Tues		Croyde	SLT/CDA
	Wed		Putsborough	SLT/CDA
	Thur		Saunton	SLT/CDA
	Fri		Woolacombe	SLT/CDA
2	Mon		11	CB
	Tues		10	LO
	Wed		9	CA
	Thur		8	AS
	Fri		7	DDL

House Assemblies SLT and House Co-Ordinator (CDA)

Maintaining the importance of Houses, led by SLT, usually around world or local events. CDA will lead 'Award Assemblies' each term as part of the House Co-Ordinator role.

Year Assemblies (HOY + Tutors)

Led by HOY and Tutors/Tutor Groups within a year group, focused more on the Themes and Thoughts for the Week.

There may be 'one-off' assemblies throughout the year such as Peer Mentors, Prefects, Trips, Sports Day planning, etc. the Drama Hall is available as an extra space for these if required, and it may be that permission is given for P6 to be used on occasion if it is deemed appropriate.

Assemblies Policy

Purpose

- To help create and enhance the ethos and morale of the Academy
- To set the tone and make clear the standards which the Academy expects of its students.
- To encourage a feeling of School, House and Year identity and unity.
- To promote ideas and encourage reflections on emotions, values and feelings.
- To provide a collective act of worship.
- To encourage willingness to participate in events both in and outside of the Academy
- To congratulate and celebrate with those who have achieved success.

Practice

Assemblies

See Assembly Pattern for the assembly programme. All assemblies will usually take place in Isaac Hall.

House Assemblies

Students will arrive at Isaac Hall for their House assembly by 8.50am, having been registered by their tutor at their tutor base. They will be met by SLT/CDA and be reminded to remove coats and to become quiet as they enter the room.

Overall behaviour in the assembly will be supervised by SLT/HOY and Tutors in Assemblies. The messages/notices for the day will be read out at this time to ensure all in attendance are fully informed of the day's events.

Students will sit in their tutor groups. The tutor, on arrival immediately from staff briefing, will take up a position at the end of their tutor group either seated or stood, monitoring their group.

Students wait quietly until the beginning of the assembly is announced.

Year Assemblies

Students will arrive at Isaac Hall for their Year assembly by 8.45am. Messages will be given out at the assembly. They will be met by the respective HOY and be reminded to remove coats and to become quiet as they enter the room.

The messages/notices for the day will be read out at this time to ensure all in attendance are fully informed of the day's events.

Students wait quietly until the beginning of the assembly is announced.

Responsibilities

Tutors

- Inform students of the standards and routines expected in assembly
- During the Year assembly, take the AM Register and actively supervise the students
- During House assemblies quickly register and send students to assembly ensuring they arrive before 8.50am
- Help to supervise an orderly and quiet dismissal
- If the assembly should over-run, tutors who are teaching students other than those in the assembly, should leave to go to their lesson

Students

- Walk quietly and in an orderly manner to the Assembly venue
- Remove their coats and become quiet on entry into the venue
- Sit quietly and attentively
- Only leave when told and in an orderly manner, after stacking chairs

Heads of Year

- Ensure all tutors are aware of, and help to carry out the procedures for assembly
- Guide and supervise students to their appropriate places
- Brief new staff on assembly procedures
- Intervene with students who may be misbehaving in Year Assemblies

Member of staff responsible for taking the assembly

- Provide and introduce an appropriate idea for the assembly
- The selection of what is presented in an assembly and the manner in which it is delivered are important factors in the development of the school.
- Assemblies can consist of the following:
 - Readings from the Bible, or from other anthologies / sources which enable ideas to be put to the students in an open-ended way
 - The Thought for the Day/ Week materials
 - Staff may use their own material
 - Staff or visitors may be invited to speak on a number of subjects
 - Audio - visual materials may be used to stimulate interest
 - The more imaginative the better!

Assistant Head Teacher Student Support and Guidance

- Draw up rota for assemblies
- Liaise with Heads of Year in organising staff to become involved in 'hosting' assemblies, along with their students
- Review all assemblies
- Ensure the Senior Management review and evaluate the content and standards of assemblies
- Ensure that members of staff who deliver assemblies keep records of the assemblies delivered to their respective groups

Policy on Collective Worship

Background

It is a requirement of 'The 1988 Education Reform Act' that 'the majority of acts of collective worship each term should be wholly or mainly of a broadly Christian character'.

