



Durrington High School

Behaviour and Systems

Principles in Practice

Version 2.0 Sep 2025



Introduction

This 'Behaviour and Systems Principles in Practice' document is our Durrington High School staff manual covering "what we do and how we do it". The PIPs codify and explain why our core routines are important. Our core routines/systems, when implemented consistently, create strong social norms and prosocial behaviour. This leads to a calm, safe and positive learning environment for all.

The PIPs are not aimed at creating a militaristic approach; that's not Durrington. However we do expect both staff to engage with and explicitly follow the routines and systems we have in place. Consistency is our superpower. It is the expectation that staff read and rehearse the PIPs (applicable to their role) to the point of automaticity.

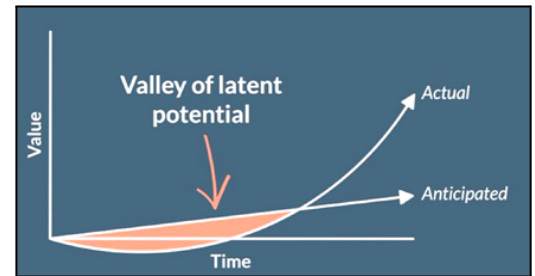
Implementation routines takes both time and a collective effort. The graphic opposite demonstrates their importance and potential.

What does the evidence say about collective and consistent routines?

As Pep's Mccrea 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.*"



[Collective acceleration](#) (Source Peps Mccrea)



Format

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

- What the routine/system is
- Why it matters
- How we do it
- High frequency errors

PIP prompts (common language staff will use verbatim) is in green on each PIP

Behaviour and Systems PiPs

School-wide classroom routines and processes

1. [Period 1 checks, processes and delivery](#)
2. [Disruption free learning](#)
3. [Orderly dismissals](#)
4. [Corridor culture and effective duties](#)
5. [Using first and last warning and the study room](#)
6. [Taking responsibility conversations](#)
7. [Student responsibility cards](#)
8. [Detentions - setting, effectively managing and closing the loop](#)
9. [Building and maintaining excellent staff↔student relationships](#)
10. [Using praise for increased motivation and improving behaviour](#)

Behaviour PIPs: Leaders Guidance Cards

11. [Leading reintegration meetings](#)
12. [How to manage a duty period \(those staff who are timetabled to complete duty\)](#)
13. [Assembly protocols and expectations \(anyone who leads an assembly\)](#)

BPIP GC 1: Period 1 checks, processes and delivery

What?

These checks codify the expectations and core processes form tutors will lead on every day with their tutees. The tutor sticking to a consistent and predictable routine ensures all students are in the best possible place to engage in their learning.

Why it matters

Having a predictable routine led by a trusted adult means that each student will be able to start the school day ready to make the most of their learning. The impact of this is amplified when we all do the same thing, positive habits become ingrained with us as staff and the students which benefits our whole community.

What and how?

Timekeeping

- Tutors are prompt to their tutor base, logged on in advance of student arrival and have resources ready/session ready to go for an 8.45am start.

Student entry to the form room

- Staff position themselves (just outside/inside) the door. **Students are greeted by name** as they arrive.
- Tutors completed a visual check of each student's uniform** inc. (top button done up, tie with 7 seahorses on show, blazer on, school shoes on, plain black socks, skirt not rolled up) on the way into the form room; Concerns are addressed pre student entry.
- Students sit in the seating plan which is set by the tutor.
- Tutors have a systematic approach to checking every student's equipment. Minimum of pen, pencil, calculator, expectations card, paperback (KS3). **Missing items = tutor signs expectations card.**

Registering students

- The register is taken in silence and by 8.50am.** Any student that arrives late (after the last name on the register has been called and without a note) is marked as "L". The tutor issues a detention slip for that lunchtime.

Uniform/presentation issues

- Excess jewellery is confiscated**, enveloped and stored securely. Expectation cards should be signed for this.
- Tutors take ownership of tutee uniform issues** using expectations cards, uniform responsibility cards, contact home and contact with house teams to support as required.

P1 sessions

- Tutors to prepare for and lead the Period 1 activity** using the resources and prompts shared in advance.
- Sessions are planned and relevant Pips used to ensure all students engage and participate with the content.

