



ADVANTAGE  
S C H O O L S

**EXTRACTS FROM THE BEDFORD  
FREE SCHOOL STAFF HANDBOOK**



**BEDFORD**  
FREE SCHOOL

# **BFS Staff Handbook**

## **September 2021**

# Rationale:

*We believe that, given the right circumstances, every child is capable of extraordinary things*

At BFS we all work hard and live by our values. Our school has a positive 'can-do' culture built around our values, which are summarised as

*Respect, Honesty, and High Expectations...*

and our motto...

*'Go the extra mile'*

A huge amount of our job is unpredictable. We do everything possible to ensure that all BFS staff are able to be adaptable, resilient and prepared to deal with a multitude of situations every day. We also plan for the many core things that we **can** control. Those things that we know we do several times or every day, and it is how we do these that will determine how successful we are as individuals, departments and hence as a whole school.

The most obvious thing that makes us stand out at BFS is our consistency of approach — amazing schools are good every lesson, every duty, every transition, every day. If we can do this then we know all our pupils will receive the experience that is their right — and we will gain the recognition for a job well done that we deserve.

We recognise that this is easier at some times of the year, but we pride ourselves on doing things as well the 50th or 500th time as we did it the 1st, and we hold ourselves to a very high standard of account for this.

We aim for a high performing culture 100% of the time at BFS. We know that this will ensure pupils are ready to go the extra mile and achieve extraordinary things.

## **Some key aspects of the BFS Way:**

- Daily morning address - all pupils listen to a member of staff talking of our theme of the week, and to show gratitude
- Structured Morning Meetings for pupils – to reinforce key messages and allow for quiet study, literacy & numeracy development and to create good study habits
- Regular staff briefing in a bulletin and in person to share information and reinforce our school culture, and to show gratitude
- Very firm approach to compliance to ensure a happy, healthy and focussed school where all pupils can learn 100% of the time.
- Silent corridors to minimise overcrowding and eliminate out of lesson behaviour incidents
- Clear classroom routines utilising TLAC
- Split lunches Daily DEAR sessions to enable even more time to deepen pupils' cultural literacy through the 100 classics
- Supervised prep sessions enabling pupils to undertake HW, retrieval practice or reading
- Year group assemblies to over communicate culture and promote the themes
- Reinforcement of key routines which will ensure pupils meet our high expectations
- Regular professional learning entitlement for all staff
- Minimise overall staff workload without compromising our offer to families by working smart and more effectively together as a team

## 1. Timings of the school day:

Time	Monday, Tuesday, Thursday	Friday
<b>8:20</b>	Staff briefing (All staff: Mon / Thu   Middle Leaders: Wed)	
<b>0825</b>	Morning address – <b>all staff</b> (pupil facing) on playground	
<b>0830</b>	Morning Meeting / Staff Training	
<b>0900</b>	P1	
<b>0950</b>	P2	
<b>1040</b>	<b>Break</b>	
<b>1058</b>	End of break line up - all staff teaching P3 on playground	
<b>1100</b>	P3	
<b>1150</b>	P4	
<b>1240</b>	<b>1<sup>st</sup> Lunch:</b> Y7, Y10, 9MB & 9CW <b>DEAR:</b> Y8, Y11, 9JB & 9JH	
<b>1310</b>	<b>2<sup>nd</sup> Lunch:</b> Y8, Y11, 9JB & 9JH <b>DEAR:</b> Y7, Y10, 9MB & 9CW	
<b>1340</b>	P5	
<b>1430</b>	P6	
<b>1520</b>	Prep	<b>Golden Time (GT)</b>  School day ends  End of day dismissal routine etc.* + Lost GT
<b>15:55</b>	End of day dismissal routine	
<b>16:00</b>	School day ends	
	Extended Prep / Corrections*	

## 2. Timings of the school day (Wednesday):

Time	Wednesday
<b>0825</b>	Morning address – all staff on playground
<b>0830</b>	P1
<b>0920</b>	P2
<b>1010</b>	P3
<b>1100</b>	Break
<b>1118</b>	End of break line up - all staff teaching P3 on playground
<b>1120</b>	P4
<b>1210</b>	P5
<b>1300</b>	<b>1<sup>st</sup> Lunch:</b> Y7, Y10, 9MB & 9CW <b>DEAR:</b> Y8, Y11, 9JB & 9JH
<b>1330</b>	<b>2<sup>nd</sup> Lunch:</b> Y8, Y11, 9JB & 9JH <b>DEAR:</b> Y7, Y10, 9MB & 9CW
<b>1400</b>	P6/Electives
<b>1530</b>	Tutor Time – admin, reinforcement of messages, rewards etc.
<b>1600</b>	School day ends
	Corrections