It requires all schools to provide a collective act of worship for all students. This can be at any time during the school day and may be conducted in Tutor Groups, or a school assembly.

Guidelines

- Assembly should be inclusive - worship should be a collection of people possessing a wide diversity of religious, agnostic and non-religious stances.
- 'The act of collective worship should be curricular and should be part of the intentional learning experience requiring careful professional planning, preparation, execution, evaluation and resourcing.'
- 'The act of collective worship should be educational. As a learning experience it should be consistent with other educational activities and in so being, place neither the presenter nor the recipient in an awkward or less than honest position.'
- The Academy respects the rights of parents/ carers.

Good practice should include:

- providing the opportunity to celebrate achievements, special occasions, etc. of individuals and of the school;
- provide opportunity to share and experience differences;
- foster a sense of unity: friendships, acceptances, joys, hopes and fears;
- provide a time to expose and reflect upon common values, including moral values;
- provide a break from the business of life and offer a spiritual dimension to their lives and relationships;
- provide the opportunity for learning how to behave in social gatherings and experience being active members of a caring community;
- make visible the school's pattern of leadership and responsibility;
- Assembly should contribute to the religious, spiritual and moral education of all students. It should concern concepts, principles and conduct which are worthy of celebration as examples of the highest achievement of the human spirit.
- The law says collective worship must be daily for all registered students. In Braunton Academy there will be a minimum of two large assembly gatherings per two week cycle (see Page 23), one House and one Year.

The remaining mornings will consist of 20 minute Tutor Group meetings which will include Thought for the Week amongst them.

Themes for collective worship will be published in the daily school bulletin as 'Thoughts for the Week'. The Tutor can refer to 'Thoughts for the Week'

It is possible that at least one of the tutor sessions could be taken by a student or group of students.

Responsibilities

The responsibility for ensuring that collective worship takes place each day for each student rests with the Principal and the Governors.

A record must be kept of all themes and issues raised during acts of collective worship. This will be collated termly by Assistant Head Teacher Student Progress.

An appropriate atmosphere needs to be created to ensure that collective worship is a meaningful and thought-provoking occasion: The Tutor will ensure their students are aware of the importance of this time and that their behaviour is conducive to the aims of this policy.

The structure, setting and staff responsibilities for Assemblies are set out in the school's Assemblies Policy.

Assembly Themes and Thoughts for the Week

Autumn 1 Week 1: PLTS – Creative Thinker - Creativity is something that many look beyond and don't even think of as something of importance in the world of business or in the nature of the success you build for yourself. Creativity is one of the greatest qualities any of us can be blessed with, yet many never allow their true creativity to be expressed.

Autumn 1 Week 2: Leadership- Although not everyone may have an opportunity to lead in the work-place, most of us will become leaders of children by becoming parents, so it important to for all of us to understand the responsibilities of leadership and display the qualities to become an effective leader.

Autumn 1 Week 3: Diversity - Diversity means respect for and appreciation of differences in ethnicity, gender, age, national origin, disability sexual orientation, education and religion. But it's more than this. We all bring diverse perspectives, experiences, lifestyles and cultures. As a source and driver of innovation, diversity is a big idea in business and in society

Autumn 1 Week 4: Self Respect: Setting clear boundaries and communicating these to others helps others understand that you are someone worthy of respect. Sometimes we need to say "no" to others and "yes" to ourselves, allowing you piece of mind and emotional safety. Carving out time for yourself allows you to focus on enjoying what you like and love allowing you to replenish and approach any situation with balance and peace. Where can you rearrange your schedule and fond an hour a day to love and be with you?

Autumn 1 Week 5: Managing Stress: We are all unique, different and have our own talents/ skills to offer the rest of the world. We might not think we have anything special to offer, but because we are all different we all have something different to share.

We must learn to discover our 'uniqueness' and, in accepting ourselves for what we are, we will find acceptance from those around us. 'People cannot grow unless they are happy They want to be liked and to like other people; to feel valuable, and above all not to feel lonely and isolated' – WH Auden (an English Poet). School has to be a place where we can grow. 'No one can make you feel inferior without your consent' - Eleanor Roosevelt

Autumn 1 Week 6: Democracy - The alternative to democracy is a form of politics were decisions are made without reference to the people, where governments are not accountable to the people and where there are no guarantees that individuals and minorities will be protected. Democracy encourages popular participation As it is commonly believed that tyranny can be prevented by ensuring that the people are able to participate freely in politics, democracy is critical in ensuring the prevention of such tyranny. In a free democracy the people have the opportunity to become informed and be directly involved in influencing decision making.

