

Leading a values based system - Secondary

Introductions

- Phil Smith
- Proud Headteacher at CODA for 5 years
- Currently Proud Headteacher at Chellaston Academy
- Senior Leader from 2010
- Member of SSG
- Proud to be Inclusion Strategy Group Chair

- Caveat – this is only one method and there will be many more successful ones



Chellaston Academy

- Large secondary school
- Over 1800 students and 200 staff
- Historically has performed well and students do well
- 0 NEETS
- However,.....



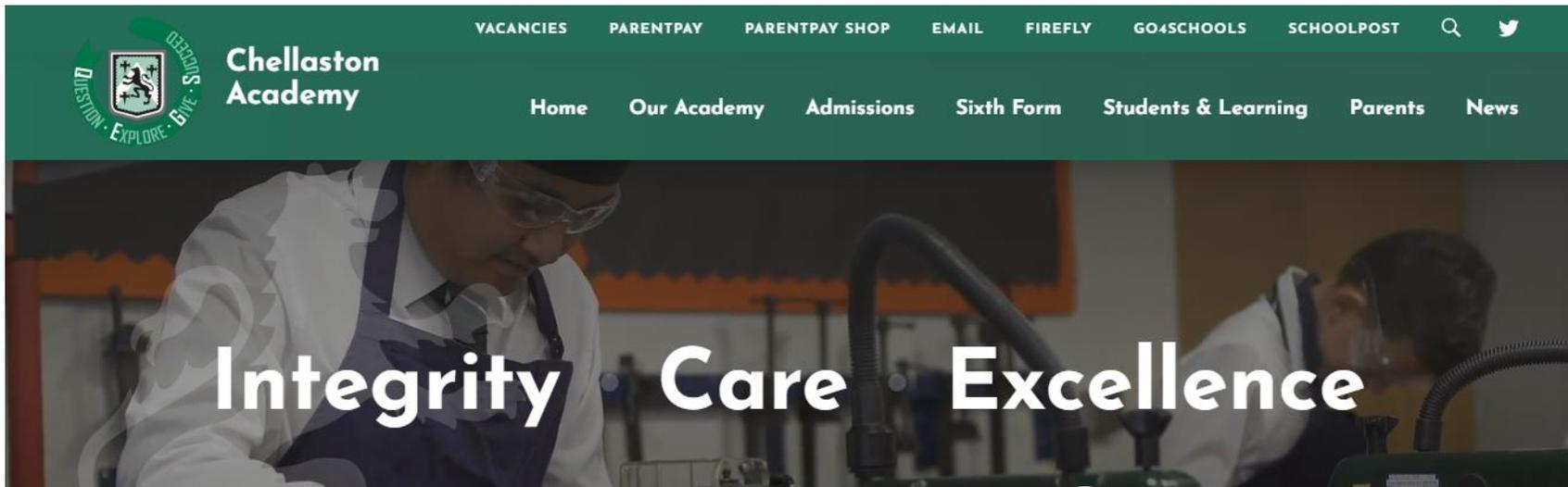
Chellaston Academy

- Special measures since 2019 in two successive Ofsted inspections
- The commentary in the last one report was a ‘tough read’
- Honestly, in my opinion the school was not led to support the needs of the child
- This resulted in a number of students being disenfranchised with the school.....
- And they showed this regularly



The need for 'Values' and a 'Culture'

- Within 1 term, Ofsted, through our monitoring visit had recognised the significant positive steps
- These were based around our values of



- 'You have ensured that the school's values of integrity, care and excellence are at the heart of the work to improve the school. '



How we achieved this

- Invested significant time, both in the short term and throughout the year, embedding our values and our culture!



- 'clandestine indoctrination' 😊



Reflection Time

- What are your school values?
- Are they right for your school? Do they work?
- What is your school culture?
- Do your values 'drive' culture



How we embedded our values

- Honestly reviewed the old values but also the vehicles/strategies which supported those values
- ICE was 'old' Chellaston
- But they worked for me, my senior team and the school
- The strategies and leadership of ICE was the problem
- 'Values just don't grow on their own!' -



Immediate whole school and leadership changes

- Unconditional Positive Regard was the focus of all training in the short term
- 'RELATIONSHIPS' protocols NOT behaviour policy!
 - Through time this has shifted the school culture as well
- IGR
- ICE was also deliberately linked to as many school strategies as we could
 - Rewards, Relationships, Reparation, Language around the school, Careers and employability skills, teaching code etc.