## 12. Pupil Code of Conduct

### Bedford Free School Pupil Code of Conduct

*I will **Work Hard** to make sure that my peers and I learn by: -*

1. Following the school values of **Respect, Honesty and High Expectations** AT ALL TIMES
2. Wearing the correct uniform smartly throughout the day and to and from school
3. Arriving at school by 8.25am and getting to all my lessons on time
4. Remaining in class and school unless given direct permission by a member of staff to leave
5. Bringing all and only the equipment needed for learning and ensuring it is out of my bag and ready before I arrive to each class
6. Entering the classroom silently and calmly, greeting the teacher and starting the Do Now activity
7. Remaining focused: concentrating on what the teacher is saying and the lesson content
8. Being an active learner by engaging with the activities set by the teacher, and demonstrating that I am doing this by '**STAR-ing**' at all times
9. Showing respect for my own learning and that of others and being silent when requested
10. Helping my peers if they are finding the learning difficult
11. Always recording homework in my planner and completing my homework on time and to an excellent standard
12. Making sure that I catch up with my learning if I have been absent from school or have fallen behind for other reasons and by attending Catch-Up club when directed

*and I will **Be Nice** to help create a safe school and wider community which respects the rights of others by: -*

13. Listening to members of staff and following instructions immediately, politely and calmly
14. Walking around the building in silence, single file, to the left and abiding by the one-way system
15. Going straight to my lessons and holding doors open for others
16. Only drinking water from a clear water bottle and not otherwise eating, chewing or drinking in lessons or corridors
17. I will only bring healthy food to school and never have chewing gum in school at all.
18. Not congregating in groups of more than 6 unless playing a permitted game in outside areas
19. Respecting the property of my peers and the school, never defacing the building, dropping litter or spitting
20. Never being physical, insulting, undermining or swearing at anyone
21. Remembering I am always an ambassador for BFS including within any online activity
22. Leaving school and making my way home in an orderly, responsible way, being picked up by car in the designated area only, walking my bike on the pavements outside of school and only ever crossing (Green Man only) the road at designated crossing areas
23. When travelling on public transport, I will respect those around me, speaking to all peers, transport staff and members of the public quietly and politely
24. Respecting the local environment, by being considerate to our local community, for example; obeying shop rules, never dropping litter, defacing or trespassing on private property e.g. sitting on the front walls of private gardens

*I understand that there will be consequences if I do not observe the Code of Conduct*

#### **STAR**

**Sit up**

**Track the speaker,**

**Ask and answer questions like a scholar**

**Respect those around you**

**\*\*\*Respect, Honesty and High Expectations\*\*\***

### 13. Achievement Cards:

The Achievement Card is used to log and monitor the loss of lesson credits. Every child will carry an Achievement Card with them at all times so that they may collect all possible credits; tutor time, lesson and break time. Every Thursday tutors issue new cards to tutees, collect old ones and log loss of golden time.

If a pupil retains 55 credits or more in a week they gain Friday 'Golden Time', whereby they earn the privilege of leaving school early Friday at 15:20. Any pupil who does not gain Golden Time will remain in school until the normal departure time of 4pm to complete a reflection form, and on repeated occurrences, have a supportive chat with a designated member of the pastoral / behaviour team. This conversation is intended to encourage the pupil to consider how they may gain Golden Time or keep their credits in the future. The discussion will also focus on any undesirable behaviours where necessary.

It is expected that a child should keep their achievement card with them **AT ALL TIMES** – failure to do so or if the card is lost will result in automatic loss of Golden Time. Red achievement cards will be provided to replace missing or cards. Please notify the relevant pastoral support coordinator to ensure this can be logged and monitored.

It is expected that parents should sign the AC every Wednesday evening, failure to do so will mean a child may not leave school early (for health and safety reasons as school is not aware that parent is expecting them home early).