Leaving the form room (to assembly, at the end of P1 and all other lessons)

- All dismissals use the orderly dismissal process (Guidance card 3)

Highest frequency errors

- Tutor arriving late and/or not being logged in to the PC in advance of the 8.45am start.
- Tutees being allowed to enter the tutor room without checks on uniform/jewellery and/or not having the envelopes and late slips ready to use.
- Tutors not having prepared for the activity/designated session as per the Period 1 bulletin.
- Students being allowed to main uniform items (school shoes/blazers) in their lockers or in House offices
- Asking students to put their jewellery away rather than confiscating.

BPIP GC2: Disruption free learning

What does this mean?

Disruption free learning is best achieved by the teacher planning and enacting deliberate approaches when in the classroom. We use our 7 non-invasive interventions, seating plans and information on individual student's needs (as detailed on their learning and behaviour support plans) to enable disruption free learning.

Why adult behaviour is the most important factor in creating disruption free learning

- It is easier to build and sustain influential relationships when we, as adults, are predictable in our behaviours
- Adults using common prompt language and our shared non-invasive strategies make it easier for students to understand and respond appropriately. The goal is to build strong positive habits & social norms.

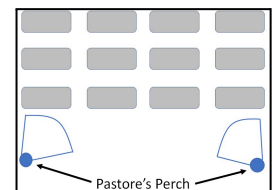
The behaviours we use at Durrington?

Before lessons:

- Adults ensure they understand any specific support needs of individuals in the class using ILPs + IBPs (stored in Arbor).
- Teachers create an effective seating plan for each class storing these in Arbor.

During the lesson

- Adults in the classroom use strategies in guidance cards 5 & 6. Each lesson is treated as a fresh start
- If the behaviour of an individual (or group) is not meeting our expectations one or more non-invasive approaches are used by the adult (s) in the room. There is no set order however some strategies naturally precede others.
 1. **Narrate the positive** - verbalise the desired positive behaviour required highlighting where this is happening. **5, 4, I can see XXXXX putting his pen down, 3 I can see Sarah looking at me 2, 1** (See teaching pip 2 securing attention)
 2. **Use the least invasive interventions** (non-verbal). Off task behaviour results in a non-verbal nudge to correct this. Nudges include 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 students to settle to the instructed task, make it very-obvious you are looking round the room. Exaggerating looking is the key. For example imagine you are looking around/over an object/pillar. Narrating the positive whilst looking also helps.
 4. **Enable means of participation** - use clear signals, cues and instructions, explain exactly how you expect all students to carry out the specific task **"by everyone writing on their whiteboard"** or **"working on your own in silence"**
 5. **Brighten the lines** - keep instructions short, specific and clear. Give the instructions once, then twice and . ask a key student to repeat them back to you. It helps to give a time limit for a tasks and ask if anyone is still unclear
 6. **Use Pastore's Perch** - used after you have set students off on a task. Adults move to a location to have a view over the whole class. Adult exaggerates the looking showing students you are checking they are on task and all completing the set task(s)
 7. **Use 3:30:30** - once the task is set, return to Pastore's Perch for 3 minutes., Be seen looking and use least invasive interventions. Support students (who need it) for 30 seconds, then return to Pastore's Perch for 30 more seconds
- **If intervention approaches haven't worked** the teacher can decide to:
 - call for duty to have a settling/resetting conversation, or
 - Issue a first and final warning stating **"this is your first and last warning"**.



The settling conversation and/or warning can be used for an individual or the group as a whole (less likely).


After the lesson:

- **Closing the loop.** Where possible speak to a student whose behaviour has not consistently met expectations (whether or not they reached the warning stage) before your next lesson. Use *Guidance Card 7* to structure conversation. Always contact parents/carers if there are concerns.