"Elections belong to the people. It's their decision. If they decide to turn their back on the fire and burn their behinds, then they will just have to sit on their blisters."
— Abraham Lincoln

Autumn 1 Week 7: Managing Change - Things only change for the better when someone is 'bothered enough' to do something to change it. If we are to 'change' things then it involves us in taking action, in doing something differently. History is full of people who have been bothered: Martin Luther King, Nelson Mandela, Mahatma Gandhi.

What could you change to improve your school grades? What will you do differently? What action will you take to improve your life? What will you do differently?

Autumn 2 Week 1: PLTS - Team Worker – The French expression for teamwork is "esprit de corps" which means a sense of unity, of enthusiasm for common interests and responsibilities among people associated in a task or enterprise. "Teamwork can be likened to two compounds essential to modern life. It's the glue which keeps a team together, a bond which promotes strength, unity, reliability and support. Teamwork is also the oil that makes the team work, enabling smoother movement towards targets and helping teams to overcome obstacles" – Apex Leadership

Autumn 2 Week 2: Remembrance: Each year on the second Sunday of November services are held to remember those who lost their lives in the two World Wars, and to pledge ourselves to work for peace in the future. Today many parts of the world suffer from war and fighting – try to reflect on the futility of violence but at the same time respect and be thankful for those who have given their lives so that we can live in a free and democratic society.'

Autumn 2 Week 3: Anti-Bullying: What do you do to help stop bullying? What might you do, either individually or as a group?

Autumn 2 Week 4: Tutor Choice

Autumn 2 Week 5: Personal Safety (Internet Safety Week) - In the same way you learn about safety when you leave the house, it is important to learn how to stay safe online. These are skills that will stay with you for life.

Autumn 2 Week 6: Free Will – Freedom allows us to develop our morality and our consciences. Lacking freedom means that we cannot truly become mature human beings. When forced to do things, or not to do things, we do not have any choices. We are not allowed to make our own decisions. For example if your parents keep you locked up you don't have the freedom to get into trouble or do bad things, so you develop no morality or conscience.

Autumn 2 Week 7: Review and Reflection: As we approach the end of term we need to consider how we are doing, both as a school as well as an individual. Every person is unique and has a different set of talents: how have you used your skills to achieve your targets? With vision, determination and optimism it is possible to overcome problems and fears. 'The only success that comes before work is in the dictionary.'

Spring 1 Week 1: PLTS – Self Manager - Self-management is a key skill that will help you throughout your life. It involves setting goals and managing your time. Developing your motivation and concentration skills will help you to overcome the lure of procrastination. Effective self-management will help you to avoid stress and provide you with more opportunities to get involved in rewarding activities. "It's best to eat a live frog first thing in the morning" Mark Twain.

Spring 1 Week 2: Respect - Respect is a combination of appreciation, admiration and recognition of a person being worth something. In our modern world it is sometimes confused with fear. Gangs or individuals who threaten and practise violence for respect actually get fear. True respect is seeing someone, flaws and all, and still feeling appreciation of their unique talents, gifts and insights. It is not expecting perfection nor is it beating someone into submission.

Spring 1 Week 3: Tolerance - Tolerance is important because it opens the door to opportunities and increases the chance for success. People who have had exposure to cultural differences feel confident living in a diverse society. Tolerance provides an opportunity to learn from others while respecting and valuing their differences in religious and ethical beliefs. Tolerance works as a barrier to prejudice and brings people of a community together. Being a good role model and setting an example of respect can teach others to be tolerant.

Spring 1 Week 4: Kindness - Being kind is an important way of bringing meaning to our own lives. It also brings joy to the lives of others around us. Being kind allows us to communicate better, be more compassionate, and also to be a positive force in people's lives.

Spring 1 Week 5: Communication - In many ways, effective communication begins with mutual respect, communication that inspires, encourages others to do their best.

