



Year 7 Link Evening

Thursday 5th October 2023

Monitoring Progress

Mr Jones
Assistant Head Teacher

How does the school know where students are currently in their progress?

- ▶ We liaise with your child's primary school
- ▶ We look at students Year 6 SATs scores in English and Maths

How does the school know where students are currently in their progress?

Students take 'Baseline Tests' in different subject areas:

- ▶ Discussion work
- ▶ Practical activities
- ▶ Written assignments
- ▶ Quizzes or Mini-tests

All this information outlined, we use to set targets for each student, so we can measure their progress throughout Year 7 and beyond.

How does the school report to parents, carers about current progress?

Termly Report - 3 Key Areas:

- ▶ **Attitude to Learning** - Students effort in class and homework
- ▶ **Attainment** - Students current ability level in a subject, based on their current knowledge and skills.
- ▶ **Progress** - Students' progress based on their targets.

How does the school report on Attitude and Effort

Classwork and Homework

4 Categories
Outstanding
Good
Requires improvement
Serious cause for concern

How does the school report on Attainment / Ability?

KS3 Attainment Grades	What the grades mean.
A	Greater depth in understanding in knowledge and skills.
B	Deeper understanding in knowledge and skills.
C	Secure understanding in knowledge and skills.
D	Increased understanding in knowledge and skills.
E	Beginning to understand subject knowledge and skills.

What does the school do with the assessment information?

- ▶ Student progress is monitored throughout the year by Teachers, Heads of Department, Heads of Year and the Senior Leadership Team.
- ▶ Interventions are put in place to support students who may need guidance on improving their progress.
- ▶ Interventions are put in place to praise, reward and acknowledge student success.

Any opportunity to meet with teachers?

Parental Consultation Evening
Face to Face with ALL Subject Teachers

▶ Longbridge Road Campus -Thursday 30th November

▶ Sandringham Road Campus -Thursday 7th December

Literacy

Mr Black
Director of Literacy

Encouraging Reading For Pleasure At Home

1) Why should I encourage my child to read?

2) How do I encourage my child to read?

3) What do I encourage my child to read?

What are we
doing
already as a
school to
encourage a
culture of
reading?

1. Every **English lesson** starts with 'Silent Reading', and an opportunity to discuss the books students are reading e.g. to offer others recommendations.
2. Every student in year 7 has a dedicated **literacy lesson** in addition to their English lessons to improve their reading, writing and speaking skills.
3. Some students are being given **Bedrock learning** accounts to improve their reading skills.
2. The **libraries** are impressively stocked, and every student has just participated in an induction lesson in the library.
3. As a school we have a partnership with **Penguin**, allowing us access to new books, with a particular focus on diversity in literature.
4. Every Year 7 has just completed an **NGRT assessment**, so that we can identify which students require different forms of intervention.
5. A **Year 12 Reading Buddy Scheme** is currently being set up, to assist Year 7s in their reading.
6. We have partnered with **Literacy Pirates**, a celebrated literacy charity, to assist students with their reading and writing skills.

Why encourage reading?

The impact of creating a habit of reading is crucial for both our children's intellectual and emotional development.

Some noted effects on wellbeing:

- Fictional narratives allow children a chance to reflect on their sense of self, and help develop their identity.
- Reading is an exercise in enhancing empathy for different people who live through different experiences.
- Reading provides a resource not just for the relaying of facts, but the complexities of emotions.
- Reducing screen time, and reading before bed can help a child have a better night's sleep.

Why encourage reading?

The impact of creating a habit of reading is crucial for both our children's intellectual and emotional development.

Some noted effects on a child's intellectual development:

- It is noted by academics how reading a variety of texts enhances a child's written ability. This is not only in terms of vocabulary, but also an understanding of tone and how to communicate with different audiences.
- Notably reading does not simply better a pupil's results in English, but also subjects such as Maths and Science (a 9.9% advantage in Maths for example, UCL).

How do I encourage reading?

- 1) Be open: share the emotional and intellectual benefits listed in the previous slides with your child. It is important that children have an understanding of why we are wanting them to do something, and how it can benefit them.
- 2) Model the behaviour: share your experience of reading with your child. If possible, depending on the nature of your working life, model the behaviour of reading at home.
- 3) A luxury and not a chore: it is important that we highlight reading as an enjoyable and pleasurable activity. Try to avoid, if possible, saying something such as: 'if you read for 15 minutes, you can...'.
- 4) Take an interest: ask your child questions about what they're reading and start discussions about the book. If possible try to read the book with them!
- 5) Praise: it is important we help children feel successful at reading. Praise and encourage them in their reading!

What should I encourage my child to read?

First steps if your child is an emergent reader: It doesn't necessarily matter what they read; the important thing is to help them get into reading in whatever form that may take.

This could be - a novel, collection of short stories or even a graphic novel. The important thing first of all is creating a habit of reading.

Visit your local library and bookshop. Browse the shelves with your child, reading the blurbs of books that take their interest.

Emerging research also suggests that audiobooks may be helpful for increasing interest in reading, as well as modelling good reading fluency, so these may also be worth exploring if your child is reluctant to pick up a book. Audiobooks are available on Apps from local libraries.

