

# University Academy Keighley.....

*A Great  
Place to Learn!*



## **The Complete Guide for Staff**

November  
2016

**Aspire Accomplish Achieve**

# *An introduction.*



We are very proud of our rewards and consequences system at University Academy Keighley. We call this '*Great Place to Learn*'.

We have developed this with our students, staff and parents and hope that together this will help us to achieve our aims of **Aspire Accomplish Achieve**

We want our school to be a happy and enjoyable learning environment, where everyone can achieve their best.

In the following pages you will be able to read about our rewards and consequences, so that you are absolutely clear about our systems and procedures. It is important that we all follow these consistently and have the same high

expectations in order for these to run smoothly. If you have any questions or require support, we ask you should speak with your line manager / Faculty Leader in the first instance.



***Mrs Addison***  
**Principal**

*“Ethos of respect,  
trust and tolerance”  
Ofsted June 2016.*

# *Our rewards.*

**We are very proud of our rewards system as this was developed in collaboration with students, parents and staff and is led by Mr White (Community Leader).**



**As a result, we introduced a number of rewards linked to our electronic system. At UAK students can earn positive points for a number of reasons, such as: representing UAK at school events, charity work, presentations to other students, high**

**quality learning, attending extra curricular activities and supporting new students.**

**On a Monday, our Form Tutors go through these points with our students in Community Time. Students can see how many conduct points (combined positive and negative points) they have earned in that week. The winning Form Group is celebrated in each Community.**

**The Community Leaders also recognise the achievements of their students in assembly time each week. We celebrate our achievements together as a Community and congratulate anyone who is achieving a high number of conduct points.**





# Our rewards.

## Weekly Rewards:

- **Form prize.**
- **'Star of the Week' certificate for individual students.**
- **Positive postcards, which are sent home.**
- **Celebrations in assembly time.**



## Rewards Cycle:

**At the end of each learning cycle there are rewards sessions during Enrichment Week. We reward students who have positive behaviour and have displayed the correct attitude to learning.**

**You must be in positive conduct and have no negative 3 or 4 for that learning cycle.**



**There are lots of school based rewards activities to choose from, such as sports, watching a film, trying some crafts or just chilling out.**

*“Pupils are punctual to school and to lessons”  
Ofsted June 2016.*

# *Our rewards.*

Termly Rewards:

**At the end of term we reward students for their hard work and attitude to learning.**

**Each term students who have gained the most conducts points in their form group are selected.**

**In the last term the top 10 students with the most conducts points gained in the whole year are selected.**

**Each term there is a different trip, such as a special viewing in the cinema, a bowling trip and the end of year trip to a theme park.**



*“Pupils behave well around the school site and respond positively to expectations”*

*Ofsted June 2016.*



# Our aims.....

At UAK we aim to achieve the highest standards in terms of learning and achievement.

*“Care and support for pupils is a strength of the school”*

*Ofsted June 2016.*



***This is an academy that values each student as an individual and does all it can to make sure that all students have equality of opportunity’.***

***‘The behaviour of students is good. It has improved significantly since the previous inspection because better teaching is resulting in more students enjoying their learning. Teachers are more confident and consistent in how they deal with students who misbehave’.***



**We have developed our systems as a team, working together to ensure our students have a consistently high quality learning experience.**



# *Our expectations..*



- Arriving on time to school and all lessons.
- Wearing the correct uniform.
- Bringing in PE kit.
- Having the correct equipment to learn.
- Listening when the teacher or someone else is talking.
- Respecting others by not shouting or interrupting.
- Starting written work immediately and independently.
- Taking part in activities.
- Trying to achieve best quality work every time.
- Completing work wherever possible.
- Respecting that the teacher has to have time to support the learning of everyone in the class.
- Completing all homework set.
- Being focused on learning and not distracting others.
- Only eating and drinking at break times (no chewing gum).
- Following expectations in relation to make-up, hairstyles, piercings, mobile phones and jewellery.
- Bringing your Chromebook charged every day.

*“Pupils wear their uniform with pride”  
Ofsted June 2016.*



# Consequences.



From time to time, our students will need reminding about the high expectations at UAK.

In most instances, students will reflect and make a good choice about their attitude to learning and be able to return their focus to the importance of learning.

Our teachers use a system to help the students make a good choice:

**Private reminder:** For example, reminding the student quietly of the expectations and consequences.

**Public reminder:** For example, writing the student's name on the board and advising the student about future consequences should learning and teaching be interrupted further.

**Public action :** For example, moving the student to another seat so that learning can continue. If this is not appropriate, the student could be asked to stand outside for a few minutes to reflect and to give the student time to make a good choice about their learning.

*“Pupils say that they trust staff to deal with any incidents effectively”  
Ofsted June 2016.*



# Consequences.

## Level 1

These are recorded and managed by the teacher. The teacher may choose to follow this up with a Faculty detention at break time. The Faculty Leader may support the teacher in this.