BFS Achievement Card Week Beginning:					
Full Name					
Tutor Group	Attendance %				
Weekly Target					
	Th	Fr	Mon	Tue	Wed
MM					
1					
2					
Brk / prep					
3					
4					
Lun / DEAR					
5					
6					
Prep					
TC					
HW					
EQ					

BFS Behaviour Codes	
✓	Lesson credit gained - well done!
AB	Answering back
EQ	Lack of equipment
HW	Homework
LL	Late / Punctuality
OT	Off task
UN	Uniform

Parents must sign every Wednesday PM.

Parent's Signature \_\_\_\_\_

**In order to achieve Golden Time, students, must:**

- Keep this card neatly and safely all week
- Ensure this card is signed by parents every Wednesday evening
- Have gained 50+ credits
- Have ≥ 95% attendance
- Have provided an absent note (when necessary)

Additional space to take a credit for talking in the corridors, homework and equipment. A tally can be used to record the number of incidents in one day.

Simplified codes for Achievement Card/loss of credits.

Pupils who lose 6 or more credits will not gain Golden Time.

## 14. Home-School agreement:

<p><u>Going the extra mile – the commitment by Bedford Free School</u>  <i>We believe that every student at BFS is capable of academic and personal success and that it is through hard work on the part of your child, with our support, that their potential will be realised.</i></p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>We will make sure we always come to lessons prepared and engage students in the challenging work that paves the way for success in school and life.</li> <li>We will provide rewards for students' endeavours.</li> <li>We will set appropriate homework regularly.</li> <li>We will take our students on relevant, exciting trips.</li> <li>We will constantly strive to become better educators.</li> </ul> <p><b>Pastoral care</b></p> <ul style="list-style-type: none"> <li>We will ensure that each student's Form Teacher will follow each of their tutees' progress and ensure that all individual needs are met.</li> <li>We will go out of our way to get to know each of our students as individuals.</li> <li>We will care about our students' wellbeing, and protect their safety at all times.</li> </ul> <p><b>Parent-school communication</b></p> <ul style="list-style-type: none"> <li>We believe that through regular communication, a relationship of trust between school and home can be created.</li> <li>We will hold parent meetings at least twice a year and issue attainment reports at regular intervals.</li> <li>We will make sure that students and parents will be able to contact their teacher by phone and email and will reply to all communications from parents as soon as possible, usually within 48 hours.</li> <li>We will collect and check homework when we say we will, and if it is not complete, we will contact parents the same day to inform them that their child will be staying behind to complete a 'correction' as a consequence.</li> <li>We promise to welcome parents into the school community.</li> </ul> <p><b>Discipline</b></p> <ul style="list-style-type: none"> <li>We will reinforce the Bedford Free School values consistently and fairly.</li> <li>We will protect pupils from bad behaviour by insisting on high standards and holding pupils to account for their actions.</li> </ul> <p>We understand that this commitment will require us to go above and beyond the average expectations of a school. We sign it voluntarily because we believe that Bedford Free School is a partnership between the parents and the staff that exists to create the best possible education for our students.</p> <p>On behalf of the Governing Body:</p> <p>Signed: _____ Date: _____</p> <p>Position at the school: _____</p>	<p><u>Going the extra mile – the commitment to Bedford Free School by parents/carers</u>  <i>I believe my child is capable of academic and personal success and that it is through hard work on the part of my child, with my support, that their potential will be realised.</i></p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>I will allow my child to go on school field and residential trips.</li> <li>I understand that my child will have homework set regularly, including weekends, and that the expectations in terms of time allocated to do it will increase in length as they progress through the school. It is my responsibility to see that homework is completed.</li> <li>I understand if homework is not completed my child will have to attend after school Extended Prep, usually on the same day, which will last 45 minutes.</li> </ul> <p><b>Healthy living</b></p> <ul style="list-style-type: none"> <li>I will only drop my child off in the designated travel plan place of Melbourne Street Carpark (and absolutely NOT outside school).