Any questions, please email:

Mr. Black (Director of Literacy):

blackr@barkingabbeysschool.co.uk

Mr. Raphael (Literacy Lead):

raphaeld@barkingabbeysschool.co.uk

Careers

Mr Madigan
Director of Aspirations

The purpose of the role at KS3:

- To identify and develop the most able students at KS3 and provide students with opportunities to develop both academically and with their aspirations
- To provide all students from KS3 through to KS4 and KS5 with opportunities to develop an understanding of different careers pathways, as well as opportunities to experience education beyond school and develop key skills
- To ensure that all students are given a careers education in accordance with the Gatsby Benchmarks

Every young person needs high-quality career guidance to make informed decisions about their future.

Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.

Together, with the careers team, we ensure that each student gets the careers guidance they need.

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Enrichment

Ms Blaney
Director of Sport and Enrichment

Enrichment at Barking Abbey School

- 'Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations'
- 'We are all aware of the value of cultural capital and that giving students the opportunity to try new activities and sports, has social benefits, but it is often easy to overlook the academic benefits that a strong enrichment programme can have'
- 'All enrichment activities stretch, challenge and help develop the skills and talents of our young people by preparing them to be successful and productive citizens'.

Enrichment
activities
available
include -



- **CHESS CLUB**
 - **MATHS SOCIETY**
 - **STEM CLUB**
 - **DEBATE MATE**
 - **ORCHESTRA**
 - **CHOIR**
 - **DRAMA CLUB**
 - **SPARX MATHS**
 - **BADMINTON**
 - **HOMEWORK CLUB**
 - **POETRY**
- **DUKE OF EDINBURGH**
 - **ROBOTICS**
 - **BASKETBALL**
 - **FOOTBALL**
 - **DANCE**
 - **NETBALL**
 - **CRICKET**
 - **SCHOOL PRODUCTION**
 - **ANTI BULLYING AMBASSADORS**
 - **CREATIVE WRITING**

Enrichment at Barking Abbey School



BARKING ABBEY SCHOOL ENRICHMENT OPPORTUNITIES 2023-24

	Monday	Tuesday	Wednesday	Thursday	Friday
Bravery	School Orchestra (JMO) SR Music area - 15:00-16:00 KS3 Dance (Boys and Girls) 15:15-16:15 - SR Dance Studio	School Band SR Music area - 15:00-16:00 Chess Club SR - SA14 KS 4 & 5 Dance (Boys and Girls) SR Dance Studio - 15:15-16:15	KS3 Drama Society (KWY/HCA) LR and SR - Held at SR - 3:00-4:00pm Orchestra SR Music Room - 3-4pm Dance Club - (Boys Only) SR Dance Studio - 15:15-16:15	School Choir SR Music area - 15:00-16:00 Chess Club LR - LB22	Puzzles Society LR room TBA, HPP 3:00-4:00pm
Excellence	The Barkabbeyan School newspaper (JMI / RBL / DRA) LA36 - 3:00-4:00pm Debate Mate LR (Library) Open to LR and SR Y7-10s - 3-4pm	Year 7 - Robotics Society (SAL) - SA60 - 15:00-16:00	Maths Society SA14 - 3-4pm STEM Society SR - SF07- 3:00- 4:00 Poetry By Heart Year 7 - 9 - SR Library	History/Social Justice Society SR (EHA) SE20 (alternate weeks) 3:00-4:00pm STEM Society LR - LB36 - 3:00- 4:00 Write Back Year 9-10 - Future Learning Zone	
Self Discipline	Sparks Help Club LR - 3-4pm Lego Therapy (invite only) (ESH) Handwriting Practice (invite only) (KYO) Magical Maths (invite only) (LRA) Homework / Reading Society LR Library	Sparks Help Club SR - SA12 - 3-4pm Gardening Society (invite only) (ESH) Homework / Reading Society LR Library	Y9 DofE Society (LJA) LR field or LB04 3:00-4:00pm ARP All Stars (invite only) (ESH/LCY) Speech and Language (invite only) (KYO) Anti-bullying/Wellbeing SR SB21 lunchtime: 1.20-1.55pm Homework / Reading Society LR and SR Library	KS3 Presentation Society LR LA35 (BLE) 3:00-4:00pm Homework / Reading Society LR and SR Library	
Team BA	AAP Boys Basketball (GG) 7-8am AAP Boys Football 3G Pitch 7:30-8:10am Football Academy Training 3:00-4:15pm Netball Academy Training Year 7 Netball Longbridge Courts - 3:00-4:15pm Year 9/10/11 Girls Football Longbridge Pitch - 3:15-4:15pm Year 11 Boys Football Sandringham MUGA Year 7 Boys Football Longbridge Field - 3:15- 4:15pm	Yr 8/9 Boys Basketball Longbridge Sports hall - 7-8am AAP Netball Sandringham Green Gym - 3:15-4:15pm Year 7 Boys Basketball Longbridge Sports hall - 3:15-4:15pm Year 9 Football Sandringham Field - 3:15-4:15pm	Girls Football AAP (CPE) 7:30-8:10am Year 7 Boys Basketball (HAY) 7:30-8:10am AAP Girls Basketball (GG) 7-8am Academy Games 3:00-4:15pm	Year 7 Girls basketball Longbridge sports hall - 7:30-8:10am Year 10/11 Boys Basketball Longbridge 7-8am - (Coach Rich) Year 7 & 8 Football Longbridge Pitch - 3:15-4:15pm Year 8 & 9 Netball Longbridge Courts - 3:15-4:15pm Year 7 & 8 Girls Football Longbridge Pitch - 3:00-4:15pm	Year 7 Girls Basketball Sandringham sports hall - 7:30-8:10am Year 10/11 Boys Basketball Longbridge sports hall - 7-8am Year 8 Football Longbridge Pitch - 3:15-4:15pm Year 10/11 Boys Basketball Longbridge sports hall - 3:00-4:15pm Girls Football Academy Training 3-4:30pm