Spring 1 Week 6: Love – What is the meaning of the word love? The word is mostly used according to the first definition given in the dictionary: "an intense feeling of deep affection." In other words, love is what a person feels. ... should love be seen not as a feeling but as an enacted emotion? To love is to feel and act accordingly.

Spring 2 Week 1: PLTS – Effective participator -

Participation is a fundamental right. It is one of the guiding principles of the Universal Declaration of Human Rights. “Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote civic action. To participate effectively, young people must be given the proper tools, such as information, education and access to their civil rights” UN Youth

Spring 2 Week 2: Appreciation - We all live in one world – a small, fragile planet whose past and future we all share – yet we have created barriers all over it: Barriers that separate rich and poor, those with jobs and those without, black and white, the haves and have nots and so on. Everyone must take a stand on these issues. It is not possible to say ‘It’s not my problem’ since we are all connected with one another and impact on each other. What should we truly appreciate in our lives?

Spring 2 Week 3: The Future – Nobody can know what the future holds, but we must do our best to try to create the future we would like, with an understanding that things may not always go to plan. What small steps could we take to create a better future for all?

Spring 2 Week 4: Awe and Wonder – The presence of awe and wonder in our lives is essential to experience depth of meaning and joy. As we age, this core emotional state often diminishes for most of us and can then feel that something is terribly missing in our lives. The challenge therefore is to experience awe and wonder throughout our lives.

“Mankind will not perish for want of information; but only for want of appreciation. The beginning of our happiness lies in the understanding that life without wonder is not worth living.” A.J. Heschel

Spring 2 Week 5: Relationships - Healthy relationships are a vital component of health and wellbeing. There is compelling evidence that strong relationships contribute to a long, healthy, and happy life. Conversely, the health risks from being alone or isolated in one's life are comparable to the risks associated with cigarette smoking, high blood pressure, and obesity.

Summer 1 Week 1: PLTS – Independent Enquirer – The ability to take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes is important to recognise bias and to prevent unwanted influence from others. The ability to plan and research, and then to analyse and evaluate is increasingly important as the amount of information being made available is increasing exponentially.

Summer 1 Week 2: Resilience and Determination –Facing up to Challenges

Life is full of challenges – no one is so clever, so strong, so kind or so organised that he/ she sails through life without facing events or situations which are difficult or challenging. The important thing is to face up to our challenges with the will and determination to succeed – in doing this we often become better people and gain from the experience.

When were you last 'challenged' and how did you face up to it?'

Summer 1 Week 3: Express yourself - Self-expression involves revealing your thoughts, feelings, or ideas, through writing, speaking, music, art, or dance. Essentially, it is the way we interact with the world around us and this interaction holds great value, "To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment." T Vaughan

Summer 1 Week 4: Organisation- A healthy lifestyle should be a way of living, and not just a temporary fix for a cold or to negate a gluttonous weekend. Once you get into the habit of maintaining a healthy routine, you will be able to see, feel, and experience the benefits of a healthy lifestyle

Summer 1 Week 5: Our Place in the World – As individuals and as a collective entity our role in ensuring that our planet remains fit for future generations is increasingly important. An understanding of environmental issues and the associated ethical and moral dilemmas will help us to make the right decisions.

Summer 1 Week 6: Tutor Choice

Summer 2 Week 1: PLTS – Reflective Learner – According to Costa & Kallick, reflection has many facets. For example, reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning, so some reflection is best done alone. Reflection is also enhanced, however, when we ponder our learning with others.

Summer 2 Week 2: Inspiration - Sometimes something happens that just ‘fires’ us up, excites us, makes us feel inspired. That ‘something’ may be a piece of music, a painting, a visit to be a beautiful part of the world, or a meeting with a ‘special’ person. You might inspire someone into doing something.

‘You cannot create experience, you must undergo it’

‘Imagination is more important than knowledge’ (Albert Einstein)

Summer 2 Week 3: What does Being British Mean? – Britain has become a much more diverse society in the last sixty years. Where it was easy to describe Britishness to encompass a shared history, customs, language, belief and behaviour; defining this in our modern society is much more challenging. If we accept that the essence of Britishness at its best promotes the concepts of freedom, equality and tolerance, it is clear that there are many who do not accept these tenets and seek to undermine these by spreading extreme racist and/or religious propaganda. Perhaps Britain’s biggest challenge is to re-establish the notion of Britishness and national identity for all those residing here.

