




**Ormiston
Maritime
Academy**

Ormiston Maritime Academy
The OMA Way



Name and image	Function	How is it adapted?
Red blood cells 	carry oxygen to cells	Mitochondria to carry more oxygen
	found near capillaries	long narrow (spind) head the capillaries across the body
	Red blood cells don't have a nucleus	flexible shape

“Education is the most powerful weapon you can use to change the world”

As adults who work at Ormiston Maritime Academy (OMA), we are all responsible for the future success of all the students, who have chosen to be educated here.

Vision: All OMA students, irrespective of their backgrounds, will be exceptional learners, so they are equipped with the necessary knowledge, skills, qualifications and mindset to contribute positively to society.

Mission: At OMA, we believe students will aspire to excellence through literacy, with a specific focus on oracy at Key Stage 3. Students will learn to become masters of retrieval and experience curriculum that develops students' cultural capital.

The learning environment we create and maintain will ensure they lead successful and happy lives. They will acquire the knowledge they need to progress through the key milestones in our education system and embark on careers of their choosing.

As well as knowledge, we must also educate them with the 'cultural capital' that they need to become the future citizens of their communities so that they develop into adults who will champion change in society, guided by a strong sense of discipline and moral purpose.

This document 'The OMA Way' sets out the principles, roles and responsibilities for all adults that work here and will establish the positive, learning culture in which students will be immersed. We need to provide rich opportunities ensuring students become their academic best and are ambitious, aspirational, courageous and respectful in their daily routines.

It is everyone's responsibility to work consistently to implement 'The OMA Way' creating a shared culture of the academy.

Carrienne Robson, Principal

Managing Student Behaviour

“All behaviour which distracts learning within the classroom or damages the culture within the academy must have clear, fair and transparent consequences for students”

All adults at the academy are responsible for managing student behaviour.

Children are still learning how to behave and as adults we are responsible for teaching them how to do this.

The expectations of behaviour are clearly set out in the academy behaviour policy and when students do not follow these expectations it is everyone's responsibility to address this.

If you ask a student to do something then they should do it, if they do not you must ensure this is followed up. Infringements of the behaviour policy should be logged on ARBOR/Edulink and to reduce workload, we use a centralised detention system.



This is not to make it someone else's problem, but to ensure that the consequence system is applied efficiently.

This does not prevent you from seeking out the student again, to ensure they are aware you know they have been sanctioned and you do not expect that behaviour to be repeated.

In a similar way if a student is removed from your lesson, you are expected to follow up on this with the student at detention and they complete the work they have missed. You also telephone the parent and record the communication.

Students need to know what you expect of them, and your expectations should be high. In some instances of extreme behaviour, the Senior Leadership Team will become involved immediately.

However, if you ask a student to do something they should respond in the same way as if the Principal had asked them.

Likewise, it is imperative that you reward students who exhibit good behaviours and uphold the principles and values of the academy. Let them know when they have done well.

- **Every student that turns up to your lesson should receive 1 house points.**
- **Students that have done well in the lesson should receive 2 house points.**
- **1 student in the lesson who has gone above and beyond should receive 5 house points.**
- **1 person per day should receive 10 house points (this is the person who has stood out the most for you on that day).**

The House System

Every member of the school, including students, teachers and all support staff are allocated to a house.

The houses are named after towns and cities that have a traditional link to Grimsby.

Everyone is given a house badge that must be worn to identify to which house someone belongs to. It also encourages a sense of identity within the academy.

The Point System

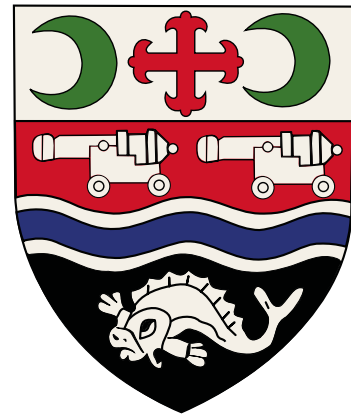
- **Every student that turns up to your lesson should receive 1 house points.**
- **Students that have done well in the lesson should receive 2 house points.**
- **1 student in the lesson who has gone above and beyond should receive 5 house points.**
- **1 person per day should receive 10 house points (this is the person who has stood out the most for you on that day).**

What else to award for?