Enrichment at Barking Abbey School

- *Enrichment Activities will develop the **BEST** habits and will allow students to*
 - ***BELONG** – by meeting new people, joining a team or society*
 - ***ASPIRE** – set new targets, try something new, challenge themselves*
 - ***SUCCEED** – by developing skills outside of the curriculum that will help them when applying for 6th form, college, University and jobs*

School of Character

Mr Robinson / Ms Watkins
Assistant Head Teachers

School Mantra, Aims and BEST Habits

GIVE AND EXPECT THE BEST

SCHOOL AIMS

To develop 'Good Character'. **BELONG**

To leave school with excellent qualifications. **ASPIRE**

To develop skills to flourish in society. **SUCCEED**

BEST HABITS

BRAVERY - EXCELLENCE

SELF DISCIPLINE - TEAM BARKING ABBEY



A SCHOOL OF CHARACTER

We have one aim – for every student to be the best they can.

To achieve this aim, we offer a holistic approach. In every child we must build self-confidence, self-belief, a sense of worth and a sense of purpose.

Barking Abbey School dares students to challenge themselves, identifying strengths they didn't know they had to build their confidence.

We have created an environment where everyone is comfortable to raise their hand and ask questions; we want every student to be curious, creative and approach learning as a journey of discovery

**THE BEST WAY TO ENSURE
HIGH QUALITY BEHAVIOUR IS
CONSISTENT APPLICATION OF THE
SCHOOL ETHOS AND HIGH-
QUALITY TEACHING AND
LEARNING.**

Pastoral System

THE PASTORAL TEAMS

HEAD TEACHER OF BARKING ABBEY	MR ROE
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	LONGBRIDGE	SANDRINGHAM
SENIOR DEPUTY HEADTEACHER	MRS GIBSON	
ASSISTANT HEAD TEACHER	MS WATKINS	MR ROBINSON

	LONGBRIDGE	SANDRINGHAM
HEAD OF YEAR 7	MR BROOKS	MS WILLER
BEHAVIOUR AND INCLUSION MANAGER	MS MITCHELL	MS RINGSHAW
PASTORAL COORDINATORS	MS PLASTER MR JACK MS WILLIAMS	MS JENNINGS MR PILE MS LUV


THE PASTORAL CURRICULUM



BEST HABITS for 2023

Page 4 of The BFL Way

WAVE 3
2023 - 24



LEADERSHIP
OPENNESS

HARDWORKING
ENTHUSIASM

ORGANISATION
PLANNING
REVISING

JUSTICE
SOCIABILITY
FLEXIBILITY
COLLABORATION

THE PASTORAL CURRICULUM



BARKING ABBEY SCHOOL PASTORAL CURRICULUM

WEEKLY PASTORAL CURRICULUM TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Live Assembly	BEST Habits / Daily Review	Wellbeing	Termly Theme	Mindfulness

THE PASTORAL CURRICULUM

WC	Mindfulness / Intervention	BEST Habits / Daily Review	Wellbeing	Termly Theme	Assembly Theme	Theme link
5.09.22	Student Induction P1 and P2.		How BEST Habits can work for you	Character	The BEST Habits in School	Character Education
12.09.22	Mindfulness / Intervention	Democracy Daily Review	BA WAY	Character	Democracy	British Values
19.09.22	Mindfulness / Intervention	Democracy Daily Review	NATIONAL FITNESS DAY	Character	Safeguarding at Barking Abbey	Student Wellbeing
26.09.22	Mindfulness / Intervention	Democracy Daily Review	BA WAY	Character	Character Education	Character Education
3.10.22	Mindfulness / Intervention	Concentration Daily Review	BA WAY	Character	BLACK HISTORY MONTH	SCMS
10.10.22	WORLD MENTAL HEALTH DAY	Concentration Daily Review	BA WAY	Character	JLT BLACK HISTORY MONTH	SCMS
17.10.22	Mindfulness / Intervention	Concentration Daily Review	BA WAY	Character	Celebration Assembly	Celebration of Success
HALF TERM						
31.10.22	SPEAK UP, SPEAK OUT WEEK – DON'T BE A BYSTANDER					
	DEFINITIONS AND EXPECTATIONS	LANGUAGE	SCENARIOS	BEST WAY TO TACKLE SEXUAL HARASSMENT	SEXUAL HARASSMENT ASSEMBLY	Sexual Harassment in School
7.11.22	Mindfulness / Intervention	Respect and Tolerance Daily Review	Student Mental Health First Aid	Leadership	REMEMBRANCE DAY	SCMS
14.11.22	ANTI BULLYING WEEK					
	ODD SOCKS DAY REACH OUT	What bullying looks like and its impact?	Responding to bullies.	Respect and Tolerance / Anti Bullying	Respect and Tolerance / Anti Bullying	Anti-Bullying Awareness
21.11.22	Mindfulness / Intervention	Humility Daily Review	Student Mental Health First Aid	Leadership	Humility	BEST HABIT
28.11.22	Mindfulness / Intervention	Humility Daily Review	Student Mental Health First Aid	Leadership	JLT	Student Development
5.12.22	Mindfulness / Intervention	Humility Daily Review	Student Mental Health First Aid	Leadership	Mental Health	Student Wellbeing
12.12.22	Mindfulness / Intervention	Honesty Daily Review	Student Mental Health First Aid	Leadership	Termly Celebration Assembly	Celebration of Success
19.12.22	Mindfulness / Intervention	Honesty Daily Review	Student Mental Health First Aid	Last Day of School Term	School Closed	
HALF TERM						
2.01.23	School Closed	School Closed	School Closed	Refresh of Standards and Expectations	Refresh of Standards and Expectations	Student Development
9.01.23	Mindfulness / Intervention	Understanding Daily Review	D.E.A.R - Literacy	My Life My Future	Understanding	BEST Habit
16.01.23	Mindfulness / Intervention	Understanding Daily Review	D.E.A.R - Literacy	My Life My Future	Strong Minds	Student Wellbeing
24.01.23	Mindfulness / Intervention	BURNS NIGHT	D.E.A.R - Literacy	My Life My Future	HOLOCAUST MEMORIAL DAY	SCMS