Summer 2 Week 4: Initiative- Are you a ‘glass half full’ or a ‘glass half empty’ personality? Optimist or Pessimist? Shouldn’t we always try to ‘Always look on the bright side of life’ as we face up to the challenges of our day to day lives. Think of all the positive good things that are in your life, especially when you might be feeling down.

Summer 2 Week 5: Determination- Although not everyone may have an opportunity to lead in the work-place, most of us will become leaders of children by becoming parents, so it important to for all of us to understand the responsibilities of leadership and display the qualities to become an effective leader.

Summer 2 Week 6: Volunteering - We have all, through our up-bringing and life experiences, developed a list of ‘life-standards’: we know what is right and wrong: we know how we are expected to behave and treat others, for example. Do you live your life respecting these values? Do you always consider others before yourself?

Summer 2 Week 7: Looking Forward, Looking Back.

In looking forward to the Summer and next year at Braunton Academy, we must learn to look back to assess what we have achieved since this will help us to move forward in a true and knowledgeable way. It is essential we are absolutely honest with ourselves:

‘I do not care much about what others say and think about me. But there is one man’s opinion I value very much and that is the opinion of James Garfield I have to live with him all the time It makes a great difference whether he thinks well of me or not’ (James Garfield – USA President)

Active Tutorial – 4th September 2019

Please read through the following pages in the Planner with your Tutor Group. Much of this will be covered in the extended Tutor sessions on the first day back.

Be sure to fully explain each element of the Planner ensuring the students fully understand the importance of following the guidelines/ information given.

Tutors should be insisting that Planners are placed on the student's table as a matter of routine every AM Registration. Please contact Parents/Carers if a student has no planner on a number of occasions, continued lack of planner, please then pass to HOY.

Students should be reminded it is their responsibility to use the Planner correctly every day and show it to their parent/carer. Students must find the relevant pages in their planner and read through/be aware of, the following:

About your Planner	Be sure students are clear about their responsibilities in using the Planner. Emphasise that all successful students/people use a planner/diary of some sort.
Timetable	Please emphasise the importance of arriving to Period 5 promptly since this will be the PM Registration. Students will need to complete their timetables accurately.
Homework Timetable (Class Charts)	Students must complete this section carefully
Academy Uniform	Tutors should remind students of the Uniform Code and expectations.
Bullying Policy	Important information about Safeguarding Children at Braunton Academy, including who to contact should any issues arise.
Permission to leave class	Students must have this section signed if they need to leave the classroom during lesson time. Should these pages be filled then the calendar pages should be used.
Independent Learning	Tutors should remind students of the importance of noting homework in the Planner; the opportunity provided by the homework club; and the advantages of developing independent learning skills in P6.

Study Support Pages

Students should/ can refer to these pages for guidance and support in their studies.

Diary Pages

Remind students of the need for parent's signatures at the end of the week. Students need to be told to use these pages for all home/school communications i.e. notes excusing incorrect uniform; requests for meeting the Head of Year or Tutor etc.

Tutors should refer to the pages at the back of the Planner and how these sections can support students in their learning: Punctuation and English, Maths/Numeracy, Science, Languages, Technology, Music, PE, Personal, Learning and Thinking Skills (PLTS), solar system, maps and Rewards Chart.