- **In lessons (1,2,5,10)**
- **Homework completed (10)**
- **Caught being kind (5)**
- **Caught reading (5)**
- **Attending an extra-curricular club (10)**
- **Attending a school fixture (10)**
- **Out of lesson (5)**



Akureyri, Iceland



Banjul, Gambia



Bremerhaven, Germany



Tromsø, Norway

Relationships

Getting to know the students at the academy is a vital part of your job, building strong relationships means students trust you with their education.

Take the approach of “Firm but Fair”.

They should always refer to you by your surname or ‘Sir/Ma’am’ and ensure they know where the boundaries in the student/teacher relationship are. Learn about your students but ensure that they know their education is your utmost priority.

Rewarding positive student behaviour is often overlooked by teachers who say “they are just doing what they are supposed to”.

At OMA it is essential we focus on the vast majority of students who try hard and do their best in every lesson every day. **For every sanction you issue you should aim to give at least 5 positive re-enforcements.**

Emotional currency is a bank we should all invest in, ready for the day you need to make a withdrawal.

Children who fail to meet the academy expectations will have further support from others, such as a form tutor, a pastoral assistant or a progress leader.

Sometimes you may need them to support you with a student, but you should still take the lead, they are there to support.



Consistency

**“Consistency is the true foundation of trust.
Either keep your promises or do not make them”**

It doesn't matter what we do, it matters that we all do it.

If you allow students to listen to their headphones, then the next member of staff who challenges this will seem unreasonable.

Students will be confused why they can do it in one classroom and not another.

They will challenge the teacher who upholds the academy expectations, and this may damage their relationship with that student.

Being inconsistent undermines our culture and shows students that some adults do not care as much as others.

This in turn creates a perception with students that some adults are more important than others.

The OMA Way, establishes a culture where all staff are equal.





Teaching Manners

“Good manners will open the doors that the best education cannot”

Respect is one of the key values of the academy.

As adults, we bring with us different experiences of our own upbringing and just like the children for whom we are responsible we will have varying ideas of what “good manners” are.

It is therefore vital that we are clear about what our expectations of good manners are, and that we consistently re-enforce these with students.

We must teach children how to respond to adults and to each other.

- **This starts when you meet and greet students at the door, students should respond when you say “good morning/afternoon” with a similar response or a “thank you”.**
- **The only response a child should make to an adult when their behaviour is challenged is “sorry Sir/Ma’am”.**

You may or may not feel that “sorry” is enough of a response, and further sanctions may be required but the point is that students acknowledge they accept responsibility for their own behaviour.

By acknowledging this you de-escalate the situation, we do not need to excessively reprimand when they have said they are sorry. This should allow you to move on from the incident and get back to teaching.

Lessons

Lesson Entry Protocols

(To be read in conjunction with the Teaching and Learning at OMA booklet)

- The member of staff must be stood at doorway to greet students and ensure they are ready to learn. The staff member is wearing high-vis.
- Students are to wait outside classrooms. The teacher raises their arm and says '3-2-1'. At the end of the countdown, students should be silent and facing forward.
- Students should then enter the classroom in silence, stand behind their chair and place their pen, pencil, ruler and planner (pprp) on the desk.
- Students books should be available at the front of the classroom and students should collect their book and get to their allocated seat quickly on entry.
- A 'Do Now' task is to be displayed with date and learning objective, in the correct presentation standards.
- Students to sit as per seating plan. Bags are to be placed under desk or in designated space. Coats to be placed on hooks, on the back of the chair.

- Students must open books, write date and title and then start the 'Do Now' task in silence.
- Tasks in silence should have the 'Silent Zone' logo displayed.
- Teacher to take register. If students are to respond, they do so with 'Yes Sir/Ma'am' without deviation (except in MFL). Any student arriving after the bell to be marked as late.

Silent Independent Practice



During Lessons

“If you can’t explain it simply, then you don’t understand it well enough”

(To be read in conjunction with the Teaching and Learning at OMA booklet)

- Teachers should take pride in their classroom and maintain a clear and professional work space.
- Teachers should maintain their notice boards of curriculum, ready to teach/learn and subject specific terminology.
- Teachers should show case students best work at every available opportunity.