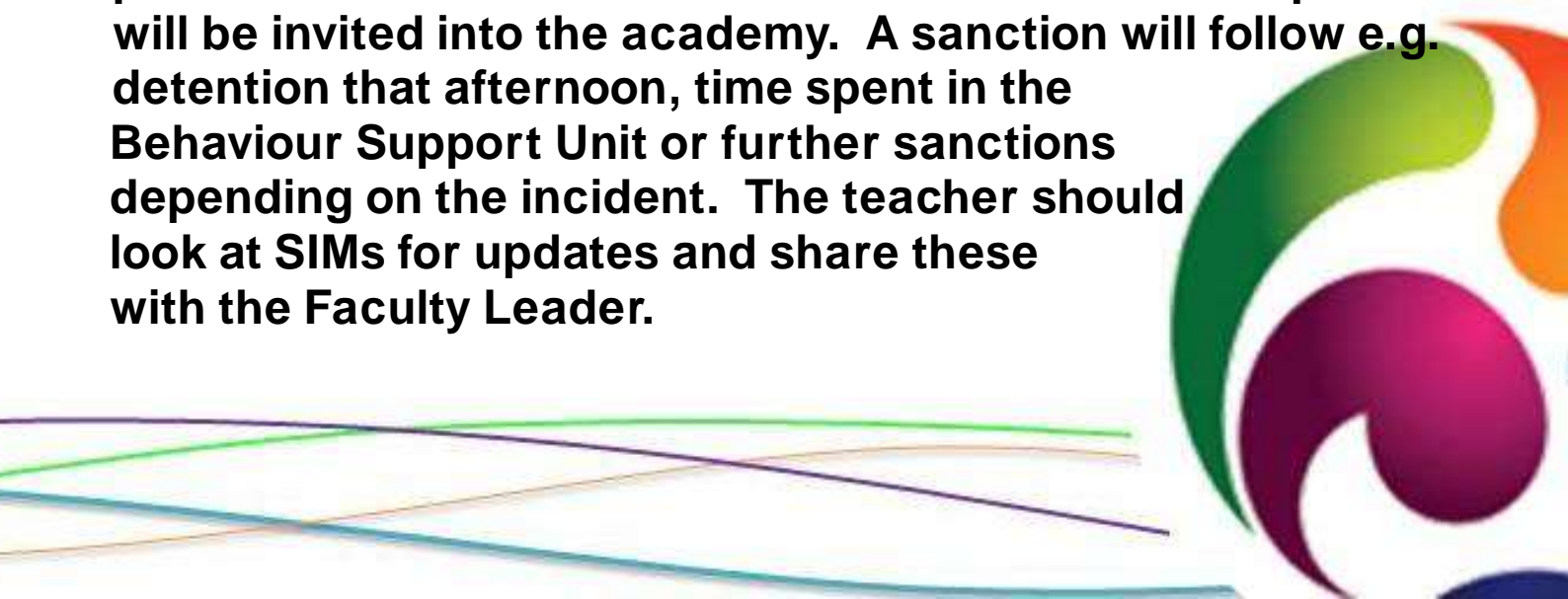


## Level 2

These are recorded by the teacher for persistent Level 1 issues which have resulted in too much learning time being wasted. A text is sent home and the student is kept for half an hour at the end of the school day with a Pastoral Manager. The teacher / Faculty Leader are encouraged to come to this detention to try and resolve the classroom issue with the student so that repeated Level 1 instances do not continue to disrupt learning. Each Level 2 received in a day will result in a half an hour detention up to an hour and a half.

## Levels 3 / 4

Pastoral Support should be called for immediately. This is vital to ensure that the incident is dealt with swiftly. The teacher should record the incident in SIMs as soon as possible. The Pastoral Team will contact home and parents will be invited into the academy. A sanction will follow e.g. detention that afternoon, time spent in the Behaviour Support Unit or further sanctions depending on the incident. The teacher should look at SIMs for updates and share these with the Faculty Leader.



# *Working together for our students*

**Working together to resolve issues, so that effective learning can resume as soon as possible is key to the success of *Great Place to Learn*.**



**Effective communication and working together as a team around the child are at the heart of the system.**

**Once incidents have been logged in Sims, an effective trail of communication around the student can be tracked against the student's record.**

**Any important updates on the incident will be recorded in Sims.**

**Should a member of staff require any additional information during this process, it is important to contact the Pastoral Team. A useful way to do this is through the '*Pastoral Surgery*', which takes place at the end of the school day (in the detentions rooms 011 and 012).**

**Should a member of staff wish to speak with a member of the Pastoral Team, this can be done by phoning or visiting the Pastoral Office. In the event of all of the Pastoral Managers being occupied at the end of the school day, the member of staff should leave a message or speak with a line manager / member of the Senior Leadership Team.**

# *Key contacts for you.*

## **Leadership Team**

- Mrs B Addison** - **Principal**
- Mr A Simpson** - **Vice Principal**
- Mr D Salter** - **Assistant Principal: Mathematics**
- Mrs C Williams** - **Assistant Principal: English**

## **Subject Faculty**

- Mrs L Nar** - **Science**
- Mr S Jones** - **Creative Studies**
- Mrs M Blackmore** - **Performance Studies**
- Miss S Wiseman** - **Computing, Business and Media**
- Miss N Kazi** - **Social Sciences**
- Ms C Bennett** - **Learning Development, SENCO**
- Mrs A Bower** - **Modern Foreign Languages**

## **Community Leaders**

- Mrs S Collins** - **Community Leader**
- Miss V Harrington** - **Community Leader**
- Mr N White** - **Community Leader**

## **Post 16**

- Mr S Smith** - **Director of Post 16**
- Miss I Perrings** - **Post 16 Progress Leader**

## **Student support and well-being**

- Mr P Allen** - **Strategic Leader: Behaviour, Attendance and Safeguarding**
- Pastoral Team** - **Mr Hussain**
- **Miss Rafiq**
- **Mr Rehman**
- **Mr Zaman**
- Family and Community Workers** - **Mrs Graham**
- **Miss Majid**
- Safeguarding Officer** - **Mrs Cox**





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**Aspire Accomplish Achieve**