30.01.23	Mindfulness / Intervention	Motivation Daily Review	D.E.A.R - Literacy	My Life My Future	Motivation	BEST Habit
6.02.23	Mindfulness / Intervention	SAFER INTERNET DAY	D.E.A.R - Literacy	My Life My Future	Celebration Assembly	Celebration of Success
HALF TERM						
20.02.23	RANDOM ACTS OF KINDNESS DAY	Motivation Daily Review	Resilience	Organisation	Random Acts of Kindness	BEST Habits
27.02.23	Mindfulness / Intervention	Prudence Daily Review	Resilience	WORLD BOOK DAY	Power of Literacy	BEST Habit
6.03.23	Mindfulness / Intervention	Prudence Daily Review	Resilience	Organisation	Student Led	Student Development
13.03.23	Mindfulness / Intervention	Prudence Daily Review	Resilience	Organisation	Prudence	BEST Habit
20.03.23	Mindfulness / Intervention	Reflectiveness Daily Review	Resilience	Organisation	JLT	Student Development
27.03.23	Mindfulness / Intervention	Reflectiveness Daily Review	Resilience	Organisation	CULTURE AND DIFFERENCES DAY	Celebration of Success
HALF TERM						
17.04.23	Mindfulness / Intervention	Reflectiveness Daily Review	Maths Challenge	BA Speak Out Challenge	Speak Well	Student Development
24.04.23	Mindfulness / Intervention	Energy Daily Review	Maths Challenge	BA Speak Out Challenge	Priorities	BEST Habit
1.05.23	School Closed May Bank Holiday	Energy Daily Review	Maths Challenge	BA Speak Out Challenge	Safeguarding	Student Wellbeing
8.05.23	Mental Health Awareness Week					
	Mental Wellbeing	Supporting Ourselves and Each Other	Coping with Loneliness	Strong Minds at BA	Strong Minds at BA	Mental Health and Wellbeing
15.05.23	Mindfulness / Intervention	Adaptability Daily Review	Maths Challenge	BA Speak Out Challenge	Adaptability	BEST Habits
22.05.23	Mindfulness / Intervention	Adaptability Daily Review	Maths Challenge	BA Speak Out Challenge	Celebration Assembly	Celebration of Success
HALF TERM						
5.06.23	Mindfulness / Intervention	Adaptability Daily Review	Healthy, Active Lifestyles - SLE	Stay Safe Online	BA Speak Out Challenge	Pupil Voice
12.06.23	Mindfulness / Intervention	Reasoning Daily Review	Healthy, Active Lifestyles - SLE	Stay Safe Online	Reasoning	BEST Habit
19.06.23	Mindfulness / Intervention	Reasoning Daily Review	Healthy, Active Lifestyles - SLE	Stay Safe Online	Online Safety	Student Wellbeing
26.06.23	Maths Week					
3.07.23	Mindfulness / Intervention	Patience Daily Review	Healthy, Active Lifestyles - SLE	Stay Safe Online	Individual Liberty and Rule of Law	British Values
10.07.23	Mindfulness / Intervention	Patience Daily Review	Healthy, Active Lifestyles - SLE	Stay Safe Online	Termly Celebration Assembly	Celebration of Success

HEAD OF YEAR 7

Ms Willer / Sandringham Road

Uniform

SCHOOL UNIFORM

Wearing the Barking Abbey uniform is a badge of pride, it creates an identity that they belong and that they are part of the BA family.

Our badge and uniform is recognised within the local and wider community.



UNIFORM

Black Trainers are not school uniform and cannot be worn in school.

Nike Airforce Trainers are not allowed to be worn.