“Knowledge is intellectual capital, the more knowledge and skill a person has the more they can acquire”

Using consistent language across the academy will ensure students know explicitly what the expectations are. Do not be ambiguous with your instructions, they should be clear on what you want the students to do.

Don’t ask unnecessary or ambiguous questions such as;

- “Why are you still talking?”
- “How many times do I have to tell you?”
- “Does everyone understand?” (students nodding does not mean you have checked for understanding)

Be clear on what you want students to do. Give direct prompts such as;

- “Begin the task now, you have 3 minutes”
- “3-2-1 and silence”

Never try to teach when students are talking. You cannot deliver ‘Direct Instruction’ without the attention of the WHOLE class.

Challenge students who are not focusing on learning, use the consequence system to support you.

- **Students should know that your hand being raised and a countdown of ‘3-2-1’ means silence.**
- **Insist that students say “please” and “thank you”.**
- **‘Direct Instructional Teaching’ should always be at the front of the classroom and the member of staff should be standing. This provides students with the consistency they need to acquire knowledge.**
- **Present new material in small steps and proceed only when first steps are mastered. Questioning is an important part of the STAR model and your teaching. This is how you check for students understanding. It is the teacher’s role to develop oracy skills so insist on extended answers, in full sentences.**
- **Do not accept “dunno”, “sort of” “it’s like err”, give students prompts to scaffold and their answers develop their verbal communication skills.**

- You should model worked examples, guide student practice allowing time to rephrase, elaborate and summarise new material. Scaffold for difficult tasks and use independent practice to produce over learning before regular assessments.
- Insist that work in books is neat and tidy. Work in books should have a date and title. Space in books should not be wasted and they should be free from graffiti.

The front of books must have

- Students Full Name
- Teachers name
- Subject

Exit Protocol

- Teaching must end promptly with appropriate time allowed for clearing of room before the end of lesson, so that the next class can enter quickly.
- The 'End of lesson' slide should be displayed on the screen.
- Books should be collected and stored in a tidy fashion and the books of the next class set out at the front.
- Students are to stand behind chairs with visual check by teacher that classroom is tidy.
- Students must be dismissed in orderly fashion (one row/table at a time) with clear direction. Staff re-enforce the use of "Quickly and Quietly" to address how students should move around the academy.
- Teachers should address any uniform infringements before a student leaves their room
- Staff to monitor movement on corridor supported by allocated admin staff, re-enforce the phrase "Quickly and Quietly" and "walk on the left".



Curriculum Pillars

At OMA, we believe the curriculum is underpinned by four pillars

Retrieval

Students should have opportunity every lesson to retrieve prior learning. This could be in the 'Do Nows' through AFL and home study.

Literacy

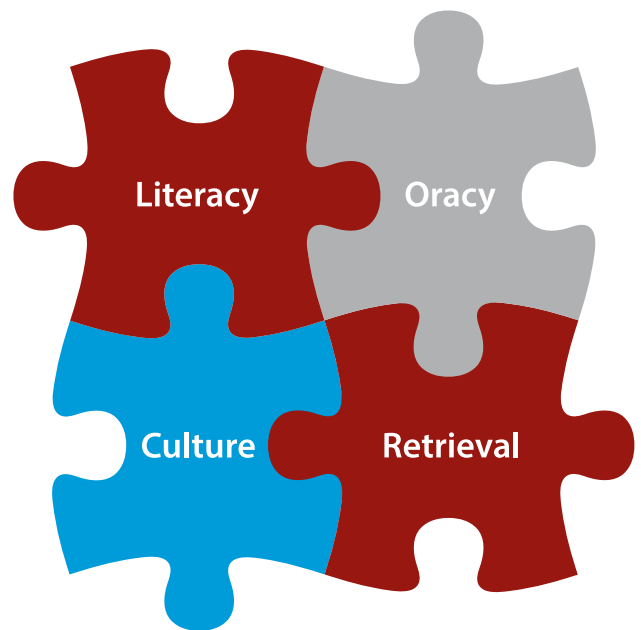
Students need to be able to access the curriculum and complete examinations. Students need to read and write at an appropriate age to do this. Those students not at their chronological reading age will be placed on reading programmes. Reading aloud and extended writing is part of the PITAC model that teachers model.