</li> <li>I understand that the school will encourage a healthy lifestyle, and I support the choices made by the school in this respect.</li> <li>I will give my child healthy food and drinks to take to school.</li> <li>I will encourage my child to take part in sports and physical activities.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>I will ensure my child arrives to school before the school gate closes at 8:25am.</li> <li>I will not plan for family holidays or other extended absences during term time.</li> <li>I will make certain that my child attends school every day, except in cases of illness or another legitimate reason.</li> <li>If my child is absent, I will telephone the school before 8:15 a.m. on the day of the absence to report why my child is absent and send a letter to explain their absence on the first day of their return.</li> <li>I understand that all measures taken to support absences are compulsory and non-negotiable.</li> </ul> <p><b>Uniform and Equipment</b></p> <ul style="list-style-type: none"> <li>I will make sure my child wears the full school uniform neatly to school each day.</li> <li>I will make sure that my child has their full and correct equipment each day.</li> <li>I understand that uniform and equipment violations may result in my child being kept out of lessons, sent home to collect the items or us bringing the proper items to school.</li> <li>I understand that school takes no responsibility for the damage, loss or theft of personal electronic devices. I will ensure that my child conducts themselves appropriately online.</li> </ul> <p><b>Parent-school communication</b></p> <ul style="list-style-type: none"> <li>I will always make myself available to the school by providing an up-to-date phone number and contact details.</li> <li>I will communicate with the school in a timely and polite manner, in line with the School's values.</li> <li>I will read all reports carefully, attend all parent meetings and check and sign my child's Achievement Card each week.</li> </ul> <p><b>Discipline</b></p> <ul style="list-style-type: none"> <li>I have understood the Bedford Free School values and accept and support the School's consequences for misbehaviour.</li> <li>I understand that corrections usually happen on the day that they are given, and that the standard correction will last 45 minutes.</li> <li>I understand that my child cannot be excused from correction or any other after school intervention.</li> </ul> <p>I sign this commitment voluntarily because I believe that Bedford Free School is a partnership between the parents and the school that exists to create the best possible education for my child.</p> <p>Signed: _____ Date: _____</p> <p>Print name and relationship to child: _____</p>	<p><u>Going the extra mile – the commitment by students of Bedford Free School</u></p> <p><b>I will GO THE EXTRA MILE to learn.</b></p> <ul style="list-style-type: none"> <li>I will arrive to school before the school gate closes at 8:25am.</li> <li>I will always work, think, and behave in the best way I know how, and I will go the extra mile for my BFS peers and me to learn.</li> <li>I will speak to my teachers if I do not understand something.</li> <li>I will complete all my homework to the best of my ability and hand it in on time.</li> <li>I will remain after school for Extended Prep on any day that my homework is not neat and complete or if I hand in my homework late.</li> <li>I will discuss any problems I am having at school with my parents and teachers.</li> </ul> <p><b>I will GO THE EXTRA MILE to build a safe and respectful community.</b></p> <ul style="list-style-type: none"> <li>I will wear correct uniform smartly every day.</li> <li>I will keep any electronic devices out of sight and switched off, and understand that they will be confiscated if they are seen or heard anywhere on school premises and that the school takes no responsibility whatsoever for their safekeeping. I will conduct myself appropriately online.</li> <li>I agree to abide by the school code of conduct and understand there will be consequences if I fail to do so.</li> <li>I will conduct myself in line with the school values whilst in and out of school as I accept that as a pupil at the school I am an ambassador at all times.</li> <li>I will always treat everyone at BFS with respect. I will always listen to and care for my BFS peers.</li> <li>I am responsible for my own behaviour.</li> </ul> <p><b>I believe I am capable of academic and personal success. I am ready to go the extra mile to realise my potential.</b></p> <p>Signed: _____ Date: _____</p> <p>Pupil name: _____</p>
--	---	---



