

DMAT

Aspiration | Excellence | Transformation



Behaviour & Systems: *Principles in Practice*

Version as of 02/09/2024



Introduction

This manual codifies both what we do and how we do it in relation to the student behaviour and our school-wide systems at Durrington High School. When implemented consistently these approaches ensure we have and maintain a calm, safe, consistent and positive learning environment every day.

The manual is not aimed at creating a militaristic approach; that's not our school. However we do expect both staff to engage with and follow these principles to enable us to be as consistent as possible. Not all of the PiPs are designed to be all used all of the time and/or apply to every situation. However, it is the expectation that staff read and rehearse the PiPs (applicable to their role) to the point of automaticity. In essence we believe these are the 12 most useful tools staff have at their disposal, and we want to support all our staff to become experts in them.

Why are routines so important?

As Pep's Mecrea highlights "*Routines have the potential to be powerful tools for student learning and responsive teaching. However, their power is only unleashed once they become automated. It can take anywhere between 20 to 60 repetitions to achieve automation... which could be weeks or months, depending on how often the routine gets run. However, we can accelerate the adoption and power of a routine by running it in multiple classrooms*".

Format of the PiPs

Each section of this document focuses on one principle. It will include:

- What it is
- Why it matters
- How it's done
- High frequency errors

The codifying of our systems and expectations is as explicit as possible; this to ensure we are as consistent as possible.

PIP list

(leads in bracket where appropriate - others are for all)

Our 12 behaviour and systems PiPs are:

What you do as a tutor

1. Form tutors (1/2) - Period 1 checks and processes (**House leaders**)
2. Form tutors (2/2) - Building & maintaining excellent tutee and parent/carer relationships. (**House leaders**)
3. Following up those students who have poor punctuality (to school and in-day) (**House teams & tutors**)

What you do as teacher / adult in the classroom

4. Behaviour in the classroom - how we plan for excellent behaviour (**STM**)
5. Behaviour in the classroom - how we are consistent in our use the warn, move, remove process (**STM**)
6. Making the most of praise, recognition and rewards (**JFR**)
7. Detentions - setting, effectively managing and closing the loop (**all leaders**)

What you do as a member of staff in our corridors and around the site

8. All staff - Corridor culture and consistency in use of expectations cards
9. Those who do - Statutory and/or lunch duties - being a strong and visible presence (**AHE & duty team leaders**)

Other role specific systems and processes

10. How to manage a duty period (**those staff who are timetabled to complete lesson duty**)
11. Assembly protocols and expectations (**anyone who leads an assembly**)
12. AM duty protocols (**AHE**)

Guidance card 1: Form tutor period 1 checks and processes

(See Teaching PiP No. 15 - Orderly dismissals)

What are they?

Our basic daily routines that ensure all students are set up in a positive way for the day ahead

Why do these checks and processes matter?

Ensuring that every student (and our whole school community) has a consistent and calm start every day (which this PiP codifies) means that students will be settled and ready to make the most of their learning.

Collectively achieving the calm-start (all tutors following exactly the same steps) reduces every member of staff's workload. Future interactions during the day are likely to be more positive (due to less issues to address) reducing the potential for student:staff conflict/student non-compliance.

How do we consistently run these checks and processes?

Timekeeping

- Arrive promptly to your tutor base immediately following the morning briefing. Tutors will always be present (having already logged on to their PC/loaded P1 info) by 8.45am, ready to receive their tutees.

Student entry to the form room

- To receive tutees staff position themselves (just outside or just inside) the form room door. Students should be greeted by name as they enter. At the same time the tutor completes a visible check of each student's uniform/personal presentation. This includes top button done up, tie on correctly (7 seahorses) blazer on, school shoes on, plain black socks, skirt not rolled up, no excess jewellery..
- Students, once checked, should enter the room in silence and sit in their designated seat. This will be as per the seating plan on Arbor.
- Every day students should place their required equipment on their table at the start of the P1 session. Tutors complete a visible check of required items. Required items are 2 pens, 2 pencils, a scientific calculator, a ruler, your expectations card (and for year 7-9 students a paperback book). For items missing, tutor signs the expectations card (single signature for all items missing)

Registering students

- The first task, once students are seated, will always be to take the register. This will always be done by 8.50am (latest) and in silence. Care must be taken to ensure that it is done accurately and amended if a student arrives after the register has closed.
- Form tutors will issue a late detention slip to any student who arrives late. A student is late if they arrive after the 8:45am bell at the start of tutor time.

Uniform/presentation issues

- For jewellery issues (other than the permitted stud earrings) items must be confiscated and stored securely by the form tutor in a provided envelope. Items should be collected by the student at the end of the school day (not before). Tutors will sign the student's expectations card for jewellery issues.
- For any uniform issues, tutors must email / contact the House team immediately. If a tutee presents with persistent uniform/presentation concerns, the tutor discusses with the house team and uses a tutor report to address this (also contacting home).

P1 sessions

- Tutors lead the designated Period 1 activity as outlined in the Period 1 bulletin.

Leaving the form room (to assembly or at the end of P1)

- Tutor will insist that students stand in silence behind their chairs ready to exit the classroom. Normal orderly dismissal protocols apply (line-by-line, leaving in silence, instructed walk on the left).

High frequency errors

- Tutor arriving late and/or the tutor not checking uniform/personal presentation before entry.
- Equipment checks not being done and tutor not having necessary envelopes/slips ready to use.
- Asking students to put their jewellery away rather than confiscating- this means the problem just gets passed on
- Students storing uniform in lockers or in House offices (therefore not being able to enter the form room fully & correctly dressed)
- Not having prepared properly for the activity/designated session as per the Period 1 bulletin.

Guidance card 2: How tutors build & sustain excellent relationships with each of their tutees

What do we mean by a relationship?

Relationship - the way in which two or more people or things are connected including how people and/or groups regard and behave towards each other

Why positive relationships matter so much

Having established effective routines within the form group, knowing and understanding your students will ensure that they are fully supported to be known and nurtured within the House team. The Form Tutor is a key role providing the daily interaction with each student, support and care to help ensure they individually thrive at school. <https://snacks.pepsmccrea.com/p/the-power-of-belonging>
<https://snacks.pepsmccrea.com/p/cultivating-common-ground>

How do we build (and sustain) positive relationships?