Oracy

At OMA we believe students should be able to be articulate and express their feelings and meanings eloquently, confidently and sensitively. The benefits of oracy skills go far beyond academic achievement and employability – they boost a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy.

Cultural Capital

Exposing students to a large variety of subject areas; promoting character-building qualities through careers and enrichment and about the wider employable skills are required. Students should participate a wide range of experiences to prepare them for future success.



Challenging Everything

“The standards you walk past are the standards you accept”

Your jurisdiction doesn't end when you leave your classroom, or the end of your corridor – you have as much investment in the culture of this academy as anyone and you have the same authority as anyone.

If you see something which doesn't fit with our ethos, then challenge it.

It doesn't need to take your lunch break up, simply saying 'you know you should not have your coat on inside the building' is enough to show students that you don't condone it.

We don't have to wade in to every battle, and we don't have to insist on compliance right there and then as this may cost you valuable time, but we should never condone behaviour that we know isn't meeting our expectations.

So, if you see minor infringements of academy rules, stay and expect students to comply with expectations. Let them know that you have seen it and that you don't condone it.

Key Phrases:

- **“Keep moving to your lessons, quickly and quietly”**
- **“Well done on your smart appearance” or “You need to correct your uniform, please show me your uniform card”**
- **“Well done for walking on the left and for being respectful of others”**
- **“Well done for entering the building orderly and quietly, maintaining a positive learning climate”**
- **“Keep your hands and feet to yourself, others may not like your physical contact”**



Leading by Example

“A leader is one who knows the way, goes the way, and shows the way”

Remind others of our high standards, start sentences with “At OMA we...”

In our personal presentation, in our oracy, in our manners, we demonstrate the behaviour and language we want to see from others.

Therefore, staff dress is formal and business-like.

We are on time for duties, using the time to talk to students and build up the emotional currency with the students around us.

Teaching is a stressful profession and at times tempers can fray, therefore we must take care to always speak to each other with the utmost respect.

Failure to do so will be challenged as it damages the culture and ethos within the academy. We are a team and never undermine one another. When we show we are united, students will feel safe and secure. They will trust us all equally.



Pastoral Responsibility

“Good teachers know how to bring out the best in students”

The Role of the Form Tutor

As teachers you are the expert in your subject, your job is to pass on your exceptional subject knowledge to the next generation so they too can become experts. At OMA, teachers also hold a key pastoral role as a form tutor.

To students in your tutor group, you are their champion. You will have more emotional currency with students in your tutor group than almost any other member of staff. This is because of the relationship that you will build up with them and their families. This means that it is very important that your expectations of them are the highest possible.

You will have a lot of influence over the students within your group and this is why you are the ideal member of staff to enforce high expectations of uniform, behaviour and attendance.

Your group represent you, they should not want to disappoint you in any way, (as they should be certain that this would be followed up!).

Be organised – have access to data which shows you who has poor attendance, tackle it immediately. Ensure that you give out the messages which come from your Progress Leader – they keep everyone on the same page.

No child in your tutor group should be letting you down with poor standards, make sure they line up orderly for assembly and are respectful to those presenting. Make it your business to know their family situation and their responsibilities out of school, so that you can fight their corner if need be. You should understand the needs of the students in your tutor group very well, removing any barriers to learning for them.

Make contact with parents regularly. Speak to the Special Educational Needs Co-ordinators about any additional needs your group may have. They are yours to nourish and grow and we are relying on you to know them well.



Progress Leaders

You set the tone with your expectations of students. You develop a sense of belonging and ensure that your ethos is understood and followed by your year group.

You meet regularly with tutors within your year group to share information, and monitor data regularly to ensure that dips in attendance, behaviour or progress are tackled, and tutors are given the support they need to be effective.

You will spend time every tutor period with the tutor groups in your year and following up on any issues. It is vital that you liaise regularly with parents/ carers about student's progress.

You have jurisdiction to visit students in their classes at any time during the day.