How unconditional is your unconditional?

- Performance Management at Chellaston changed to one mandatory objective.
- This gave what we wanted the gravitas we wanted

Objectives

Objective 1: Embedding effective unconditional positive regard for all students. School AIP references – Our Curriculum, Our Teaching and Learning, Our Culture

Owner: Phil Smith Created by: You Date set: 01 Sep 2022 Agreed completion date: 01 Oct 2023



Integrity, Care and Excellence Embedding

- In every assembly, classroom and interaction with a young person
- Consistent language and reminder, even in staff briefing

Culture

*We put **INTEGRITY** at the heart of everything we do.*

*We believe **CARE** helps build supportive and purposeful relationships*

*We strive for **EXCELLENCE** in the way that we perform and conduct ourselves*

*We value all our people and work in partnerships; **TOGETHER.***



Our ICE Values

Relationship Protocols

ICE Points Rewards

You will be awarded 3 ICE points at the start of every lesson

L1 - Verbal Warning

You are not following school expectations

- Your teacher will issue you with a verbal warning
- You can keep all of your ICE points

L2 - Verbal Warning and Removal of ICE point(s)

Your behaviour choice is preventing you from learning

- Your teacher will issue you with a final verbal warning
- You will lose one or more of your ICE points

L3 - Request 'On call'

Your behaviour is disrupting the learning environment for others

- You have lost all your ICE points for this lesson
- 'On call' staff will remove you from your lesson and will do one of the following: Return you to lesson, remove you to a Buddy room or place you in R.I.C.E
- If you have been removed you will gain a negative behaviour point and be issued with an afterschool reparation session

L4 - SLT removal

You have been part of a serious incident in school

- 'SLT' on call will remove you from the area you are in
- You will be placed in R.I.C.E
- You will be issued with an afterschool reparation session



Chellaston Academy

Integrity · Care · Excellence

Relationships protocols

- Every child starts with 3 positives – I, C and E
- All conversations either praise or challenge are linked to ICE



DERBY DIRECTION



Derby City Council

DERBY COUNTY COMMUNITY TRUST

Our ICE Values

Rewards

- 95% Challenge to ICE
- Reward Days
- ICE Cube – Rewards Shop
- Other things such as ice cream vans
- All of these are student voice led!

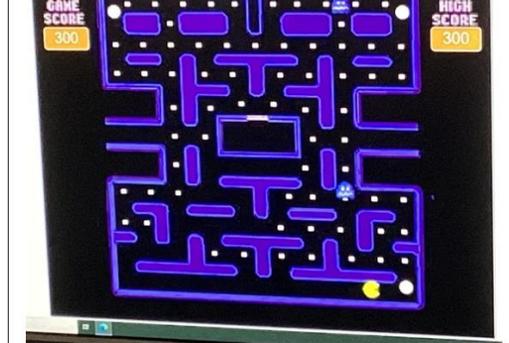


Rewards Days

- £30k in rewards budget! But it is worth it!
- Every term if a child is above 95% they go on a rewards day either in school or out of school



Activity Day 1



Our ICE Values – ICE ICE Baby!

- ICE Cube – Rewards Shop
- Students spend their points in a shop called Ice Cube
- Staff and sixth formers run it
- Ideas from student council at every step!
- Photos and lists from ICE Cube



Our ICE Values

- Reflection
- RICE – reflecting on Integrity, Care and Excellence
- Staffed and when students do not show Integrity, Care or Excellence they will reflect in our RICE room
- RICE leader then facilitates the reparation between young person and member of staff



Our ICE Values

On school reports

With ongoing reminders and celebrations

Integrity Care Excellence in class

Integrity	Care	Excellence
<ul style="list-style-type: none"> Your child always shows 'Integrity' through their positive <u>behaviour</u> in class. 	<ul style="list-style-type: none"> Your child always shows 'care' of themselves, their environment, and others in class. They are well presented, look after their work and are always punctual and polite. 	<ul style="list-style-type: none"> Your child always has an excellent attitude towards their studies. Classwork is always done to the very best of their ability and they take an active role in every aspect of the lessons.

What does your Spring Term report show?