Being proactive in building relationships with each of your tutees

- **Being present** - stand on the door every morning, greet students by name & with a smile. As/when time allows go to watch them represent the school (sports/performing arts etc)
- **Knowing students as individuals** - a key way to do this is through asking informal questions...
 - How was their weekend? Have they got any hobbies/go to any clubs in/out of school? What's their favourite subject? Are they watching anything interesting on TV or reading a good book?Interacting on 1:1 level is powerful and demonstrates to the student you having a genuine interest in who they are as a person. Follow up with each tutee at least once a week.
- **Praise and recognition** - be active and seek opportunities to praise/reward your tutees. Praise needs to be sincere. (see praise, recognition and rewards PIP). Narrating third party praise also gives tutees a powerful message showing you are interested/care and are proud of them.
- **Creating a feeling of team:** Create & use tutor group challenges/KAPP and other competitions to engage all of your tutees. Orchestrate engagement for those who are harder to reach so they too feel part of the team.
- **Contact home.** The earlier the better. Tutors should contact parents at the start of term to introduce yourself/provide a point of contact and build a bridge with home. You can also send emails re whole school challenges, initiatives and/or send postcards or emails home to praise for individual/group success.
- **Notice the corners of the classroom in terms of attendance:** know your students who are persistently absent. Be open and talk about barriers/issues with them. Set them targets to improve, show you care and celebrate gains made.

Reactive relationship building/maintaining/repair

Tutors play a vital role in supporting their tutees in consistently meeting our school expectations and crucially holding individuals in their form to account when there have been issues.

- **Show you know:** If one of your tutees is sanctioned (study roomed, late detentions, IE) make sure you know! Make it your business to discuss what happened with your tutee. Listen to your tutee first, hear their side of the story then discuss with them how they are owning their behaviour and specifically what they could have done differently if the situation were to arise again.
- **Reports and linking in with your house/year team** - be proactive and if you notice a student's standards slipping. Contact home, put your tutee on report and let the house team know (so they can support you). Use the report as an opportunity to have regular check-ins with your tutee building/repairing your relationship. Time spent getting to know parents creates a more consistent approach for the student.
- **Repairing the relationship** - Every day/each interaction needs to be a fresh start. Always have a repair conversation after an issue occurs. Tutors should also support colleagues with repair conversations with their tutees; this helps the students (and colleagues) feel supported by you.

High frequency errors

Relationships are likely to be strained/broken if:

- There is inconsistency or a perception of interacting more with some students than others in the form
The tutor focuses purely on processes not giving the time to target and get to know each student individually.
- Tutors don't speak to students about their behaviour/standards outside of P1 time (in other lessons/ corridors etc) Students need to see you are interested and monitor them both in and outside of P1.

Guidance card 3: Systems to address poor punctuality

Our expectation is “arrive by five”

What do we mean?

Staff being clear and rigorously following up (using our school systems) when punctuality has been poor.

Why does good punctuality matter?

- Good punctuality is an important life skill, which could impact your employability in the future.
- Lateness to/in school equals lost learning time and the cause of an unnecessary disruption to lessons (for both the person being late and others in the class).

How we follow up poor punctuality as a school...

Lateness to school - what it is and what to do

- School starts at 8.40am. All students are expected to be on site by this time.
- A student is marked, on the register, as [🕒 Late] if they arrive at their form room after the 8:45am bell.
- Tutors will call the register as soon as possible after 8.45am and always before 8.50am. Arbor should be kept open (but minimised) so you can quickly record any further latecomers.

A student arrives late to your tutor room **before 9.15am**

- If a student arrives late the tutor will
 - Click the [🕒 Late] button on their register
 - Record the number of minutes they are [🕒 Late] (this is minutes after 8.45am) and issue the student with a paper lunchtime detention slip.

A student arrives late **after 9.15am** or on a day when there is a house/year assembly on:

- The student is expected to sign in at Student Services. Student services will record the lateness on the register and issue the lunchtime detention slip.

Where is the late detention

- G24M every lunchtime. The detention is supervised by a member of staff and lasts for 20 minutes

What next?

- If a student is late to P1 twice or more times in a week tutors are expected to do a wellbeing call home to alert parents/check for any specific reasons
- Where possible support the house team in getting your tutee to a lunchtime detention as failure to attend the lunchtime detention results in break and lunch detention the next day.
- Persistent lateness risks being “U” coded and a Fixed Penalty Notice being issued

In-day lateness (Lateness to lessons) - what it is and what to do as a class teacher

What is it?: Lateness to a lesson is defined as any student arriving after the teacher adjudges the lesson to have started

- **If a student is more than 5 minutes late** (without having a note from a member of staff/medical/student services) this is truancy. The member of staff immediately uses the [🚨 Emergency Alert] study room process. Note: with a toilet pass students are still expected to register first at their lesson before using this. The normal study room follow up process is then followed.
- **If a student is 1-5 minutes late** (this is recorded as [🕒 Late] on the Arbor register and number of minutes added. The follow up action is the class teacher arranges a time to keep the student back to make-up for the minutes lost thereby making the point about the expectation to be on time. If the student has a valid note from a member of staff please mark them as [✅ Present] and do not sanction.

House teams follow this up with the support of tutors.

High frequency errors

- Staff arriving late to P1 and/or not having Arbor loaded or having late slips to hand out.
- Registers not being consistently taken in the designated time period (between 8.45-8.50am each day)
- Staff not handing out the necessary slips for detentions to latecomers
- Staff not following up when there are issues (e.g. not calling home, speaking to the student pre-next lesson.
- Not completing follow up sanctions with students

Guidance card 4: Preemptive behaviour management in lessons

What do we mean?

Front facing staff planning for excellent behaviour is a key (underpinning) part of being able to deliver lessons successfully. Staff are responsible for setting & maintaining a calm and focused classroom climate.

Why are these essential tools for front-facing staff to master?

- If we as staff use common language and strategies with the students we create a calmer, safer and more predictable classroom experience for all.
- Repetition of this language/these strategies creates social-norms that then benefit us all.