The Pastoral Team

The pastoral team have an important role in supporting students whose circumstances create a significant barrier to student's progress. Students will often seek you out when they have issues with other students, or problems at home and you will be the person to ensure they are sanctioned appropriately should they need it.

The role is challenging due to the investment you have made in these students, and that balance of support and consequence is one you will need to get right. If you are required to support a teacher/ tutor with a challenging conversation, you will stand next to them whilst they have that conversation.

You should not intervene, or overtake any adult in the dealing of behaviour in their classroom or tutor room, but you will always support.

Your non-teaching role means you have the time to do things that teachers do not, you will often be the appropriate person to make a call home or speak to a student during lesson time, but you must ensure that your students do not see you as more important than other staff.

Students should not see a hierarchy in our behaviour management system, all adults are equally important.

You have jurisdiction to visit students in their classes at any time during the day.



Senior Leadership Team

Our role is simply this: to enable learning.

This means we support teachers and support staff in all that they do, removing unnecessary workload and ensuring that the culture within the academy supports learning.

We maintain high expectations constantly, ensuring that students know WITH CERTAINTY what is expected of them. We will never ask someone to do something that we wouldn't/don't do ourselves. We lead by example, ensuring that we are visible to staff and students daily.

Forever optimistic, we are relied upon by staff and students to maintain a positive atmosphere. Therefore, we smile and use positive language at all times, as staff and students look to us for support and reassurance. We are constantly coaching and developing others, therefore when dealing with a situation, we try to discuss it with a member of staff first and then let them lead on it, while we stand next to them.

We will always be there to support, but we disempower staff if we 'take over'. Similarly, if we think that a member of staff can handle something differently and achieve a better outcome, it is part of our remit to share that view and have a discussion.

We tour the entire academy daily, every lesson. This supports staff and students, and is paramount in maintaining a positive atmosphere. We have a face to face conversation wherever possible. This ensures that if requests are made, they are understood and there is no ambiguity, the tone of an email can sometimes be misconstrued so face to face is best.

We don't ask staff to do anything which duplicates information, or is an administrative task which has little purpose. Systems are devised to prevent duplication of task and reduce admin time. If it doesn't enable learning then it will not be requested.



Lesson Visit Protocol

Lesson visits can be undertaken by ANY member of staff.

They are a very useful way to support other staff, but also can help us develop our pedagogy. It is vital, therefore, that we follow some simple guidelines:

Upon entering the room, always acknowledge the teacher and/or support staff.

A smile shows them and the class that you are not a threat, you are a guest in their space. If the class is doing well and are working hard, then tell the teacher that this seems to be the case, do they agree? If they do, then praise the class and move on. Lesson visits should not disturb learning so sometimes it is more appropriate, if the teacher is talking for example, for you to open the door, step in, smile and step out again after a minute or so. Teachers should not stop what they are doing for a lesson visit.

If they have only started to behave as you have approached or entered the room, this gives the teacher the chance to say so. If you do need to speak with the class, always ask the permission of the teacher first. Remind them of academy expectations and wait for the appropriate response.

Agree with the teacher a way to let you know if things don't improve. Check before you leave that ALL students have complied with the member of staff's requests. For example, are they in the seating plan that the teacher has given them?

If not, stand in the room while the teacher reinforces their rules and wait for compliance before leaving.

Lesson "Drop In's" are to gather evidence on the consistency and impact of our teaching, and the effect on learning. They will be conducted by middle and senior leaders and they aim to be about collaboratively ensuring our students are being taught well and learning.

The rationale being 'short but more frequent' as opposed to longer formal observations.

Formal observations will still be used as required for example where staff need additional support.

Records of 'drop ins' will be kept on a Step-lab and you will receive a copy for you to keep.

Staff will receive quality CPD via Teaching and Learning Principles Practice as well as CPD training that occurs after school.

On Call

The on-call system provides support for teachers and students.

When a student is disrupting the learning of others, and will not correct their behaviour through the consequence system, then they must be removed from the lesson to minimise the impact they are having on the education of others.

Students who are on the C2 SUPPORT list will be visited by the team on call. Anyone who is designated to be on call should give this their priority – it takes precedence over everything else, except a safeguarding issue, in which case you should clearly delegate on call to another member of staff.

