

Year 7 First 6 Week Induction

The first two days will focus on instilling and developing the desired culture and ethos of the school as well as creating a sense of community and belonging in the year group.

The welcome assembly will focus on the school, parent and student partnership that will reinforce the message that parents received on 30 June. Danielle and I will meet tutors on 4 September to set out the vision of the partnership and to make clear what our expectations are: uniform, equipment, punctuality and attendance, engagement in lessons.

Day two will include an extended tutor time that will focus on the school's core values and ethos and in developing model citizens. Below is a breakdown of how the Year 7 team will embed high standards.

Timeframe	Actions from
Daily	<ul style="list-style-type: none">• Form time uniform and punctuality checks. Phone calls made by tutors in the first instance on the day of lateness. Attendance target is 98%.• Practise the 20 second challenge and reward accordingly.• Reward students for excellent punctuality and attendance – to include phone calls and / or postcards. Recommendations made by tutors to HOY for specific praise.• Aim for tutors to phone 3 / 4 students each day first week back.• Tutors to use key words: Ambition, Character, Civic Virtue in their dialogue with students to embed ethos.• HOY / SLT learning walks to monitor student engagement and attitudes to learning both in form time and lessons. Any non-compliance to be followed up on the day by HOY. LW to be targeted as weeks go by depending on issues that may arise.• HOY / SLT to monitor daily behaviour record and to meet to decide next steps where appropriate.• High visibility of HOY / SLT during break and lunchtime to monitor standards.
Weekly	<ul style="list-style-type: none">• Starting in week 1, parental meetings with students that have incurred behaviour points. In addition to this, and

	<p>in liaison with Inclusion, parental meetings with students highlighted as concerns in order to update parents and to strengthen the home / school partnership model. Reports used as required starting with tutor report and escalating. Begin to develop a working relationship with departments whereby HOY is able to liaise with HOD / HOF to support in lessons.</p> <ul style="list-style-type: none"> • Weekly tutor briefing before assembly in the hall to ensure consistency of messaging across the team. • Assemblies targeted at promoting values and ethos . Weekly promotion of students doing the right thing through positive affirmations. • TAs to support specific students in lessons with the purpose of aiding transition. • Promotion of clubs and extra-curricular activities. Expectation will be that all students must attend at least one club / session per week. • One tutor time dedicated to reading each week. The English faculty to initiate the Accelerated Reader programme as well as introducing students to the library. • Student passport to be updated and stamped on a weekly basis. • Tutors to ensure diaries are checked by parents / carers. • Transition Lead to work with key cohort (PP / XSEND) and identify issues that are arising and to support the HOY and inclusion in identifying next steps and interventions.
Half Termly	<ul style="list-style-type: none"> • Deep analysis of behaviour data to inform next steps by HOY / SLT. Liaise with Inclusion in relation to interventions in preparation for HT2. Continue clear communication with parents to reinforce home / school partnership. • Rewards in line with school rewards system (Ethic of Excellence and Spirit of Endeavour).