Subject	External Estimate	Estimated Grade	Presentation	Integrity	Care	Excellence	Group teacher(s)
Computing	4	3	Green	2	2	2	Mrs K Lawrence
D & T	4	4	Green	2	2	2	Mr B Lowe
Eng Lit	4	4	Green	2	2	2	Mr D Sheppard
English	4	5	Red	2	2	1	Ms J Henchley
Geography	4	6	Green	1	1	2	Miss A Clowes
Maths	5	5	Amber	2	1	2	Mr E Moore, Mrs L Giles
Philosophy	5	3	NR	2	2	2	Miss E Ford
Science	5/5	7/6	Green	2	2	2	Miss C Winter, Miss H Parslow, Mr J Weston, Mrs L Newman

Report Key	
Presentation	The teacher rating for book/classwork
Integrity	Integrity in the classroom
Care	Care for the environment, themselves and for others
Excellence	Excellence in attitude towards studies



Our ICE values



Part of Chellaston Classroom Code

- 4 pillars – within 1 element praise and rewards is an expectation – linked to ICE
- Termly presentation marking is also lined to ICE – through our BRAG system

Commitment to learning

- Every half term you commitment to learning will be rewarded
- Presentation
- Completing work
- Completing assessment and reflection tasks
- 100 points every half term

STANDARDS FOR Presentation & content

1 Date in full

2 Underline using a ruler

3 Underline title

4 Start writing by the margin

5 Write in blue or black pen

6 Legible handwriting

7 Tables, graphs and labelled diagrams drawn using a pencil and ruler

8 All sheets glued into books

9 Self and peer assess in a different colour

10 Act on feedback

✗ Don't use Tippex

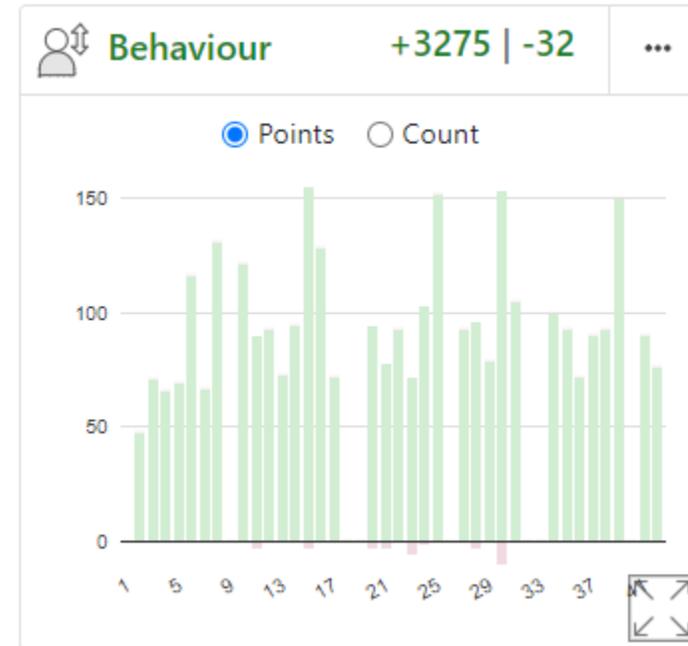
✗ Don't remove pages

✗ Don't doodle on the cover



Our ICE Values

- ICE Points and G4S
- We use G4S as the software behind it
- This needed lots of development but worth it
- G4S manages rewards, praise, ICE Cube, RICE, relationships scores
- Also provides live scores to parents
- Students regularly check their ratio (95%)



Our ICE Values

- Careers – Employability Skills
- Have been reviewed and we all believe that the employability skills of Integrity, Care and Excellence work
- This has now become a significant part of the careers program



Language Language Language

- To support the effectiveness of ICE, it was used as much and as consistently as we could
 - Briefings, assemblies, parent events, discussions with young people, parent phone calls, general challenge, general praise etc.
 - We inspired and challenged staff if they didn't use ICE
 - 'silly' gimmicks such Ice Ice Baby 😊
 - ICE is literally everywhere

CONSISTENCY



Our ICE Values

Ongoing review and co-production

- ICE, Rewards etc. are always discussed at student council and termly surveys
- Encouraging staff feedback and ideas
 - One recent change was a positive On Call 😊
 - Our young people love this!
 - We have tweaked weightings, such as lates
 - We offer Community ICE Point Booster Sessions



What is the CULTURE at Chellaston Academy

Our values have been the main focal point and as of yet we do not have a 'vision' statement.

Our values are driving our culture and the work of creating a phraseology for this will start next year now ICE has been embedded.



What is the CULTURE at Chellaston Academy

Embedding values through visible leadership.