If we do not support teachers in implementing high expectations and attend when an on call is requested then the system and the teachers are undermined.

Students on C3 must be sent to the 'Removal Room' and it recorded through Edulink/ARBOR. Teachers must factually state the reason for the C3. For example, 'C1 talking, C2 talking, C3 answered back'.



Duty Protocol

Duties are an essential part of our role in keeping children safe and ensuring that positive relationships are fostered.

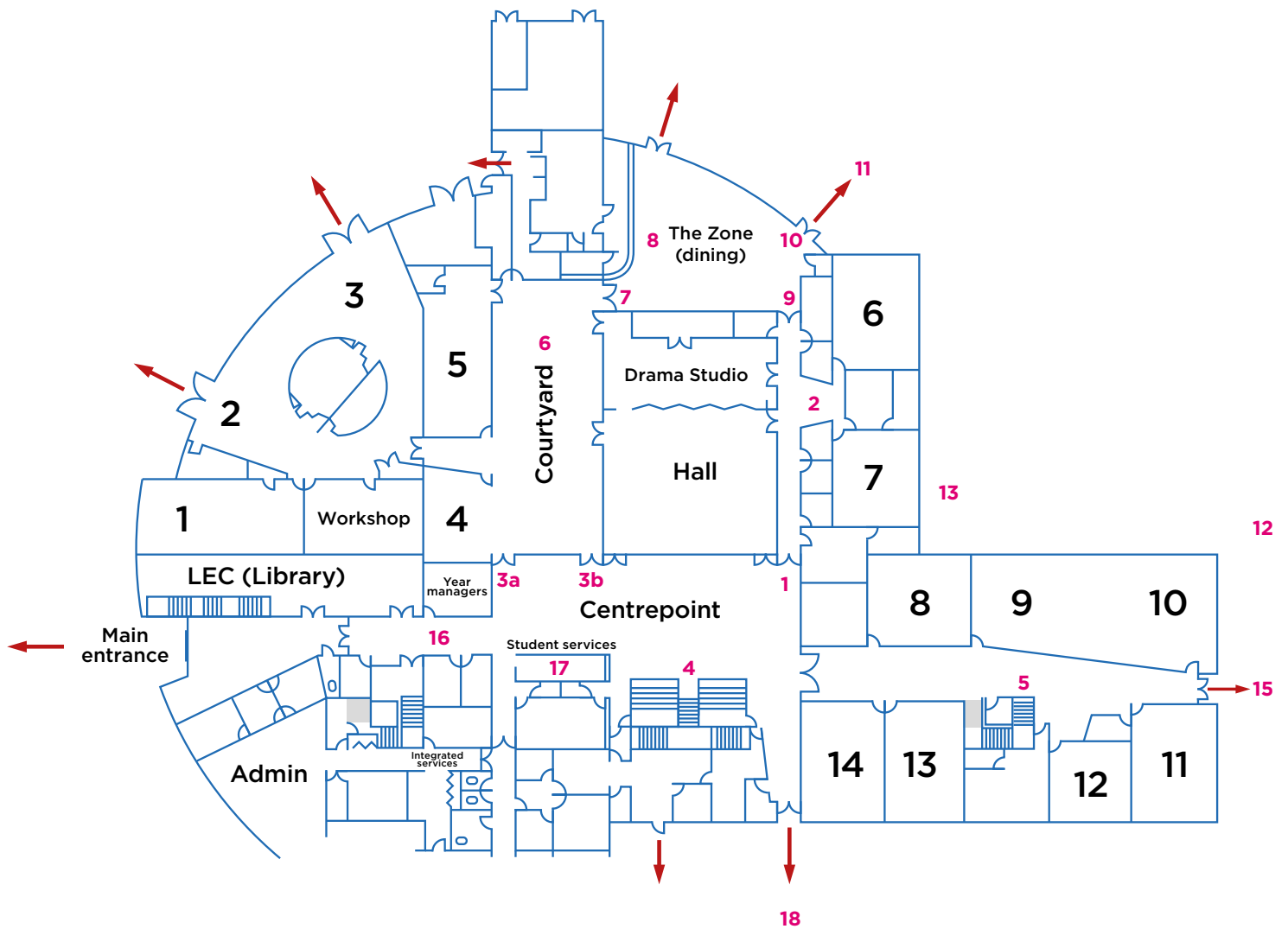
They are a very useful way to support other staff, Therefore, the following guidelines should be followed to ensure that we make the most of our duty time:

