



**KIRK HALLAM**  
COMMUNITY ACADEMY

# Newsletter

w/c 21 September 2020

## Dear parents and carers

Kirk Hallam Academy started the 2020/21 academic year with a fantastic week of learning. The sense of calmness that has pervaded the Academy has allowed our students to access lessons and learning effectively and with a real desire to achieve.

We know that we have got lots to do as a school but we are determined to make our school as excellent as we possibly can. We are aware that we need to provide a school which is consistent and fair but that this will only be achieved through hard work, improving teaching and developing a culture where learning comes first.

Conrad Hilton once said that "Achievement seems to be connected with action. Successful men and women keep moving – they make mistakes, but they don't quit". In the same way, we need to take action as a school. We need to ensure consistency and fairness within our school community. This includes consistency of standards, consistency of rules but most importantly of all, consistency of rewards.

It is not acceptable in any school that all students hear are negative things. I hope that by building a culture where we cherish positivity, where we promote rewards,

where we develop a clear sense of PRIDE within all of our students, we will build a positive and happy place.

Over the past two weeks...

- **We had over 30,000 positive interactions with our students which they will be getting a record of today**
- **On average, each student was rewarded over 30 PRIDE coins — we hope this will increase significantly as staff get used to new systems**

I firmly believe that we will be able to give our community a school with a shared sense of pride and civic responsibility. Speaking to some of the students about their learning and seeing the standard they are setting for themselves already bodes well for their future.

Many thanks,

**Damian Belshaw**

Head of School

## You said...



*"We want to have consistency and fairness across the academy."*



*"We want lessons that all children can learn in without disruption."*



*"We want a clear and consistent policy on uniform."*



*"We want teaching to be high quality with effective feedback given to our children so they know what to improve."*



*"We want improved and more modern facilities for our children to learn in."*

## We did...



*Create a new rewards system with a very simple set of criteria for children to aspire to.*



*Create a very clear and simple set of behaviours that all children can aspire to and trained everyone in them.*



*Make a simple pictorial diagram of what is and isn't uniform.*



*Invest heavily in teacher training, recruit specialist teachers and develop a high quality curriculum.*



*Invest nearly seven figures in the site and uplift every aspect of the school.*



# Student Voice and work

## *irk Hallam Community Academy & Sixth Form*



*"Massive improvement on last year. Better organised lessons and really like the work packs. Teachers are dealing with any bad behaviour much quicker so it's a better learning environment."*

*Joey (Year 10)*

*"School seems much calmer. Teachers' lessons seem really well planned."*

*Owen (Year 10)*

*"Much better to have work packs than loads of books."*

*Charles (Year 10)*

*"Really enjoyed music, maths and geography. Favourite lesson was working out how geography impacts different jobs as it was interesting to learn about different jobs."*

*Eliza (Year 7)*

*"Enjoyed English the most, especially looking at how the 1970s compares to now. Favourite subjects are English and History, so it was interesting to have a lesson that included both."*

*Millie (Year 7)*

*"Has enjoyed technology as its much more advanced than junior school, especially enjoyed starting work on tea light holders."*

*Enza (Year 7)*





# DfE guidance on behaviour

The Department for Education has made a clear set of guidelines for schools to follow in terms of behaviour expectation. At Kirk Hallam, we believe it would be useful to show you how we are integrating these guidelines into our everyday practice.

1. **Set clear, reasonable and proportionate standards of behaviour. Make things as simple as possible so that the plans can be remembered and understood easily by everyone.**

At Kirk Hallam, we have created a very clear set of eight simple expectations for lessons and eight simple expectations for outside of lessons — these are called L8 and B8. We have trained all of our students in how these work and have spent two weeks training staff in ensuring they are used consistently and fairly. Where we spot they are not being followed, we will quickly pick up on these and remind students to follow them. Where we spot staff are not applying them, we will speak to them, provide training and ensure that we have consistency and fairness.

2. **Plan new routines, habits and systems, including:**

- **Expectations for arriving at and leaving school (including behaviour on public transport)**
- **Hygiene practices**
- **Lunch and break time routines**
- **Any transitions between lessons**
- **Staff supervision of movement during social times**
- **Safe use of school spaces and equipment**
- **Consider restrictions on movement within school and new hygiene rules**

At Kirk Hallam, we have created year group areas and bubbles, have cleaning stations all around

the site, have developed routines for moving between lessons (this is a challenge when over 1,000 students are moving!) and have created safe spaces for eating, playing and getting fresh air. We have then spent two days training students in these so that we can all get them right.

3. **Plan how new behavioural expectations will be monitored and supported. Take time to train staff in the behaviour that will be expected of them and also in the behaviour that they will be expected to teach to pupils.**

At Kirk Hallam, we have spent two weeks directly training staff in how to create a positive learning environment at Kirk Hallam. We have invested in creating a positive learning environment for our students, have invested in a new system for the monitoring of positive interactions with students so that we can ensure we create a school that is calm, happy and focussed upon learning.

4. **Clarify sanctions and rewards and how rules will be enforced consistently.**

At Kirk Hallam, we have made our cultural expectations explicit so that we develop a calm, community focused upon learning. We want fairness and understand, whilst we will make mistakes, we will learn from them. We have made a rewards system, this was missing from the school and is the key part of our behavioural systems. We will now judge our performance based upon how positive we are within the school.

5. **Make explicit what behaviours are now considered more serious due to the coronavirus (COVID-19) outbreak — for example, purposefully coughing on someone — including any escalation points in how they will be dealt with.**

At Kirk Hallam, we have trained students clearly about the need to keep each other safe and exactly what will happen if we act in a way that does not do this.



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**Excellence.  
No Excuses.**