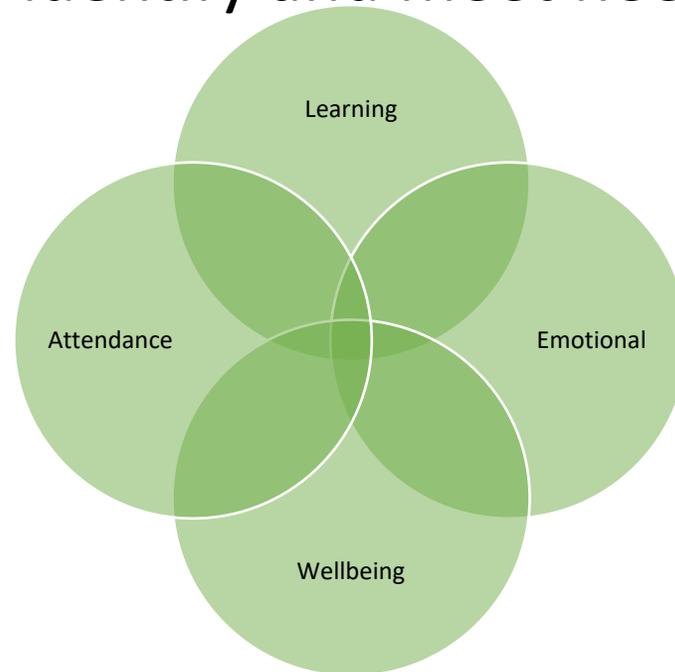
Visible leadership from everyone

‘Values are not set from behind a desk’