Tutor Time Review Obs Sheet

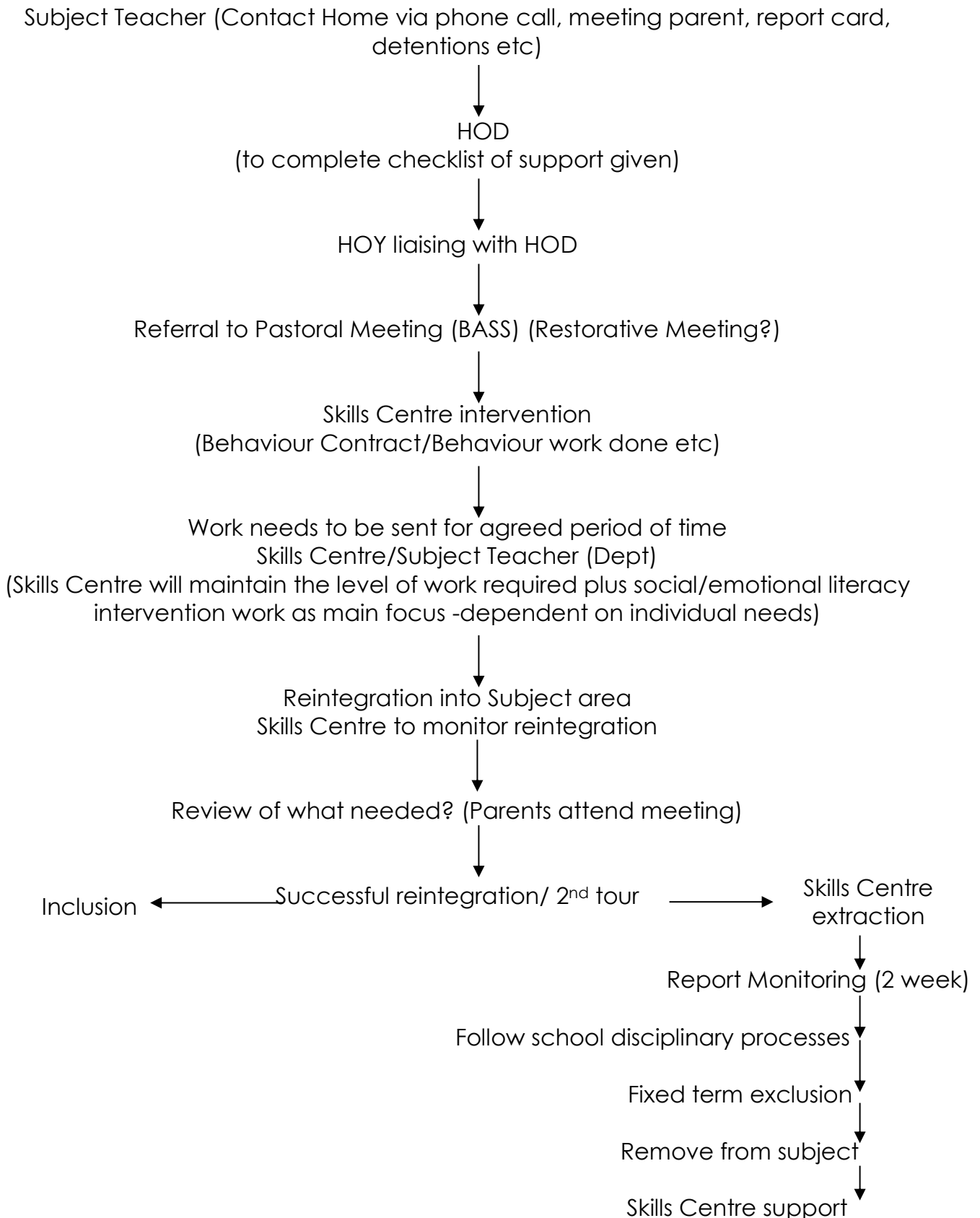
Focus	1 = Excellent 2 = Good 3 = Less than expected 4 = Unsatisfactory				Notes/Action Taken
	1	2	3	4	
On time with all resources to hand					
Use of orderly entrance and exit procedures					
Seating plan in use					
Uniform addressed appropriately/respectfully					
Planner/equipment checked					
Register taken in orderly atmosphere					
Lateness addressed appropriately/respectfully					
Notices given					
Tutor Activity introduced: <ul style="list-style-type: none"> • Thought for the Week • Spiritual/ Moral/ Social input • Engaged in dialogue with students 					
Positive relationships demonstrated					
Environment					
Display/Tutor Board					
Literacy/Numeracy					
PLTS					
Comments from students...					