How do we enact these strategies?

Pre-lesson expectations:

- Staff look at their class list, read any ILPs and IBPs and thus make sure they know and action any specific support strategies needed for individuals in the class
- Staff set the seating plan for their classroom. This is based on where each student needs to sit (relative to others) to maximise their attention and focus in lessons.

During the lesson

- We use our 7 non-invasive positive behaviour management strategies to address inattentive/low-level disruptive behaviour. This enables the lesson to continue in a disruption free way. Our goal at the start of every lesson is to keep our students but not at the expense of the learning of others in the class.
- There is no set order for non-invasive approaches. Some strategies naturally precede others.
 1. **Narrate the Positive** - verbalise the desired positive behaviour required highlighting where this is happening' (counting down) 5, 4, *I can see John putting his pen down, 3 I can see Sarah looking at me 2, 1* . This socially-norms the behaviour expected.
 2. **Use the least invasive interventions** (non-verbal). If a student is off task the teacher uses one or more of the following to notice this and encourage self-correction; a hand gesture, eye contact, a shake of the head, eyebrow raise, moving yourself to be more proximal to the individual can all work.
 3. **Be seen looking**- as you are waiting for children to settle, make it obvious you are looking round the room. This is most useful when the looking is exaggerated; you can do this by imagining you are looking around/over an object/pillar. At this point you can also use the narrate the positive,
 4. **Means of participation** - use clear signals, cues and instructions, explain exactly how you expect all students to carry out the specific task *'by putting your hand in the air" or "working on your own in silence"*
 5. **Brighten the lines** - when giving student instructions make sure these are short, specific and clear. Give the instructions once, then twice and ask at least one student to repeat them back to you. Give a clear time limit for a task and ask if anyone is still unclear
 6. **Pastore's Perch** - used once you have set students on task. You move to a position in the classroom where you can see the whole group (and they can see you). Be actively and exaggerate your scanning the room thereby showing students you are checking they are on task.
 7. **3:30:30** - once you have set a task, return to Pastore's Perch for 3 minutes., Be seen looking and least invasive intervention. Support students who need it for 30 seconds, then return to pastore's perch for 30 more seconds

Reflecting

- It is important to reflect after the lesson as to whether you need to implement any structural changes (e.g adaptation to seating plan, a short period on departmental monitoring report) to stop the issue occurring again.

High frequency errors

- Moving straight to warn, remove before the careful and tactical use of non-invasive strategies
- Using language/tone that escalates issues and/or being drawn into discussions with students
- Not using each lesson as the opportunity for a fresh start for each student
- Letting our own feelings/emotions influence our behaviour in lessons

Guidance card 5: Warn → remove and follow up processes

What do we mean?

The Warn-Remove process is the escalation process for students who make a deliberate choice not to meet our expectations in lesson and therefore are preventing disruption free learning

Why being consistent in our warn-remove process matters?

- We expect all lessons to be free from disruption. When expectations are consistently taught and understood by students our classroom culture across the whole school improves.
- Removal is something we seek not to do. Consistent enacting of the preemptive strategies on guidance card no. 4 will brighten the lines and make expectations of how we want our students to behave incredibly clear.
- The warn-remove system applies to all students. However, a minority of students do have individual plans in place detailing the reasonable adjustments we will make for them. It is incumbent on individual teachers to be aware of these plans and use them.
- It is the class teacher's role to issue the warning. Any supporting staff are encouraged to use preemptive strategies but if these fail to have the desired impact the next step is a conversation with the class teacher.

How do we enact, warn→remove?

Step	Detail of the process	Points to consider/effective phrases to use
1. To WARN (a student)	<p>What constitutes a warning? When after the whole class instruction(s) are narrated, there is clear intent from the student not to comply with expectations. The behaviour being warned for will be disrupting their own and/or others' learning.</p>	<p>How do we issue the warning?</p> <p>We MUST all use the same language/phrasing here</p> <p>'XXXXXX I have asked the class clearly to you are not, "This is your first and last warning"</p> <p>The approach the teacher takes to a warning may be:</p> <p>Public: This is a warning heard by other students. Public warnings are best used with a student who is unlikely to challenge you back. If you wish you can use this warning to move a student.</p> <p>Private: This is given more quietly (generally on a 1:1 basis). It is effective when individuals are more likely to challenge you. This warning can also be done as a step outside the classroom with the teacher (not on their own).</p> <p>Staff can, if they wish, use a "circuit breaker" intervention with duty staff. Use the [· Emergency Alert] button to call duty who will reinforce your expectations with the student aiming to prevent the last-step. This can also be used if a whole class needs settling</p>
	<p>Classroom behaviour likely to result in a warning</p> <ul style="list-style-type: none"> • <i>Swearing non-directed</i> • <i>Refusing to attempt work</i> • <i>Talking during teacher explanation/silent work</i> • <i>Distracting others</i> <p>Classroom behaviour likely to be addressed using pre-emptive strategies:</p> <ul style="list-style-type: none"> • <i>First time pen tapping</i> • <i>Rocking back on a chair</i> • <i>Student not immediately focused on teach explanation/instruction</i> • <i>A student stating they don't know where/how to start</i> 	
2. To proceed to a REMOVAL	<ul style="list-style-type: none"> • Call duty staff using the [· Emergency Alert] button (top of your main Arbor screen) as soon as you know you need to issue the removal. • When the duty member of staff arrives the 	<p>Explain to duty staff and the student (ideally quietly so others can't hear) the brief but specific reasons for the removal.</p> <p>This is a closed conversation not a discussion as the time to discuss is in the "restore" conversation.</p>

	student is then told to “step outside please	
3. The essential follow up	<ul style="list-style-type: none"> ●Contact home (by phone preferably). Be clear and factual about the events and ask the parent/carer to reinforce key expectations with their child. ●Make the follow up conversation with the student a priority (ideally before the next lesson). Use a colleague/leader to support if it would help. 	<p>At the start of the next lesson quietly remind the student in a positive way about expectations:</p> <p><i>“It’s good to see you, remember our discussion and i’m sure we are going to have a really good lesson today”</i></p>

High frequency errors

- Giving the warning for the wrong reason or not giving a clear whole class instruction re expectations
- Using this PIP before the the use of the “Planning for Excellent Behaviour” PIP
 - Not reflecting on and /or adapting specific parts of your practice (seating plan as example) when things have gone wrong/there has been an issue
- Not clearly and concisely brightening the lines in relation to the instructions to the whole class. Examples could include not:
 - securing the attention of all before delivering instructions
 - of what you want the whole class to do and how you want them to do it.
- Making it personal or using language that escalates as opposed to de-escalates the situation
- Adding in your own steps - additional warnings or empty threats (*take a few mins outside*) create inconsistencies and make it much harder for other colleagues to hold the line.
- Failing to follow up the post-removal actions. By not doing this there is no closure and the issues are far more likely to reoccur.