## 16. Rewards and Recognitions:

We don't want to reward for our expectations, but we should look to reward our pupils when they 'go the extra mile'. However, we need to ensure that there is a consistent approach that all staff can utilise and make sure it has little transaction cost. Tutors will discuss conduct with the whole tutor group together encouraging collective responsibility.

Below are the names of the awards as from the start of the academic year 2020/21. They reference firstly the largest mountain in the United Kingdom, and subsequently the largest mountain in each of the 7 world continents. The idea is that once students have climbed one mountain, they incentivise and climb another larger mountain.

No. of House Points	Mountain Award Name
50	Ben Nevis
100	Mount Kosciuszko
200	Vinson Massif
300	Mount Elbrus
400	Mount Kilimanjaro
500	Mount Denali
600	Mount Aconcagua
700	Mount Everest

### 1. How house points can be earned:

- Gaining 100% of credits on an achievement card (3 HPS)
- Exhibiting one of the core habits in the BFS Mountain Rope (1 HP)
- Representing the school in a sports fixture (1 HP)
- Representing the school in touring visitors or helping at an open evening (2 HPS)
- House points can also be awarded at the discretion of staff if they consider it appropriate or in line with a department policy

17. BFS – Mountain Rope



- Resilience
- Self-Control
- Enthusiasm
- Gratitude
- Curiosity
- Generosity
- Taking Responsibility

*"Habits are like a rope; we weave a strand every day, and soon it cannot be broken." Horace Mann 1848*

# Bedford Free School Mountain Rope

## Why a 'mountain rope'?

The mountain rope is designed to explicitly improve school culture. It is also designed to supplement the 'Mountain to success', an analogy that is well received and well referenced amongst staff and students alike. The 'mountain to success' however, has left students with some misconceptions about what success looks like. The largest of which is that simply by progressing through school they are scaling the mountain. This clearly is not the case, not all of Year 11 are 'approaching the summit', and not all Year 8 are two fifths of the way up. I believe this could be communicated better. What we do know though is that those who are most successful are so by habit. If we are to develop students who are successful we must identify what successful students do by habit, and reward students for exhibiting those habits.

This is where the 'Mountain Rope' comes in. The idea of a rope stems from the Horace Mann quote 'Habits are like a rope; we weave a strand every day, and soon it cannot be broken.' Students who show themselves to be resilient, enthusiastic, gratuitous, curious, generous, have self-control and take responsibility are successful. In replicating those habits daily, they are 'weaving more strands' and have better habits (a stronger rope) to rely upon when times are hard. Students who do not regularly practice these habits (weave strands) do not have good habits (a rope) to hold on to in the tough times and so struggle to keep going in their mountain ascent. This is too often seen dismissed as students 'not buying in', when in truth we could do more to demonstrate what success looks like. We know that practising a habit enough makes something habit, and so this is where we must focus our attention to best support those that frequently 'fall' on the mountain, be it losing credits or frequent corrections and isolations. In a school where behaviour management and curricular thought create the bedrock for a transformative education, this must be where our focus turns next.

These core habits that make up the mountain rope would then penetrate into aspects of the new house and reward system. You will have seen previously that some of the heraldry of the school badges reflects these habits. House points from next year would no longer be handed out from a subject, but for exhibiting a particular habit e.g. "You have shown great curiosity in science" or "In spite of your poor mock performance last time, you have massively improved this time. That's great resilience" etc. The mountain rope can also be referenced in conversations about behaviour and corrections e.g. "You have struggled to instil self-control as one of your habits, and you need to work on building that good habit". The habits provide something of real substance for the students to recognise in others during their Wednesday form time. This analogy works within the existing framework of what we do, but has the possibility to rejuvenate the system, in tandem with the new house system to provide a real uplift in whole school culture, and allow those students with self-imposed barriers to access the same transformative educations that those with great habits do by habit.

## 19. Lessons & Transitions:

Every staff member should challenge unacceptable or poor behaviour whenever they see it, ensuring that we "sweat the small stuff". It is vital that we collectively manage transition time between lessons and unstructured time at break and lunch effectively.

### Transitions between lessons:

- Staff should model 'silence' at all times using only whisper volume where necessary e.g. when asking for achievement card
- **All staff** are visible standing in the centre of the corridors (to nudge pupils to left-hand side) or at the threshold of classroom (if teaching) during transitions
- Pupils should be walking purposefully; silently, to the left, single file when in the building
- All staff should be consistently and proactively checking uniform and removing credits for unacceptable conduct
- Staff closely monitor the staircases for safety. Re-direct pupils attempting to travel the wrong way up or down the staircases and remove transition credit (TC) if deemed appropriate
- Subject leaders patrol their teaching areas and ensure all of their department are visible during transitions.

### Silent corridors / transitions

To perfect transitions between lessons and reduce behaviour incidents in the corridors, pupils are expected to move in silence around the building. In order for this to be successful all staff support transitions and line ups. Staff intervention is conducted in the right way ('purpose, not power') to ensure this is not seen as punitive. When moving between lessons or from line up pupils are expected to be holding their planner with Achievement Cards tucked inside the front plastic wallet. This allows staff to remove credits non-verbally and with the least amount of intrusion as possible. Staff record loss of credits for talking in the corridors in the TC box on the Achievement Card. This can be recorded as a tally within each day's column. To get this right we have established a culture based around clear routines especially upon entry into the building and at the beginning / end of lessons. All staff read and follow microscripts and respond in the way outlined so that we can uphold this culture.