UNIFORM

Uniform	Rules to remember
Outerwear	Plain black coat may be worn when needed Plain black abaya may be worn when outside <u>Coats and abayas must be removed when in a classroom</u>
Ties, shirts, jumpers and blazers	The school tie and blazer must be worn at all times White shirt – short or long sleeves should be worn at all times. Only the black jumper/ cardigan with school logo may be worn. <u>No hoodies, sport jackets, non BA jumpers to be worn.</u> <u>Polo shirts will no longer be part of the summer 2023 uniform.</u>
Skirts and trousers	Skirts must be knee length or longer Kneed length skirts must be pleated – not straight/ pencil style Trousers and skirts must be black <u>No jeans, leggings or sports trousers permitted</u>
Hair	No baseball cap permitted No <u>Durags</u> / bonnets permitted Natural hair colours only. <u>Pink/ green/ blue/ purple etc hair colours are not permitted.</u>
Jewellery	One small stud in each earlobe allowed One single, small nose stud One watch <u>No rings, bracelets, necklaces, or body piercings.</u>



Achievement

ACHIEVEMENT THROUGH BEST

- We use a Tiered Achievement System
- Students earn **Achievement Points**.
- Achievement Points are awarded through SIMS, and students are recognized and rewarded for the accumulation of Achievements.
- Achievements start within lessons, then escalate to greater contributions or successes within the school community.

A1 Learning	BEST Habit Demonstrated Organisation. Concentration. Managing distractions.	Well-presented written work. Effective contribution to group work. Use of key words in classroom discussion.	Developing oracy skills. Aspirational attitudes. Outstanding effort in lesson.
A2 Achieving	BEST Habit Demonstrated Perseverance. Motivation. Hard work. Courage.	High quality homework. Improvement through growth mind set. Effective response to teacher feedback.	High quality classwork. Representing the school. Performance in assessment.
A3 Determination	BEST Habit Demonstrated Determination. Resilience. Listening. Practice	Independent enquiry skills in learning. Showing resilience to overcome a challenge. Displaying a positive attitude towards learning.	Showing curiosity to learn. Managing distractions. Progress through practice.
A4 Demonstrating	BEST Habit Demonstrated Collaboration. Team BA. Adaptability. Citizenship	Leading others in effective group work. Providing effective feedback to others. Collaboration with others to a shared goal.	Leadership in learning. Creativity shown in work. Community Spirit.
A5 Excellence	BEST Habit Demonstrated Excellence. Reflectiveness. Pride. Self-Discipline.	BEST Habit. Bravery, Excellence, Self-Discipline and Team Barking Abbey. Achieving beyond Target grade in assessment or test. Consistently demonstrating a positive attitude towards learning.	
A10 Recognition	BEST Habit Demonstrated Bravery. Excellence. Self-Discipline. Team BA.	100% Attendance in a term Teacher Commendation for BEST Habit. Top 20 Progress in Year Group in Assessment.	100% Punctuality in a term Community Contribution. Peer Mentoring / Support.

HEAD OF YEAR 7


Mr Brooks / Longbridge Road

Behaviour

BEST BEHAVIOUR FOR BEST CHARACTER

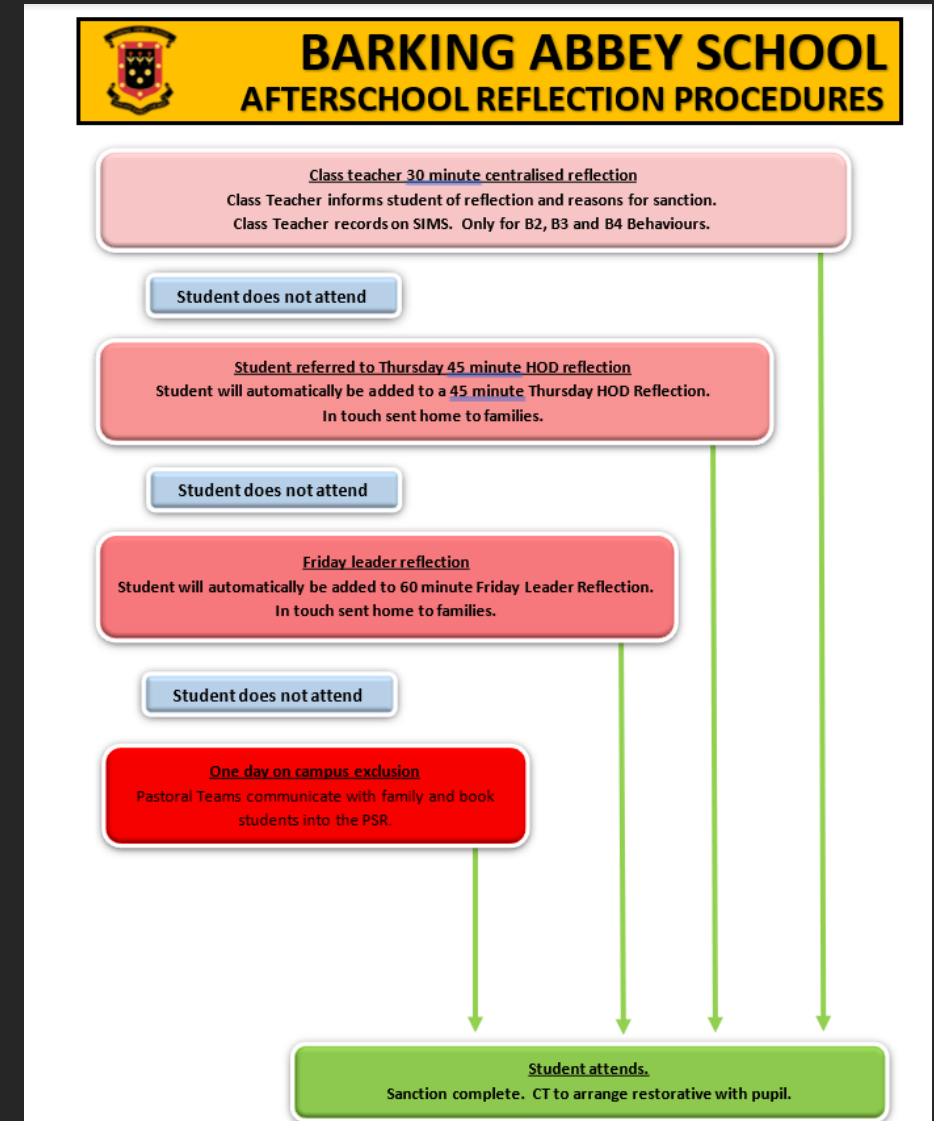
➤ Tiered Behaviour approach, with clear actions and consequences for behaviour.