Guidance card 6: Praise, recognition and rewards

What do we mean by praise, recognition and rewards?

Praise, recognition and rewards are messages staff share (verbal, written and/or physical) to show an individual or group of students that they are doing well. .

Why praise, recognition and rewards matter

- Praise and recognition, when used well, can be a powerful extrinsic motivator for change. There is some embryonic research in this area that suggests praise can be a useful tool to leverage more positive relationships.
- **Our school values of Kindness, Aspiration, Perseverance and Pride provide the framework for us praising students.**
<https://snacks.pepsmccrea.com/p/targeted-praise>

How we praise, recognise and reward students at Durrington

The key components of effectively praising a student are:

- Sincerity, specificity, process orientated, proportionality and unexpected.
- Praising effort is more powerful than praising attainment (although both have a place)
- We should use KAPP language as much as possible when giving praise; reinforcing school values

Types of praise

Opportunistic praise

- This is praise “in the moment”, an opportunity to notice and narrate what an individual or group of students have done well.
- The potential impact: praise recipient feels known and valued, others hearing the praise hear the social norming effect of this/understand more about what success standard is.

Preplanned praise

- This is preplanned praise/recognition and often links to a student/students achieving a specific marker of success (e.g. achieving a grade on an exam, making specific gains in a piece of work)
- The potential impact: praise recipient feels known as an individual, rewarded and builds a further sense of positive connection with the subject and/or member of staff.

Third party/indirect praise

- What is it: when you share with a student(s) that a named other person (use their name) has told you something about the student(s) and in particular a point of recent success.
- Third party praise can also be leveraged by communication home – the parent/carer then becoming the praise giver on your behalf.
- The potential impact: This can be a meaningful extrinsic motivator for the individual hearing the praise with a likely secondary impact of the praise giver and praise sharer gaining a positive from this as well.

Mechanisms of praise

- Departments & houses use a range of more informal methods to convey praise including phone calls, emails home, start of the week/month and department praise cards.

The KAPP system is our formalised rewards structure for students working from bronze to platinum levels in each key value. KAPP badges are awarded via published criteria shared to students, staff and parents. KAPP awards celebrate successes both within school and for achievements & contributions students make to the wider community. Students can collect positive signatures on their expectations card awarded for excellent effort and work in lessons. Rewards weeks will also run every half term, where subject areas will select students for KAPP badges in their subject areas.

There are a number of other “badged” roles within departments and areas that recognise the positive contribution that individual students make to these areas. Contact the area lead for more info.

High frequency errors

- Rewarding or praising the basic/normal expectation (this devalues the process/praise)
- Over-rewarding a particular individual or appearing to have a favourite(s)
- Only rewarding for attainment – recognising and praising specific effort(s) is a more powerful motivator
- Any/all teams (house or curriculum) “doing their own thing” and not using school systems/language when giving praise
- Failing to use praise or failing to follow through with praise processes (e.g. badge nominations) – this leads to students thinking “what is the point” and actually can become a demotivator.

Guidance card 7: Setting and managing effective detentions

What are detentions

Detentions (break/lunch/afterschool) are sanctions issued when a student hasn't met basic expectations.

Why do detentions matter?

- Learning there is a negative consequence when expectations have not been met is a way of reinforcing our core expectations, school values and commitment to the highest possible standards of behaviour.
- Detentions are a useful time for the member of staff to reset, repair and rebuild any relationships with individuals and thus reduce the chance of the negative behaviour happening again. We have to teach students how to make the right choices in their behaviour.

How do we enact the detention process?

Expectations of setting a detention

- Make sure that the student and home are aware of the detention (time/date/location) and the reason for the detention being set. Ideally the contact is done via a phone call - this so a relationship can be built with the parent/carer and they can then help to address the issue/support the school.

Getting students to the detention

- Students should be expected to attend the detention and arrive on their own to the detention.
- If the student does not attend the detention, the student should be picked up from their lesson and brought to the detention, to ensure that they are in attendance

During the detention

- Treat this as you would a lesson; make sure that you seat the students where you want them to be seated, away from distractions or friends, where it may make it more difficult for them to pass.
- Take the register on Arbor (this will appear as a session on your timetable).
- Speak with the students, when appropriate, about why they are in the detention and what they could do differently next time. Where there is a learning difficulty ask if there is something we could do differently to support the student in the lesson.
- Do not allow students to go to the toilet unless they have a toilet pass, if students go they must leave a bag/phone with you to ensure that they return to the detention.
- Make sure that the students have something to do for the whole time. If the detention is for a lack of homework they must complete the homework they have not completed.
- Students need to sit in silence for the duration of the detention. If they need something they must raise their hand to ask

At the end of the detention

- Ensure students have packed away and have left their areas tidy, collect in any work that they have completed (where appropriate)
- Ask students to stand behind their chairs
- Dismiss the students row by row, as we would in a lesson

For students who have not attended the detention

- If this is due to an absence to school please reset, on Arbor, and parents/carers and students must be told on the students return to school
- If a student was in school but chose not to attend the detention ensure that the student's detention is escalated with contact being made with home and student
- Ensure students are picked up for the next detention to support them in not failing the detention. Where possible this should be by yourself or a member of your team

High frequency errors

- Students and/or parent/carers have not been informed of the detention
- Students are allowed to come into the room and sit where they want to sit - this can cause issues for behaviour in the detention
- Students do not have work to complete and/or are not made to complete the work that they have missed - this means the student has still got away with not doing the work that was set.
- Students are not dismissed in an orderly way.