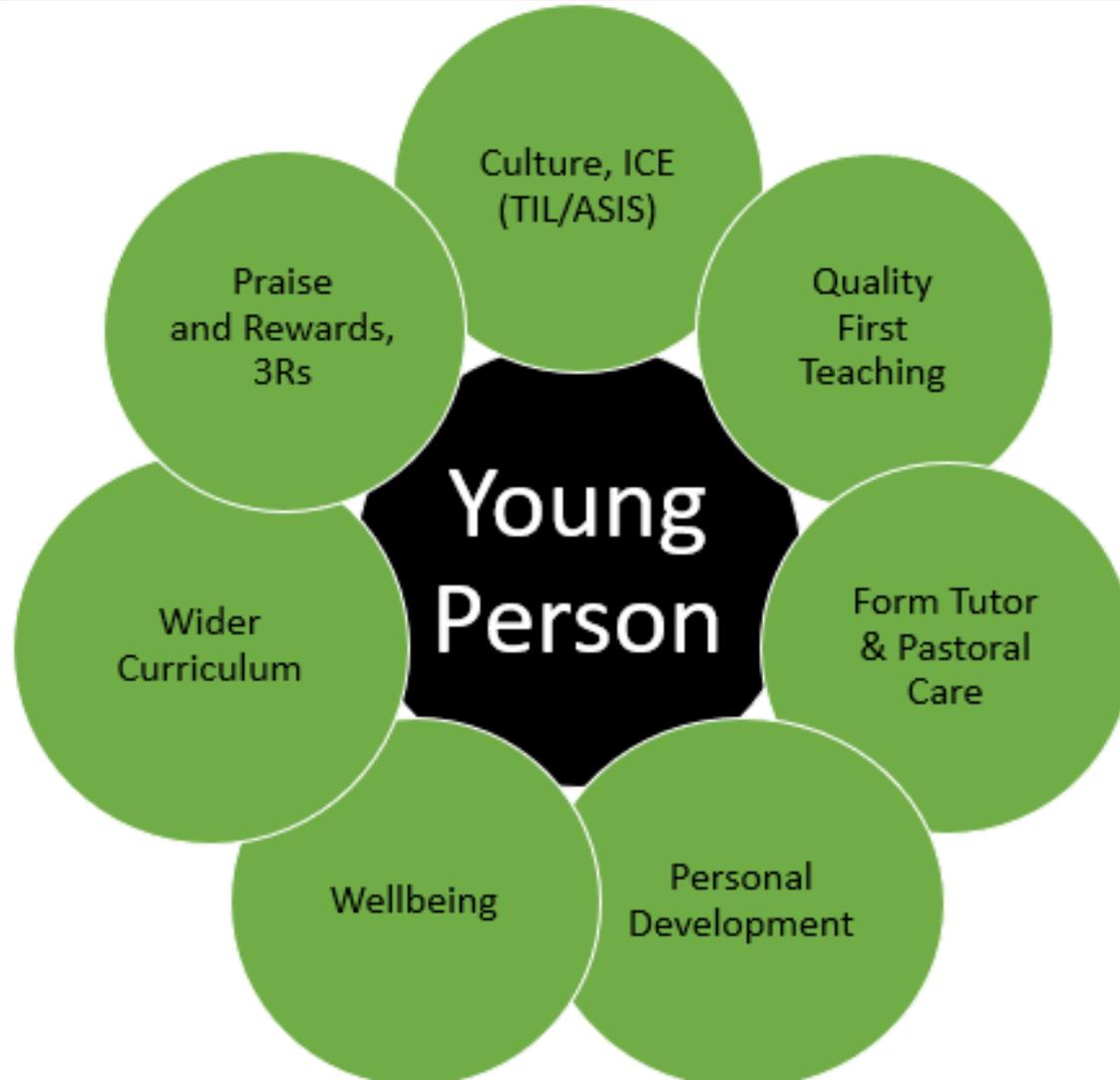


Our Inclusion Graduated Response

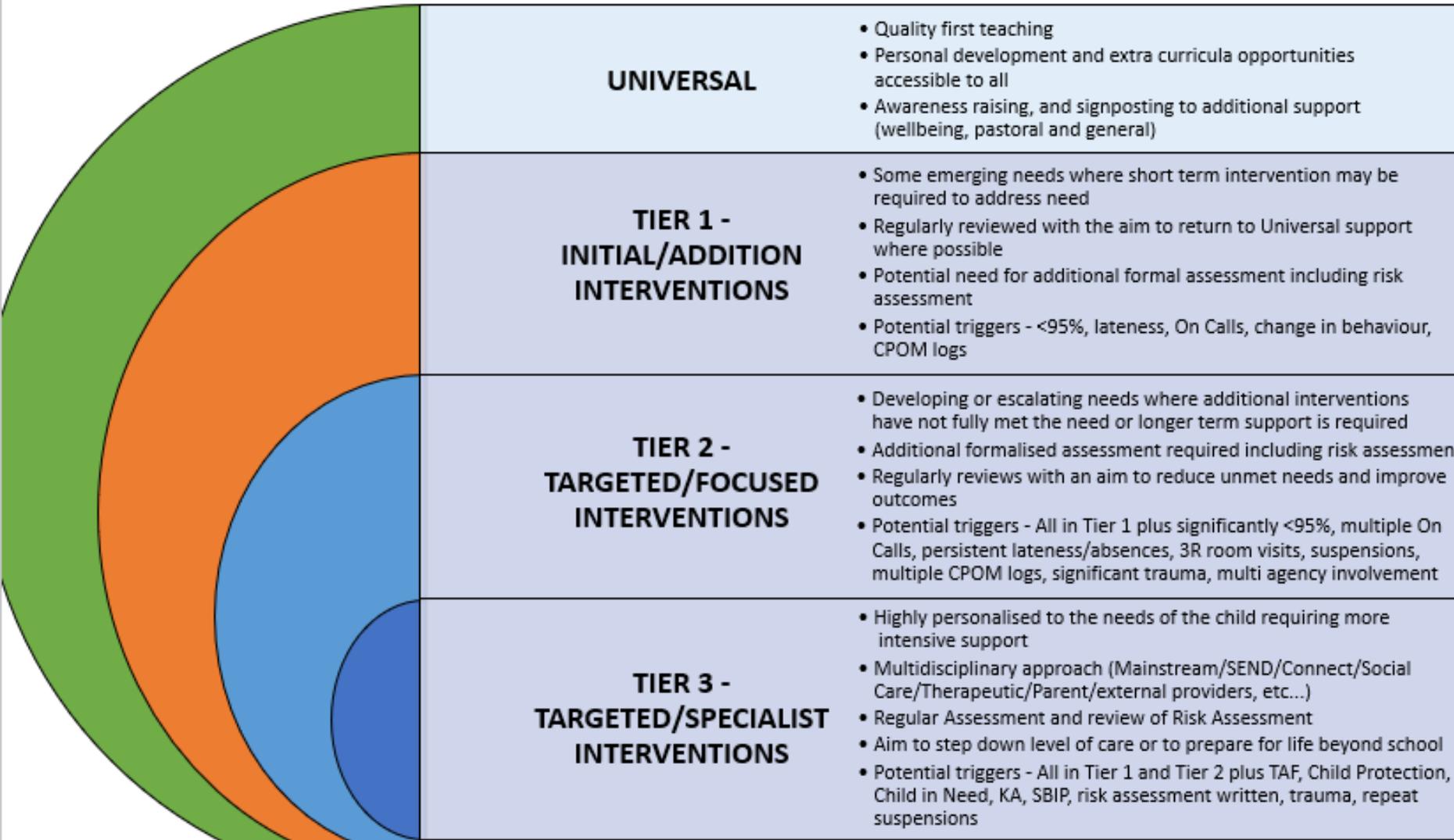
- As part of our work on UPR we invested in and developed a significant IGR
 - Using our values throughout the process
- This was crucial to identify and meet need at the point of need.