Attendance Codes, Descriptions and Meanings

	CODE	DESCRIPTION	MEANING
*	/	Present (AM)	Present
*	\	Present (PM)	Present
*	B	Educated off site (NOT Dual registration)	Approved Educational Activity
	C	Other Authorised Circumstances	Authorised absence
	D	Dual Registration (i.e. student attending other establishment)	Approved Educational Activity
	E	Excluded	Authorised absence
	F	Extended family holiday (agreed)	Authorised absence
	G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
	H	Family holiday (agreed)	Authorised absence
*	I	Illness (NOT medical or dental etc. appointments)	Authorised absence
	J	Interview	Approved Educational Activity
*	L	Late (before register closed)	Present
	M	Medical/ Dental appointments	Authorised absence
	N	No reason yet provided for absence	Unauthorised absence
	O	Unauthorised absence (not covered by any other code/ description)	Unauthorised absence
	P	Approved sporting activity	Approved Educational Activity
	R	Religious observance	Authorised absence
	S	Study Leave	Authorised absence
	T	Traveller absence	Authorised absence
	U	Late (after registration closed)	Unauthorised absence
*	V	Educational Visit or Trip	Approved Educational Activity
	W	Work Experience	Approved Educational Activity
	X	Non-compulsory school-age absence	Not counted in possible attendances
	Y	Enforced closure	Not counted in possible attendances
	Z	Student not on roll	Not counted in possible attendances
	#	School closed to students and staff	Not counted in possible attendances
	-	All should attend	No mark

*** These are available for staff to record on SIMS. Other codes are informative when accessing attendance reports.**

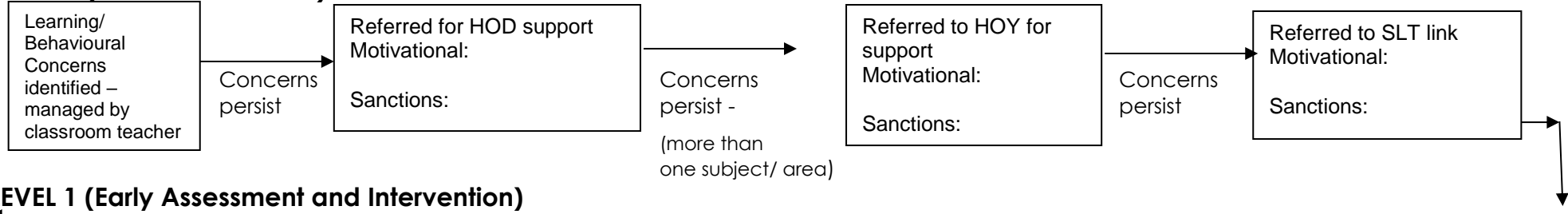
INTERVENTION STRATEGY FOR STUDENTS PRESENTING AS PERSISTENTLY DISRUPTIVE



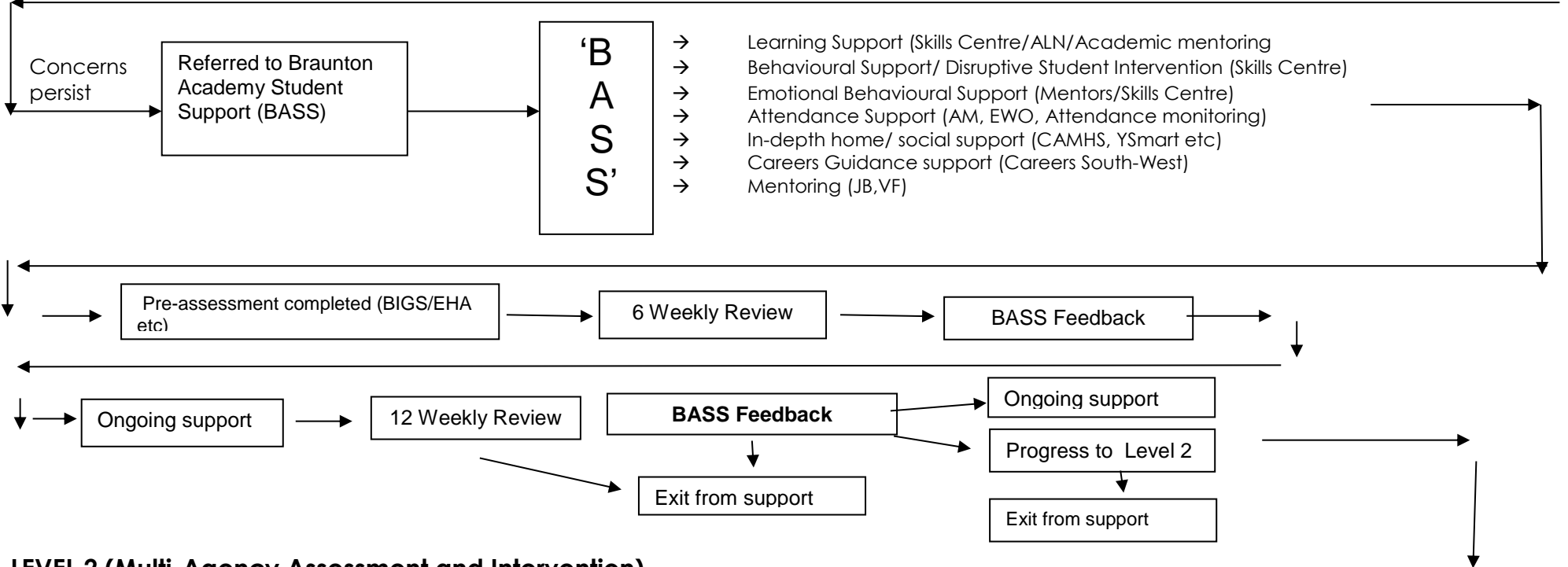
To be managed and restructured accordingly by RJH/VF