➤ Ensuring a consistent approach.

 BARKING ABBEY SCHOOL BEST BEHAVIOUR FOR BEST CHARACTER					
LEVEL	BREACH OF BEST	BEST HABIT TO BE RESTORED	SANCTION FOR BREACH OF BEST	STAFF RESPONSIBLE	FOLLOW UP
B1	Classwork / homework not to BA Standard Low level disruption Late to lesson Poor character conduct Appearance not meeting BA standards	Excellence, Managing Distractions Concentration, Citizenship, Self-Discipline, Courage, Organisation	Verbal warning or Restorative conversation or Class Teacher Reflection	Classroom Teacher If persistent refer to HOD Form Tutor	Classroom Teacher to contact home Reflections set and managed by the referring member of staff, not recorded on SIMS.
B2	<u>Continued</u> failure to meet BA standards Work <u>persistently</u> not meeting BA standards <u>Continued</u> low level disruption Late to school, after 8:30am Sexually inappropriate language	Determination, Perseverance Prudence, Sociability, Motivation, Hard Work, Empathy	Lunchtime Reflection or Central Afterschool Reflection or Restorative Conversation	Classroom teacher Head of Department	Classroom Teacher to contact home Reflections are recorded centrally using SIMS.
B3	Refusing a reasonable request Persistent lateness Disrespect towards peers / staff Use of mobile phone in school Behaviour impacting on learning of others Failure to attend reflection	Team BA, Flexibility, Fairness Tolerance, Collaboration, Listening, Respect, Pride, Empathy	Lunchtime Reflection or Central Afterschool Reflection or Departmental Report	Classroom Teacher Head of Department	Classroom Teacher to contact home and arrange Restorative Conversation Reflections are recorded centrally using SIMS
B4	Referral to Pastoral Support Room Confrontational / Dangerous behaviour Physical / verbal aggression towards a peer Damage to property / Graffiti Selling items in school Truancy / Persistent lateness Sexually inappropriate behaviour	Reasoning, Adaptability, Reflectiveness, Self-Discipline Respect, Humility, Excellence, Empathy	PSR Reflection Or Central Afterschool Reflection Or Leader Afterschool Reflection Or On Campus Suspension	HOD / HOY Pastoral Team AHT DSL	Classroom Teacher to contact home and arrange Restorative Conversation Reflections are recorded centrally using SIMS HSB Risk Assessment completed
B5	Disruptive behaviour in Pastoral Room Bullying / Cyberbullying Inappropriate use of ICT / social media Intimidating / Aggressive behaviour Deliberate risk to the safety of others Swearing directly at staff	Rule of Law, Respect, Justice Individual Liberty, Tolerance, Self-Discipline, Empathy	On Campus Suspension or Recovery Placement or Formal Suspension	HOY AHT Head of Campus	Formal investigation Safeguarding procedures followed Parental Reintegration meeting with Pastoral team / SLT
B6	Refusal to go to Pastoral Room Bringing the school into disrepute Setting off the fire alarm Possession of a banned item Sexual / racial / homophobic / gender abuse Planned physical aggression	<u>All the Above</u> , Bravery Excellence Self-Discipline Team Barking Abbey	Formal Suspension or Managed Move / Recovery Placement or Permanent Suspension	HOY / AHT Head of Campus Head Teacher	Formal investigation Safeguarding procedures followed Parental Reintegration meeting SSO Involvement

REFLECTION PROCEDURES

- If a student's behaviour is not meeting the Barking Abbey Standards, they may be sanctioned with a reflection.
- Classroom teachers can ask a student to stay behind at break or lunchtime or can add them to a daily after school reflection.
- These run between 3:00pm and 3:30pm.