- Wear your high-vis – students feel safer when they can see you, it is as simple as that.
- Be as prompt as you can be. Pausing to clear up your classroom, or fulfil another task which could be done at a later time is unwise if it delays you.
- It is important that areas of the academy are not left unsupervised.
- Take the opportunity to talk to the students, this is time spent and often means that you can build relationships with students who you don't ordinarily speak to.
- Be vigilant. Make sure that you are standing in the right place – can you see the whole area? Be proactive, if more students are inside than out, agree with those around you who should be re-deployed. Ensure that your presence is felt, students should know that you are there. Know who is on duty around you and how to get support if you need it.
- Duty is not social time for staff; it is a time when you are keeping children safe. Do not 'congregate' with other staff but remain vigilant, circulate and prompt students to clear litter, calm boisterous play and always challenge any casual swearing from students. Spread out to provide maximum coverage.
- Sense any change in atmosphere and move quickly to de-escalate. If you spot an issue, never run to it (unless there is grave danger) as you highlight the issue to other students. You should have gathered support from nearby staff and they will immediately remove students from the area while you deal with the situation. SLT should be informed. First aid is a priority, if two children are involved and one is injured, you should stay with the injured student and leave SLT to collect the other child.

- Do not tolerate any play fighting of any sort. Students are often keen to wrestle and play at a young age, but this is not appropriate behaviour for school and often leads in injury. Be very clear on this – no touching.
- If you are to be absent, ensure that your duty is covered along with your lessons. If it is an unplanned absence, ensure the cover team is aware your duty needs to be covered as well.



Duty Points



Location	Number	Role
Centre point door and toilets	1	Control flow of students from zone-monitor behaviour with toilets
Music corridor	2	Ensure corridor is clear and students are passing through sensibly
Centre point/ Courtyard door x 2	3a/b	Prevent students from "circling" between zone, courtyard, centrepont
Centrepont	4	Encourage students into zone, courtyard or outside. Prevent students from going upstairs.
Science corridor	5	Encourage students to go outside through south door. Prevent students from going upstairs.
Courtyard	6	Encourage students to sit down. Assist with managing cold food line.
Zone Courtyard door - Then monitoring courtyard	7	Manage Y9/10/11 hot food line. Only allowing students through when there is space available.
Zone	8	Encourage students to sit down.
Zone to music corridor door	9	Prevent students from "circling" between zone, courtyard, centrepont
Zone Line and Zone (door to outside)	10	Manage 7/8 hot food line. Only allowing students through when there is space available. Prevent students from taking packaging outside
Zone Grass	11	Circulate and monitor student behaviour. Direct students into the building at the end of break through south door.
South door/grass corner	12	Circulate and monitor student behaviour. Direct students into the building at the end of break through south door.
Outside L6/7 window	13	Circulate and monitor student behaviour. Direct students into the building at the end of break through south door.
Astro	14	Open and monitor Astro. Direct students into the building at the end of break through south door. Prevent students from going any further than the gates.
South door	15	Circulate and monitor student behaviour. Direct students into the building at the end of break through south door.
Outside First Aid	16	Monitor students waiting for first aid. Prevent students from going upstairs. Monitor behaviour of students in boys toilets behind students services.
Student services	17	Manage student services
Park Area-fire escape	18	Circulate and monitor student behaviour. Direct students into the building at the end of break through south door.
Park Area- Entrance to path to Sports Hall	19	Circulate and monitor student behaviour. Direct students into the building at the end of break through south door.



Ormiston Maritime Academy
Westward Ho, Grimsby,
North East Lincolnshire, DN34 5AH

Telephone: 01472 310015
Email: office@omacademy.co.uk
Web: www.omacademy.co.uk

[OAT]
Ormiston Academies Trust
AN OAT ACADEMY