### Start of BFS lessons:

Teacher waits standing on 'the threshold' of the door of the classroom ready to warmly welcome pupils. Pupils must arrive silently with their planner and **all** equipment for the lesson in their hands. Teachers take lesson credits when expectations are not met. A Do Now task is provided to pupils either as they enter or placed on their desks beforehand. Pupils should come straight into the lesson and not wait outside. They enter the classroom in silence and promptly get ready for the start of the lesson by writing the title and date. Pupils should be taught to complete the 'Do Now' without prompt so that they start straight away (without unnecessary repeated time wasting direction) . This enables the teacher to take register and carry out checks unhindered. All pupils should have necessary equipment and planners on their desks – credits to be removed if this is not so.

Pupils are discouraged from interrupting this time and asking questions unless vitally important or an emergency. A credit is removed from pupils who after a warning do not meet these expectations.

**SIMS register must be taken and saved during first 5 minutes of the lesson.**

***Start of lesson microscript e.g. timing:***

**9:00** Teacher is standing outside room ready to welcome pupils

Pupils arrive in silence holding all equipment needed for the lesson; books, pencil case and planners with Achievement Card tucked in front plastic wallet.

Achievement Cards taken and lesson credits removed from pupils who do not meet expectations, e.g. for lack of equipment or TC if they did not enter silently

Do Now task is set up so pupils can enter the classroom and focus immediately

Pupils place equipment, planner & Achievement Cards in neat pile on desk

**9:02** Pupils complete Do Now in silence and teacher takes register

**9:05** Main lesson begins

**End of lesson:**

At end of lesson teachers ask pupils to pack up and stand quietly behind chairs. Pupils are instructed to have **all equipment needed for next lesson** in their hand including Achievement Card tucked inside the front plastic wallet of planner. A raised hand should be used to indicate that silence is now required. The teacher will wait for 100% before proceeding. The teacher will move to the threshold of the door and dismiss pupils in tables/rows i.e. in an orderly fashion. Teacher should be standing ready to welcome next class or in corridor to support transition. At the end of P2 and 4 teachers must escort their class to the nearest stairwell and remain there until all pupils have cleared the building. The teacher will be proactive and remove credits when pupils do not meet expectations.

***End of lesson microscript e.g. timings:***

**9:47** Teacher celebrates pupils gaining lesson credit by reminding them to tick appropriate lesson on Achievement Card and then to silently pack up items from lesson and get out all equipment for next lesson in addition to planner and Achievement Card (tucked behind the front plastic wallet of planner, to be carried with the front facing upwards) and stand ready behind their chairs holding their book for the next lesson – (period 2 & 4 just planner and Achievement Card)

**9:48** Teacher uses arm up signal to indicate time for silence. Teacher waits for 100%.

**9:49** Teacher moves towards the door, standing half in the classroom and half in the corridor ready to monitor transition from the classroom threshold. Teacher dismisses pupils in order and in the correct direction for next session

Lesson credits are removed from pupils who do not meet expectations. This is recorded as a tally in the 'TC' box on the Achievement Card

**9:50** Teacher is ready in position waiting outside the door to welcome next class / or support corridor transitions

**N.B. At the end of P2, P4 & end DEAR 1 all teachers escort their pupils to the nearest stairwell and ensure pupils exit the building. Staff remain on the stairwells until all pupils have cleared.**

**Correct use of one-way system on stairs**

- At the start of the day pupils enter using all 3 stairways according to morning entrance plan.
- During lessons (1 and 2, 3 and 4, 5 and 6 and prep) pupils must abide by the one-way rule. The library 'side stairs' are two way – anyone who has a non-contact period the next lesson in science, art, music, tech help monitor.  
At the beginning of break:
- Front of school floors 1 & 2 classroom teachers should direct pupils to depart via the library 'side stairs'.
- All other classes: -
- Floor 1 & 3 (hums and maths) direct pupils to the downstairs

- Floor 2 & 4 (English, MFL & Comp) direct pupils to the 'upstairs' to exit

At the end of break use all stairs to enter – teachers should be with classes checking they are ready for lesson by 10:58am and for hands up at 10:59am

At the end of period 4 please abide by the one-way rule – upstairs need to be free for those going to DEAR.