Guidance card 8: Calm, safe and dignified corridors

What do we mean?

We expect all students to move around our site in a way that is calm

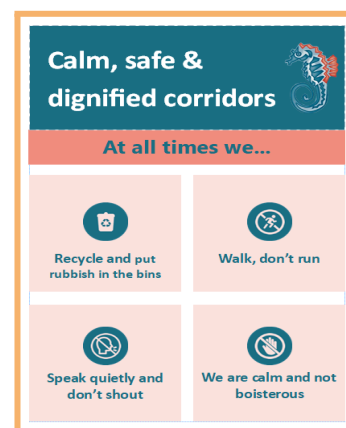
Why this matters

- Everyone should be able to move around the site without there being a risk of injury. The calmer the movement (particularly in unavoidable pinch-points) the less disruption and safer everyone is.
- **All staff** are responsible for upholding and implementing these expectations and standards every day by proactively monitoring and addressing behaviour that is not in line with our expectations and sanctioning students accordingly.
- The expectation is we individually and collectively deliver these messages all day every day through both what we say and do at all times when we are in corridors

How do we achieve this as a staff team?

Corridor behaviour expectations

- Staff will remind students (when they leave each period) what the expectations of their behaviour are in the corridor and social areas of the school.
- Our signage and expectation cards are used to reinforce expectations of student behaviour then they fall short of our expectations. These remain
 - **Walk**, don't run.
 - **Speak quietly** and don't shout
 - **Be calm** and not boisterous
 - **Recycle** and **put all rubbish in the bin**.
- Staff should address **all situations** where expectations are not being met; intervening in a calm, authoritative manner (where possible speaking 1:1 with the student) and addressing the concerns.
- Staff should clearly explain where and why their behaviour didn't meet our school expectations and request the student's Expectation Card.
- If you are the final signature in a section (2nd standards signature or 3rd uniform/personal presentation signature) you must assign the House-led standards detention on Arbor for that student.
- **What if:**
 - If a student refuses to hand over their card, or refuses to stop → *member of staff escalates to the House team (at the earliest opportunity).*
 - A student does not have an expectations card → *member of staff action is to set a 1 hour detention*
 - A student has a full expectations card → *member of staff raises this to the house/year team for further action.*



High frequency errors

- Not having a pen and/or not being vigilant when you are in the corridor
- Ignoring a student when you see and issue as you may not know their name or they may be perceived as being more challenging.
- Redirecting behaviour/correcting a uniform issue without signing their expectations card
- Failing to set the detention following the allocation of the second / third signature
- Not confiscating or not storing jewellery items in the brown envelopes provided for you.
- Staff on external doors not being proactive in correcting student uniform/behaviour prior to their entry into the building.

Guidance card 9: Statutory and/or lunchtime duties.

What are duties?

Staff supervising students at times outside of lesson time in order to ensure they are safe and behave according to our expectations. Statutory duties occur: before school 0830-0840, at break time 11.15-11.35, and after school 15.10-15.20. Paid lunch duties are between 1.35-2.10pm each day.

Why duties matters

- To ensure the culture of our school is a safe, calm and dignified environment for all of our students.
- To promote positive, healthy and respectful relationships amongst staff and students.
- To ensure students enter the building in the correct uniform and all issues are resolved prior to the start of their day.

How do we successfully perform our duties?

Timing

- Arrive promptly to your designated duty base (no more than 2 minutes after the bell even if you have been teaching).
- Your duty team leader will be checking attendance using the ipads collected from student services
- For breaktime (and lunchtime) duties, when the first bell rings, be proactive in circulating and instructing students to transition to their next lesson.

Staff visibility...

- Patrol your designated area for the entirety of your duty.
- Engage in conversation with students and sign positive expectations cards if appropriate.
- Be proactive in looking for, and addressing, any behavioural concerns. Staff should use our core systems (expectations cards) when necessary including for dropping litter, running, pushing or inappropriate language.
- If students do not meet our expectations and it requires more than an expectations card ensure this is followed up with the relevant house teams/duty staff for a sanction.
- Be a role model

If you are on duty in close proximity to an external door

- Monitor the door. Be proactive in directing students to stop/sort any uniform issues **before** entry to the building therefore eliminating the need to sign expectations cards.

If you are absent...

- If you are absent (planned or unplanned) arrange cover in advance with a member of your curriculum team (or another member of staff). Let your duty team leader and AHe know who is covering you by email.

Addressing concerns...

- If you have any concerns or questions use your duty team leader as your first point of contact.

Lockdown situations

- See the separate guidance regarding processes and protocols.

High frequency errors

- Arriving late to your duty position.
- Not engaging proactively with students
- Going to the toilet during your designated duty slot.
- Standing in one spot for the entirety of your designated duty slot and/or spending your duty talking to a colleague/s
- Allowing students to enter this building without resolving issues.

Key messages to students (as per corridor messages) we:

1. Walk and don't run
2. Speak quietly and don't shout
3. Be kind & not boisterous in our behaviour
4. We pick up litter and recycle

Any breach of these behaviours = expectations card signature.

Guidance card 10: Our systems, processes and wider role as a member of the lesson time duty staff team

Who are timetabled duty staff?

Each period during the school day two school staff (mainly leaders) are timetabled to be on duty.

Why having staff on duty during lessons matters

Our duty staff team ensure the calm operation of the school each day using the duty ipad and radios. They

- are a proactive presence supporting colleagues so they can deliver high quality, disruption free lessons.
- supervise our corridors and the wider school school site
- are an active safeguarding presence following up on any pressing issues/missing students. .

How duty staff are most effective when on duty?

At the start of your duty period

- be prompt and go directly to the main office to collect the duty Ipad and a radio.
- immediately visit the study room/internal exclusion provision to check students are complying with expectations and also support colleagues.
- duty staff contact their duty partner deciding who is going to pick up any outstanding duty calls/email incidents on the ipad then complete any directed lesson drop ins.