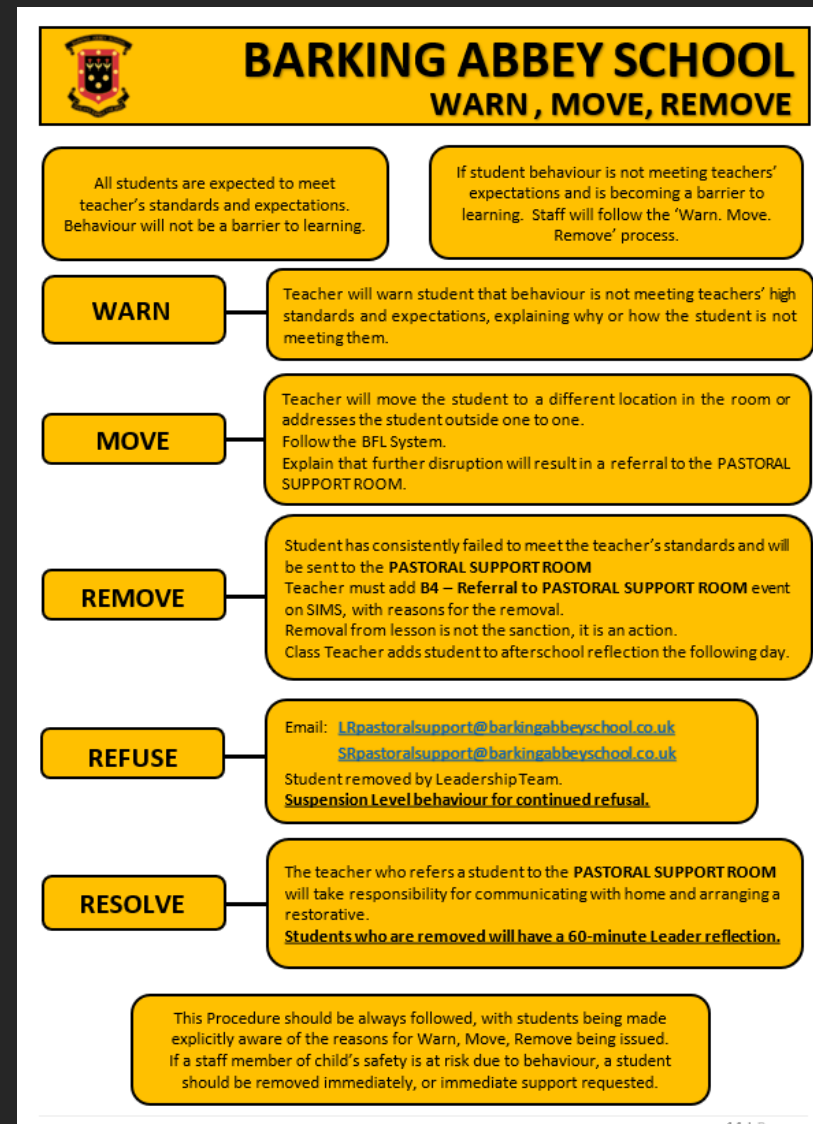
WARN MOVE REMOVE

To ensure that classrooms are a positive and encouraging learning environment, behaviour that affects the learning of others will not be tolerated.

If a student chooses to behave poorly, they will be **warned** by their teacher, and they will explain why their behaviour is not acceptable.

If behaviour continues to be disruptive the teacher will **move** them and explain that continued disruption will result in a referral to the Pastoral Support Room.

If they continue to disrupt the learning of others, they will be **removed** from the lesson and sent to the Pastoral Support Room. This will trigger an afterschool Reflection that day.



BANNED ITEMS

The bringing onto our school premises or the use or carrying of any banned items is strictly prohibited.

- Knives and weapons or sharp or dangerous objects - (real/toy/imitation)
- BB Guns - (real/imitation/toy)
- Alcohol (including being under the influence of)
- Illegal drugs (including solvents) ≈ including being under the influence of
- Stolen items
- laser pens
- Tobacco and cigarette papers (including matches and lighters)
- Vaping pens/vaping related equipment
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury, or damage property
- Any items likely to cause offence or hurt

The bringing to school of any banned items as stated can result in permanent removal from Barking Abbey School.

Homework

HOMEWORK

- All students will receive homework at different points in the academic year.
- Homework will be set on 'show my homework'
- To enable students to settle into daily routines, homework in the Autumn term will be introduced gradually.
 - Autumn Term 1: English, Maths, Science and Daily Review.
 - Autumn Term 2: Other curriculum subjects

The Daily Review

Each evening, students review their days learning by completing sections in their planner about what learnt that day in each lesson.

Benefits of completing the DAILY REVIEW.

1. To acquire the habit of reviewing learning on a daily basis.
2. To acquire the habit of retrieval practice.
3. To decrease cognitive load.
4. To facilitate knowledge into the long-term memory.

Week Commencing: 12th June 2023

THURSDAY	DAILY REVIEW: Today in this lesson I learnt:	
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Lesson 5		
FRIDAY	DAILY REVIEW: Today in this lesson I learnt:	
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Lesson 5		
NOTES – REMINDERS – MESSAGES		
<p>1. Complete daily review for the day. 2. Check 'show my homework' every day.</p>		
Parent Signature: _____ Tutor Signature: _____		

91

Safeguarding

Mrs Gibson
Head of Campuses

Safeguarding team - Who you need to know

THE SAFEGUARDING CORE TEAM

Each Campus has a Designated Safeguarding Lead (DSL), who has responsibility for the safeguarding of all students and staff on that campus.

We also have a Deputy Designated Safeguarding Lead (DDSL) on each campus, who deals with the day-to-day operations of safeguarding.

There are also campus-based staff who can support as part of the wider team and staff who work across both sites.