- **In case of emergency** evacuation please follow procedures prescribed on red laminated information sheet displayed in every room. **SINGLE FILE DOES NOT APPLY**
- If you are teaching you should stand on thresholds to greet and dismiss. Anyone who has a non-contact period the next lesson should be on corridors helping to maintain silent and calm transitions around the school. No classroom-based staff, including SLT, should be in offices during transitions.

## 20. Morning Briefing & Line Up

### Morning Briefing:

On briefing mornings (All staff: Monday & Thursday, Middle Leaders: Wednesday) at 8:20 staff, except those on duty, will meet in the 1CR for a staff briefing. This is a key time to establish a positive start to the day, and to remind ourselves of the focus, and our routines.

Minutes of the staff briefing are emailed as part of staff notices to all staff at the start of the day. NB staff notices are daily. Staff should take time to read the daily briefing even if they attended the face to face briefing as there may be additional notices.

On days without staff briefing, **\*all teaching staff** should be in the playground **by 8.25am** in order to begin morning address. On days with staff briefing, this will be immediately following the end of briefing.

### Line Up:

Those on duty in the playground and the canteen will make sure all the pupils are lined up alphabetically **in forms** and ready by 8:25. Once briefing is complete staff make their way silently to morning line up. All classroom-based staff, including \*all Teachers, Learning Mentors, Pastoral Leaders, Middle Leaders, and SLT should be present for line up. Tutors circulate to check uniform and monitor conduct. Pupils and staff stand in and model silence (a count down and raised hand will signal this) to listen to morning address. Once complete, tutors lead tutor groups into school through designated entrance. PLs and members of SLT will be at key points to greet and monitor standards as pupils enter building. Other designated members of staff will be on duty in key positions around the school to ensure pupils come into the building safely and make their way to form rooms in silence.

### *Morning line up microscript:*

**8:20** SLT duty rings bell and all duty staff ensure pupils are ready in line up positions. Pupils line up alphabetically in form groups

**08:24** Staff walk **silently** down to line up

**08:25** SLT counts down and raises hand to sign for silence, all staff and pupils must raise hand and stand in silence

Pupils must have **all equipment out and ready for Morning Meeting** (or P1 Wed), (100% & self-quizzing books, pencil case & planner with Achievement Card tucked in the front plastic wallet) in hands

Morning Address speaker ask for all pupils to track the speaker. Tutors ensure compliance

Morning address is delivered

Tutors walk line ensuring all pupils are silent using non-verbal cues

Tutors check uniform (including shoes, nails, hair, piercings and make up). Remove credits for breaches **every time** and ensure issue is sorted (using PL for support) before entry to tutor base

Morning address ends with daily mantra; 'Work hard and be nice' and tutors are invited to begin entrance

**8:28** Tutors lead (from the front of the line, **no pupil is to enter the building before tutor**) to designated entrance past SLT & PL

Tutors refer pupils with incorrect/missing uniform to PL

Tutors ensure pupils walk silently in alphabetical, straight, single file line

Pupils must remain in silence as they enter the building, all the way to form room and start MM

Tutors take credits when pupils do not meet expectations

**8:30** Morning meetings begin

### Break line up:

At 10:55 staff on duty in the playground will ask pupils to get into their room lines. At 10:58 teachers teaching P3 should be present in the playground standing at head of their room line. Staff must ensure pupils are standing, **alphabetically**, silently, in single file and ready to be dismissed by a member of SLT. Every pupil should be holding their planner with Achievement Card tucked inside the front plastic wallet and all of their equipment and books for the next lesson. Staff should take credits from pupils who do not meet expectations.

#### Break time line up *microscript*:

**10:55** SLT duty rings bell and all duty staff direct pupils to line up in room lines

**10:57** Pupils must line up in alphabetical order in class groups

**10:58** All staff teaching period 3 must come down to the playground

Teaching staff walk line ensuring all pupils are alphabetical, fully equipped and silent. Every pupil should be holding all equipment and books for the next lesson including their planner with Achievement Card tucked in the front plastic wallet

Teaching staff check uniform (including shoes, nails, hair, piercings and make up).

Staff remove credits for breaches **every time**

SLT or other member of staff give instructions to dismiss

**ALL STAFF support transitions in the corridors**

**10:59** Teachers ensure pupils walk in an alphabetical, silent, straight, single file line

Pupils must remain in silence as they enter the building and all the way to classroom

Teachers remove credits every time when pupils do not meet expectations

**11:00** Period 3 begins



### End of the day:

At the end of school day tutors dismiss at 16:00 and lead form groups down instructing relevant pupils to report directly to correction. Follow the end of lesson microscript as normal. Pupils should remain in silence until they have left the school building. Tutors escort pupils down the nearest staircase and outside to playground. Once outside tutor dismisses tutor group. Tutor should return to correction base, check their tutees have reported directly there as instructed and handover Achievement Cards to person on CT duty.