STUDENT SUPPORT ROUTER (2019/2020)

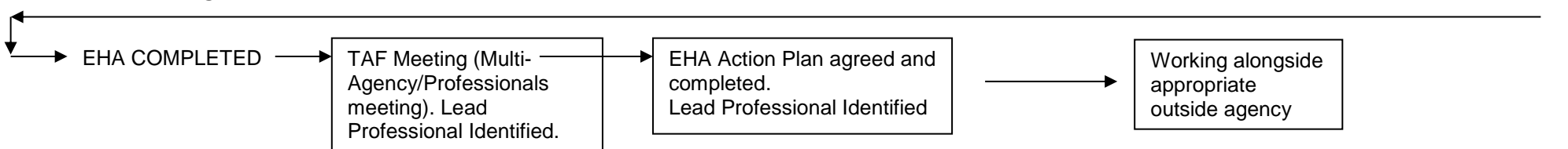
LEVEL U (Universal Services)



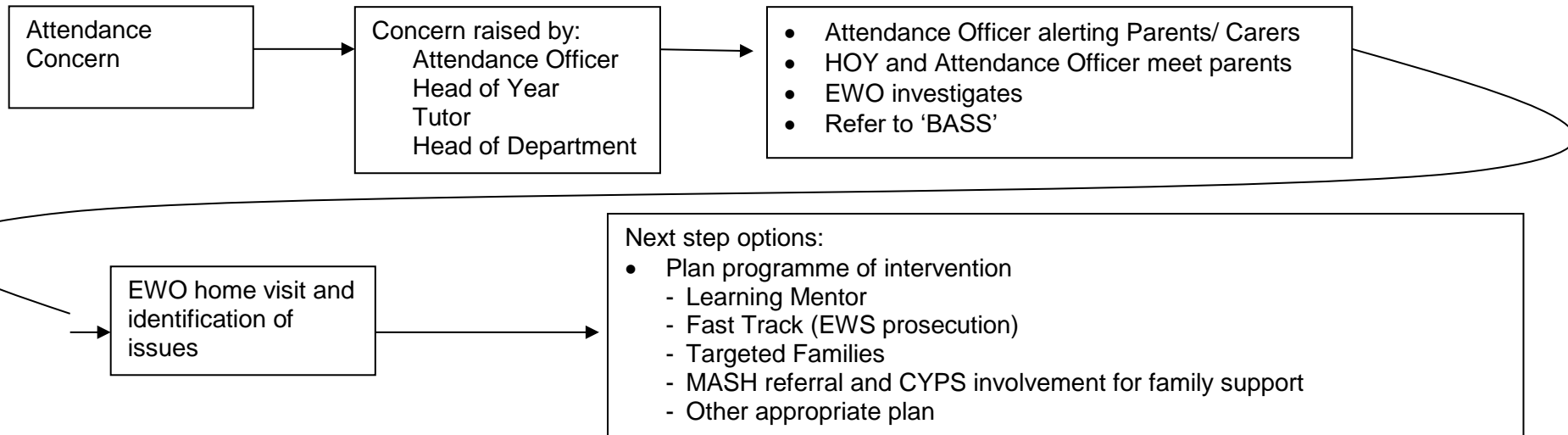
LEVEL 1 (Early Assessment and Intervention)



LEVEL 2 (Multi-Agency Assessment and Intervention)



SCHOOL REFUSER / POOR ATTENDER ROUTER



Signed Off and entered on SIMS by _____