Ms S Gibson
Safeguarding Strategic
Lead



Ms K Watkins
LR DSL



Ms S Din
Deputy DSL LR




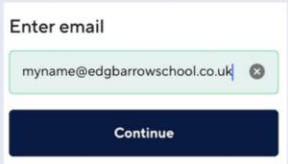
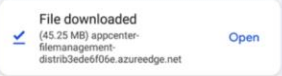
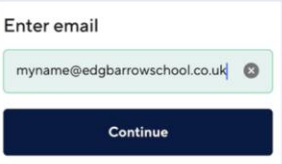
Mr D Robinson
SR DSL



Mr R Wise
Deputy DSL SR

Imabi Inspire

In November 2022 we launched our safeguarding app for students. Students can download the app onto a mobile phone so that they can report a safeguarding concern about themselves or a peer. They can also access links to support websites and guides.

iPhone	Android
<p>Download imabi Inspire App from the Apple Appstore</p>  <p>Open the app and log in with your School email address and password.</p> 	<p>Download the app using the following link: Download imabi Android App</p> <p>Once the app has downloaded Click 'Open'</p>  <p>Click INSTALL at the bottom of the screen.</p> <p>Once the app has installed click OPEN at the bottom of the screen. Then log in with your School email address and password.</p> 

OFSTED (December 2022)

“The arrangements for safeguarding are effective. Safeguarding is prioritised across the school. It is led by an experienced team who are relentless in identifying those who may be at risk and ensuring that they get the help that they need. Leaders provide up-to-date training for staff that is both thorough and extensive. This ensures that staff understand what to look out for and how to report concerns. There are robust processes in place to monitor those pupils at risk and seek advice from appropriate agencies when needed. Governors maintain close oversight of safeguarding. They fulfil all their statutory responsibilities.”

Well-being





Barking Abbey School

Strong Minds First Aid



General Mental Health First Aid

Even the Strongest of Minds need a little support from time to time. Some situations, such as work, family circumstances, friendships, school and things we can't define can make life tough. Here are some groups that maybe useful to help steer you through these difficult times.

Samaritans Recommended	www.samaritans.org 116 123	Emotional support for ANYONE 24 hours a day.
Shout Recommended	www.giveushout.org Text Shout to 85258	A 24 hour confidential and anonymous service offering support for young people struggling with their mental health.
Kooth Recommended	www.kooth.com	Offering free online chat based counselling for young people, delivered by qualified counsellors.
Action for Happiness	www.actionforhappiness.org	Website provides resources and evidence based idea for actions we can take to help us feel happier, and improve our wellbeing.
Anna Freud Centre	www.annafreud.org 0207 7942313	A children's mental health organisation providing specialist mental health support for young people, adults and families.
Young Minds	www.youngminds.org.uk 0808 8025544 Weekdays 9:30 – 16:00	Organisation working with young people, parents and adults to support emotional wellbeing and mental health.
Childline	www.childline.org.uk 0800 1111	Counselling service for children and carers. Multi lingual services available.
Mind	www.mind.org.uk 0300 1233393 Text: 86463	Information and strategies for children and adults experiencing mental health crisis.
STEM4	www.stem4.org.uk	Early support for mental health issues in young people.
Minded	www.minded.org.uk	MindEd offers online resources and advice to support young people and adults experiencing mental health difficulties.
Black Woman's Health and Family Support	www.bwhafs.com	Organisation which specialises in supporting BAME women to live healthier lives.
London Lesbian and Gay Switchboard	www.switchboard.lgbt 0330 3300630	National service for the LGBT+ community regarding sexuality, gender identify and emotional wellbeing.
Muslim Youth Helpline	www.myh.org.uk 0808 8082008	Offering non-judgemental, confidential support for young Muslim's. This is a free service.

Useful Apps.	
Stress Heads www.themix.org.uk/apps-and-tools/stressheads	Helps young people to identify and cope with stress, approved by NHS Choices.
Smiling Mind https://smilingmind.com.au/smiling-mind-app	Mindfulness app to support calmness, contentment and clarity.
Super Better www.superbetter.com	An app that helps support and build resilience in young people.
For Me www.childline.org.uk/toolbox/for-me/	App developed by Childline giving direct one to one access to a counsellor, videos, advice and chat.

STRONG MINDS AT BA

At Barking Abbey School student welfare and wellbeing is fundamental to our values, ethos and culture for education. The Strong Minds Club outlines our commitment to developing and maintaining student wellbeing and resilience whilst ensuring that all students and staff can Give and Expect the BEST.

Support available to students:

Mentoring from our Learning Mentor

School counselling

Support from a range of external agencies

121 support from pastoral team and SG team

CAMHS referral

ANTI BULLYING AMBASSADORS

You Report, We Support was created by the Anti-bullying ambassadors to raise awareness and to use it as a kite mark to be recognised and used for the purpose of students knowing that they can approach them and report any bullying for themselves or as a fellow peer in support.



MENTAL HEALTH CHAMPIONS

A number of our JLT members are now trained Mental Health Champions. The program aims to empower young people to promote and support positive mental health in our school. As a school we believe that it is important that you know how to stay mentally healthy and that we give you the skills and tools to be more resilient and our Mental Health Champions will lead the way forward with this.

GIVE
AND
EXPECT
THE
BEST



Students Perspective