During the period on duty staff

- actively sweep the corridors, checking toilet areas to ensure that students are all where they should be at the right time.
- respond quickly to calls that come in (either on the Ipad or via the radio) working together to allocate who is responsible

If/when you take a statement

- Please note this on DHS statement proformas (available in all House offices, Staff Room and from the Main Office). Make sure statements are clear, signed and dated where possible the member of staff writing the account and student signing it.
- Where physical contact between students is evident, force (out of 10) and nature of the contact (slap or closed fist) must be recorded. If any physical harm is evident, this would be recorded on the body map section of the statement proforma.

If/when a search of a student(s) is required

- if the search relates to suspected possession of a weapon or illegal item (drugs) a deputy head/co-head should be informed pre any search.
- a search must be approved by a member of the safeguarding team or SLT. It is only when there is genuine suspicion that the child may have an item(s) that could cause themselves or others harm that a search is permitted.
- the offer should be made for the staff conducting the search to both be of the same gender as the student being searched. Ask the student first *“do you have anything on you you shouldn't have, if so what/take it out now”* Searching requires the student to take off/hand over their blazer for checking, emptying their own bag (before this is then checked) and turning out their pockets.

Handing over ongoing investigations

- wherever possible duty staff must complete investigations before the end of the duty period and pass the paperwork to the appointed House Leader.
- If this is not possible the initial duty staff are responsible for handing over relevant information to the next member of duty staff to carry on with. .

High frequency errors

- Arriving late for your scheduled duty period and not having a radio/the ipad
- Staff asking duty staff to pick up non-essential incidents/issues/matters when they are free themselves
- Completing inaccurate, brief or poorly detailed student statements (not having all student's full names)
- Not working through incidents to a conclusion in a timely manner and handing over partly completed investigations.

Guidance card 11: Leading assemblies/ external speaker presentations. *(See Teaching PIP No.2: Securing attention)*

When do we have assemblies/external speakers?

Mainly during the week in P1 with occasional curricular time sessions

Why this approach matters

- To ensure the students are safe on entry/exit, calm and attentive for the duration of the speaker's delivery thereby taking onboard key messages and learning

How do we make sure these events go well?

The House/SLT lead leading the assembly is the person responsible for sharing the details in this PIP with other staff and the whole PIP being enacted in the assembly they are leading.

Preparation

- Arrive and set up in advance of the start time checking all resources & IT (presentations, links, videos) work.
- For year group assemblies/presentations the SLT link (and/or another) member of SLT are booked and arrive prior to the start time to support these PIP routines

Student entry & seating

- One or more member(s) of staff must be directed by assembly lead to be "on the door" and be specifically told what is expected – silent entry, uniform/presentation check on every student before entry (removing shoes if in the gym).
- Two (or more) staff are directed to, and lead on, seating the students. They ensure students **fill from the front**, leave no gaps and split up poor combinations of students/groups.
- Member(s) of staff seating students should issue verbal reminders of expectation of silence with the assembly lead member of staff at the front & centre of the venue "being seen looking".
- A few spaces should be kept at the front for late arrivals and a member of staff directed to remain at the door to manage/direct these.

Staff deployment

- All staff attending should be given a clear role in terms of supervision. This should include staff being
 - directed to supervised a specific area/part of the venue,
 - briefed on expectations of supervision "be seen looking",
 - if seated staff sitting in key locations/ends of rows,

The start & during

- **Students should be clearly called to attention.** "Good morning, everyone now sitting up, eyes this way and looking at..." Any speaker should be introduced at this point.
- Any interaction with students should be planned for carefully with clear parameters to ensure means of participation "i'm going to ask at least"

The finish to the assembly

- At the end of the formal presentation students should be directed, by the lead member of staff, to leave in an orderly way (row by row). At this point we allow students to talk quietly.

High frequency errors

- Not being prepared in advance, arriving late, and not checking IT works.
- Allowing students to sit where they want, in an unordered fashion and from back of the room
- Not being explicit in directing the staff in attendance with what you need/expect.
- Not verbalising our consistent expectations in terms of attention (sitting up straight, all eyes looking this way) before starting the presentation