### 37. Instructions Made Easy - Icons for use with pupils – dual coding

	<p><b>100%</b></p> <p>At BFS there is an expectation that we achieve 100%. This applies when following instructions, when completing work, and when striving for success. Nothing less than 100% is good enough, therefore nothing less than 100% will do.</p>
	<p><b>Achievement Card</b></p> <p>Your Achievement Card is a snapshot of you. It allows others to see your achievements, but also keeps a record of when you may not have met the expectations. What would you like yours to say about you?</p>
	<p><b>Catch Up Club</b></p> <p>A helping hand up is given to all pupils who fall below 95% attendance. It is scientifically proven that absences have an impact upon your progress – so we help you to ensure that impact isn't felt.</p>
	<p><b>Correction</b></p> <p>Sometimes poor behaviour may warrant a period of reflection after school, in order for you to correct your behaviour next time around. If this is deemed necessary you will be booked into an after-school correction and complete a behaviour reflection sheet.</p>
	<p><b>Drop Everything and Read</b></p> <p>One of the most joyful parts of the day at BFS. We don't quite drop everything though! We return to our tutor groups in the middle of the day and read. Whilst you're getting lost in great stories – your brain is benefiting from cultural enrichment too! Result!</p>
	<p><b>Go the Extra Mile!</b></p> <p>This is our motto – it is what BFS pupils do! We make the extraordinary our ordinary. We work harder, we complete more work, we go out of our way to be kind and help others. We encourage all to go the extra mile in every part of your BFS life and beyond.</p>
	<p><b>Golden Time</b></p> <p>This is what gives BFS pupils that Friday feeling! A reward for working hard and being nice all week, is that you earn some more down time. Pupils who consistently meet our expectations earn the privilege of leaving early on a Friday. What will you do with your golden time?</p>



	<p><b>Green Pen Work</b></p> <p>Pupils at BFS mark and correct work in green pen in every lesson. Not only do you get to know what you know, you'll also get to know what you don't know so you are able to address it!</p>
	<p><b>Mountain to Success</b></p> <p>Your journey at BFS will always be compared to a mountain climb. Take your aspirations, place them at the top, and start the climb! Like climbing a mountain though, it won't be easy. It takes hard work, resilience, preparation and determination to get to your summit of success.</p>
	<p><b>Prep</b></p> <p>Another part of your daily routine at BFS. Prep is there so you can prepare for your studies the next day. You will re-join your tutor group to complete homework, catch up with incomplete lesson work or to quiz yourself on tricky knowledge.</p>
	<p><b>Retrieval Practice</b></p> <p>The act of bringing information from your mind, some of it that might not have been used in a while. Retrieval Practice may take many forms, such as 'Do Now' tasks, homework or tests. It's the most effective way to revise and learn. That's why we do it!</p>
	<p><b>STAR</b></p> <p><b>S</b> – Sit up straight  <b>T</b> – Track the Speaker  <b>A</b> – Ask and answer questions  <b>R</b> – Respect others</p>
	<p><b>Transitions</b></p> <p>Did you know that BFS wasn't designed to be a school building?! We're happy with what we've done with the place though! Part of adapting to and keeping safe in this building is our silent purposeful transitions. We ask pupils to keep single file, to the left and silent to ensure everyone moves in a calm, safe and purposeful manner.</p>
	<p><b>Work Hard and Be Nice</b></p> <p>This is the beating heart of BFS. Our daily mantra! It's what we want from each and every one of you every day. You'll hear it every day as part of our morning address. It's easy to remember, it's quick to fix and a sure-fire way to fire you to success!</p>
	<p><b>Mountain rope</b></p> <p><i>'Habits are like a rope; we weave a strand every day, and soon it cannot be broken.'</i></p> <p>Students who show themselves to be resilient, enthusiastic, gratuitous, curious, generous, have self-control and take responsibility are successful. In replicating those habits daily, they are 'weaving more strands' and have better habits (a stronger rope) to rely upon when times are hard.</p>