IGR at Chellaston Academy



IGR at Chellaston Academy



IGR at Chellaston Academy



Assessment/Screening	When
CAT	Start of school career
Star Reader	Twice per year
Exact Screening	Year 7, 9 and 12
Trasition arrangements between schools or year groups	Where appropriate
Tranquility App	At least once per term
WEMWBS – Wellbeing baseline survey	Every Term
Form tutor, DHOY and HOY support/monitoring	Daily
Subject assessments	At least once per half term
Lessons and form time	Daily

IGR at Chellaston Academy

Tier 1 Interventions



LEARNING

- SEND Passport
- SEND Link
- Blended TT
- Literacy
- DRA - reading
- Dyslexia Screening
- Dyscalculia screening
- Zones of Regulation
- Domain analysis
- Passes - sensory, boxing, time out
- Fidget toys
- Positive reward card



RELATIONSHIPS

- Reports - tutor, DHOY
- Parent meeting/comms



WELLBEING

- CISS
- BOXALL
- RCADS
- Peer mentor
- Hub appointment



Attendance



IGR at Chellaston Academy

Tier 2 Interventions

All of Tier 1 plus....



LEARNING

- SALT, SPOA or OT
- Autism support
- PLP in place
- SEND register - K Code
- AAE
- EHCP started
- Rapid reader and/or maths
- Lexia
- EAL Interventions inc, Baiba/NCAT
- Lego Therapy
- Numicon - TBC
- Study Skills - TBC
- ASDAN
- Nurture Group



RELATIONSHIPS

- Reports - HOY/SLT Link
- LOST
- SBIP
- Risk Assessment
- Parent meeting/comms
- External interventions
- TTF
- DCCT
- Baby People
- Island Project, Catharsis, Whispering Trees
- Equine Therapy
- Kinsmead
- Engineered Learning
- DPA
- YMCA
- Pre YOT
- Fresh Start Application made
- Boxall Session
- 'Charlie' school dog - TBC
- THRIVE
- Lego Therapy
- ELSA - TBC
- Keywork - TBC
- This Girl Can - TBC
- Forest School - TBC
- CBBT - TBC
- Healthy Lifestyles - TBC
- Drawing and Talking - TBC
- Emotional Regulation and Stress Tolerance - TBC



WELLBEING

- On Inclusion Meeting Agenda
- School Counsellor Referral
- Hub schedule
- School support Plan
 - Teachers aware
 - Shared Strategies
 - Out of Lesson Pass
- Signpost to
 - Safe Speak
 - Chat Health
 - Young Minds
 - Kooth



Attendance



IGR at Chellaston Academy

Tier 3 Interventions

All of Tier 1 and 2 plus....



LEARNING

- PLP in place and reviewed termly
- EP involvement
- Sensory Audit
- EHCP in place
- Both EHCP and PLP reviewed regularly
- Enhanced Transition - WRAT, WRIT, CTOPP, KTEA, DASH



RELATIONSHIPS

- Parent meeting with SLT
- Blended TT
- AP considered
- Panel Meeting
- Connect referral made
- Fresh Start+ application made



WELLBEING

- On inclusion meeting agenda
- Referral to
 - School health
 - Building Sound Minds
- Breakout
- Changing Lives
- Blended TT
- EHA in place



Attendance



Where are we now?

- I believe that Chellaston Academy is a vibrant school
- Student voice says that our young people feel safe supported and encouraged to be their best
- Staff surveys correspond to the student view
- We see happy young people and it is a 'fun' place to work.
- Our last monitoring visit evidenced this too.
- For me, a clear and deliberate focus on our values has supported where we are.



- Time for questions and/or reflections.