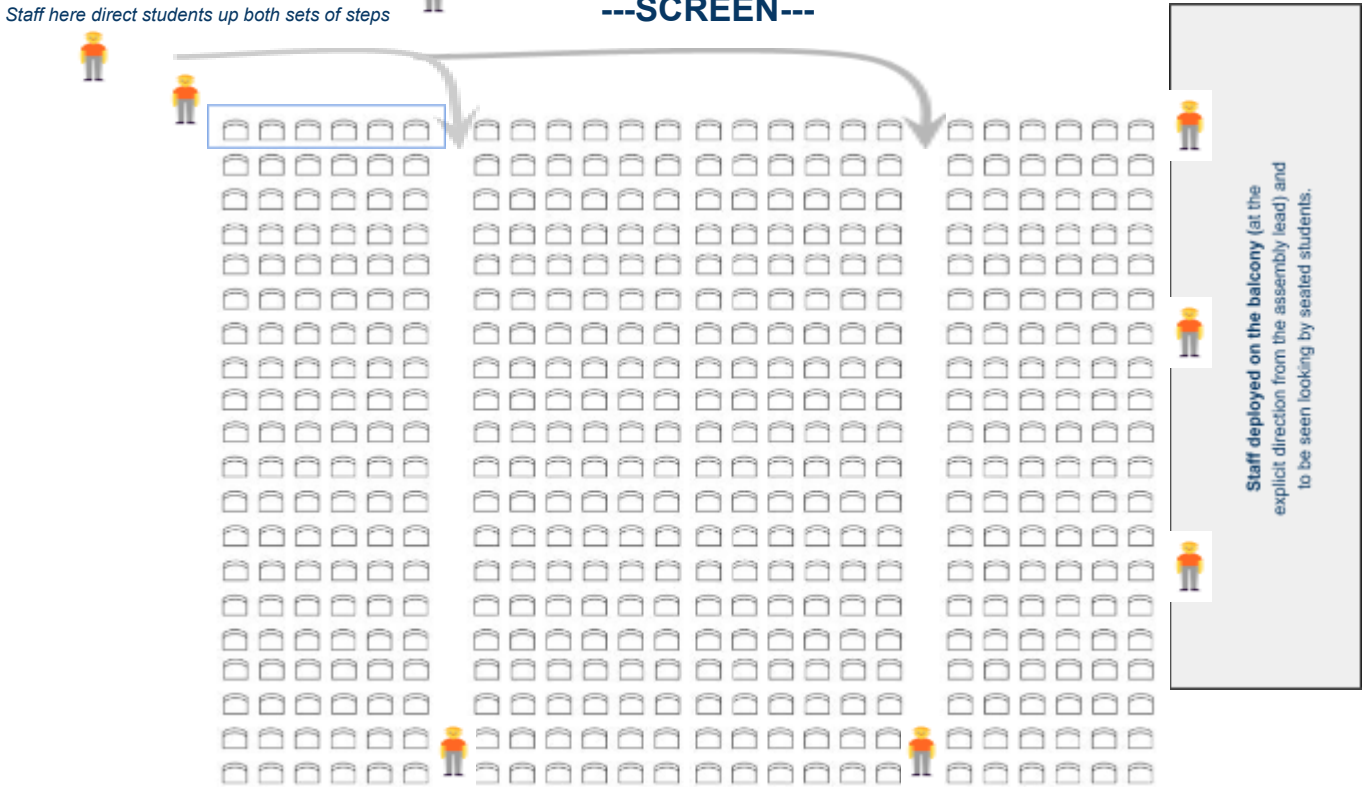
See second page with diagrams

Staffing & supervision of assemblies

(students filling from the front)

THEATRE

---SCREEN---



2 x staff seated/standing supervision points (Back row seats 8 and 20 seated).

Minimum of 2 staff scanning from the balcony

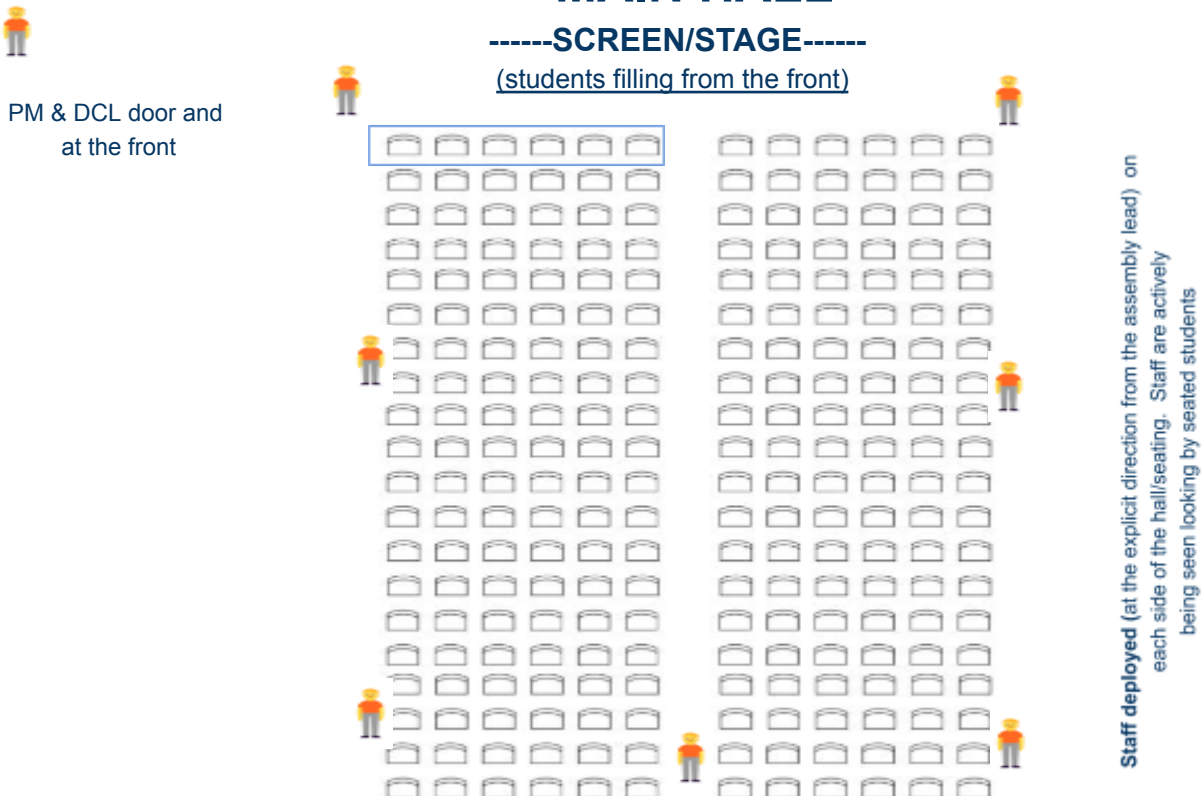
PM and Deputy on the door/at the front left scanning upwards

Blue zone of seats (6) left empty for latecomers to fill with minimal disruption

MAIN HALL

-----SCREEN/STAGE-----

(students filling from the front)



Guidance card 12: AM duty protocols

What are AM Entrance duties?

Leaders within the school will have an entrance duty once a fortnight on either the front/back doors from 8:30-9:15am to ensure a calm start to the day with all students punctual and in the correct uniform.

Why Entrance duty matters

- To ensure students enter the building in the correct uniform and all issues are resolved prior to the start of their day.
- To meet and greet students in a welcoming manner to know more of them and make them feel part of Team Durrington
- To reduce the number of students who are late to school and ensure we are consistent with this message

How do we successfully perform our duties?

Being on time and ready...

- At 8.30am at the latest collect the hi-vis vest, duty ipad, late slips and late list from student services prior to your duty. Make sure to bring a pen and your radio.
- Arrive promptly to your designated duty base at 8:30am, check-in with the second person that they are ready as well.
- Ensure other entrances are shut and the signs are up "to use the front/back entrances only" by the Maths and English corridors. Front door duty staff shut the two sets of doors in the English area. Back door study staff shut the maths mall doors.

8:30-8:45 am

- On both the front(student services)/back door (drama) ensure you are welcoming students and stop/sort any uniform issues **before** entry to the building therefore eliminating the need to sign expectations cards. Duty staff should be called to collect a student wearing incorrect uniform before the student can enter the building.
- Ensure students are aware they **must** be in their form bases by 8:45am otherwise they will be marked as late and receive a 20 minute lunchtime detention

8:45-9:15 am

- Close the entrance door and give each student who arrives a late slip and write their name down on the late list to give to student services at the end of your duty.
- If a student has a uniform issue such as the wrong shoes or no tie, contact duty/house teams to ensure this is picked up straight away. Keep the student with you until this is resolved.
- Once the student has been given their slip, send them directly to their tutor base or to assembly if it is their assembly day.
- Use the list of students on the ipad to identify who should be in the study room/IE, keep those students with you, confiscate their phone and contact duty/House teams to take them to the pods.

High frequency errors

- Allowing students to enter the building without resolving issues.
- Allowing students to go to the House team without contacting them first.
- Not giving students a late slip.
- Students being allowed to leave personal uniform items (e.g. school shoes, ties) in school lockers, house teams and/or form rooms.
- Leaving your duty base and/or not having the necessary kit

Key messages to students:

1. Once the bell goes at 8:45am you are late and will have a lunch time detention
2. Upon entering the building **all** aspects of student uniform should be worn correctly and phones put away, not being seen or used.

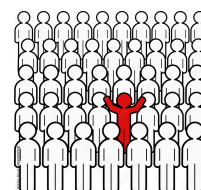
Guidance card 13: House/Form tutor PP Pen Portraits

“Creating a thousand little moments”

What are house/tutor PP pen portraits?

PP Pen Portraits are a way of making sure we as a school and individual house teams both know and notice PP students as individuals. They are designed to focus on students who are not yet fulfilling their full potential in terms of

- Engagement with school (they may be a PA student or show poor punctuality)
- Being part of our wider school community (not attending clubs, events or going on trips)



Why are we using these?

- PP pen portraits inform our practise of improving disadvantaged students' engagement and success in school. The consistent approach means our actions are likely to be more powerful, have greater impact and that more PP students are reached.
- Having a regular and structured opportunity for staff to reflect on individual PP student's and how to address their known barriers to success underpins our whole-school PP strategy.
- The pen portrait approach provides a framework for professional dialogue about the individual student and will allow not only the tutor but house teams as well to know and be able to support the individual.

How do we set up and run the PP pen portraits?

The House leader sets the process up by:

- Using existing data to identify, in each form class, a disadvantaged student in each form who will become the tutor's "focus student". The identified student will be disadvantaged in some way (PP/FSM/SEND or other) and be focused on due to either
 - Being a persistent absentee
 - Having persistently poor punctuality to school (or lessons)
 - Demonstrating low effort in multiple lessons
 - Showing a limited (if any) engagement with the wider school community (clubs, KAPP, trips)
- The chosen student names are logged, by the house leader, in a central location (with the baseline data)

The tutor & house leader will then have a brief meeting to initiate the Portrait process

- House leader & tutor to discuss the identified student. This will include
 - The data we have
 - What is known/not know about them
- A short and clear action plan is formulated based upon steps as outlined in BPIP no.2.
- Form tutor puts the plan into action. Over the next few weeks there are informal touch-base conversations between tutor and house leader regarding any actions/issues/progress
- At a set review point (set at the outset) -6 weeks and 12 weeks the impact of the tutor's work is evaluated both in terms of hard data and wider information. The impact is summarised on the
- A standard evaluation template is used to review progress (at 6 & 12 weeks after launch).
- A new focus student is named and the cycle starts again.

High Frequency Errors

- The plan/actions being taken by the tutor lack clarity and/or have the wrong focus to address the key issues identified in the data
- Through a lack of touch-base conversations the actions slip down the tutor's priority list
- Too many of the actions are focused on accepting the challenges/issues that the student faces outside and not on what the solutions can and need to be
- Tutors do not share information with subject teachers to support students in lessons.

Guidance card 14: Study Room protocols

Why do we have the Study room?

To help us achieve disruption free learning in all lessons

Why this approach matters

- To ensure that all students in every lesson are able to access High Quality teaching without this being disturbed by disruption from the minority of students.
- To ensure that there is a consequence/sanction for not behaving as is required in lesson and that there is follow up for this

How do we make sure that the Study room is effective

Preparation

- Students are brought to the study room by lesson duty staff. On the walk over the set-up conversation takes place (expectations, uniform, phone etc).
- Student arrives with duty staff who then take their switched-off phone and pass this to the member of staff supervising the study room. This is carried out before the student arrives in the Study Room to avoid disruption to the room
- On arrival, the member of staff supervising the study room will check students in and set them up with work to complete
- Once the student is settled, supervising staff should send the message, via arbor, to the students parents/carers alerting them that their child has been sent to the study room

Student seating

- Students will sit in the seat allocated to them
- They are expected to sit in silence for the entirety of their time in the study room, facing forward with their legs under the desk.
- Students must not communicate with anyone, unless a member of staff is speaking to them.

During the study room

- Students should remain in their seats throughout the time in the room
- Students should work in silence on the work that is given to them by supervising staff
- Supervising staff should get them additional work to complete at the change of each lesson in line with their timetabled lessons
- Warning should be given to students if they are not doing as asked this should include:
 - Failure to do as asked
 - Failure to complete work (quality and expected quantity)
 - Talking with other students in the study room
- Supervising staff will proactively call lesson duty staff if they feel a student needs a reset to get their time in the study room done correctly.
- Students should only go to the toilet during social times, unless they have a toilet pass (check on Arbor)
- When a student is in the SR over break or lunchtime, they will be given the opportunity to purchase a drink and a limited range of food from the canteen. Supervising staff should complete and submit this order via email to the canteen and Lessons Duty staff will bring the food order to the Study Room.

Failure to meet the expectations and standards of Study Room will result in the sanction being escalated

High frequency errors

- Students being allowed to keep their phones on them
- Students not being ready when entering the study room - they are expected to be calm and settled
- Allowing students to sit where they want to sit
- Students not being given appropriate work (too hard or too easy)
- Engaging in conversations with students whilst they are in the room