Highest frequency errors

- Moving immediately to "first and final warning" before careful and tactical use of non-invasive strategies
- Issuing a whole group Final warning when only 1 or 2 individuals are the source of disruption.
- Using language/tone that escalates issues and/or being drawn into discussions with students

BPIP GC3: Orderly dismissals

What?	Supporting vignette
<ul style="list-style-type: none"> Ensuring a calm and well-ordered end to lessons by ensuring a school-wide routine is followed to dismiss pupils from lessons. Video exemplar 	<p><i>Staff work hard to get consistent orderly dismissals, training pupils over time to leave their classrooms in the right way. This means that the end of lessons are calm and purposeful and the department is always a safe and settled environment for both pupils and staff.</i></p>

Why?
<ul style="list-style-type: none"> Orderly dismissals keep pupils safe. It means that pupils leave the classrooms in a safe and settled way. They reinforce that it is the adults who are in charge – we decide when and how pupils leave our rooms. We are controlling the flow of pupils out into the corridor, avoiding large groups moving into the corridor at the same time.
How?
<p>Our dismissal process</p> <ul style="list-style-type: none"> Students are directed to stand behind their desks in silence at the end of the lesson – for all lessons, including period 1. Teacher moves to and stands by the classroom door. The teacher dismisses students one row at a time – in silence. As the students pass the teacher a visual check of uniform takes place. Any minor issues are verbally corrected (no expectations card signature) before the student leaves the room If there is an additional adult working in the class they should leave first. Additional adults position themselves in the corridor to assist and provide further reinforcement of expectations to students <ul style="list-style-type: none"> Walk don't run Hands to yourself Go directly to your next lesson Walk on the left on stairs
High Frequency Errors
<ul style="list-style-type: none"> Students not being dismissed row by row. Teachers not positioning themselves by the exit – this results in students not having the key message about expectations reinforced as they leave Silence is not insisted upon. Standards drop over time.

BPIP GC4: Corridor culture and effective duties

What does corridor culture mean?

Corridor culture is a term used to describe all times when students are on site but not in a classroom. It includes before school, lesson transitions, breaktimes and after school. The culture we expect is one where students are kind, respectful and polite to each other and adults. This is the social-norm we are aiming to create.

Why corridor culture matters

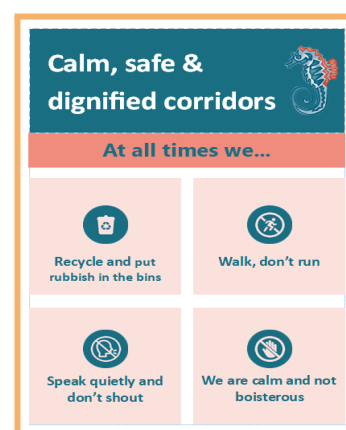
- It benefits everyone, particularly students, to have a corridor culture that is safe, calm and dignified.
- Corridor culture directly impacts upon learning culture. If students arrive at a lesson in a heightened state it will not be conducive to their own learning and be likely to disrupt the focused start to lessons.

How do we expect staff in our corridors

Make corridor time matter - especially when not on duty (e.g. when supporting our sweeping)

No matter how busy or what the reason is for being in the corridor it is imperative that staff make the time count. This is done by:

- Interact with students - a smile, "**good morning/afternoon**" or "**how's your day going**" will make a difference.
- Show a genuine interest - find out a student's name, year group, favourite subject, or what they are doing this weekend. Every conversation counts
- Insisting on, and address students who fall short of our expectations
- Sign expectations cards consistently and for all anti-social behaviours (e.g. running, physical contact, dropping litter, swearing or excessive shouting, not meeting uniform standards)
- Noticing and sign cards for pro-social behaviour - this reinforces social norms and shows the individuals we value them.



When your are on duty (statutory or paid lunch)

- Arrive promptly to your designated duty location
- Use the warning bells as a nudge. Get students moving to their next lesson (inc. putting litter in the bin)
- Always talk to the students
- Check for, and address, any littering in and around your duty location.
- If you are on duty near an external door stop students to correct uniform issues **before** entry to the building. This nudge will eliminate the need to sign expectations cards.

For planned absence:

- Please arrange duty cover over in advance, swapping with another member of staff. Let your duty team leader know who is covering you.

Seeking support:

- We build strength as a team by supporting each other
- Be active in seeking support if you have a concern and asking a question if you need clarification.

Highest frequency errors

- Arriving late to your duty position.
- Standing in a single spot and/or spending your duty talking to a colleague.
- Being passive and not talking to students

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

- Walk and don't run
- Speak quietly and don't shout
- Be kind not boisterous, keep hands & feet to yourself
- We pick up litter and recycle

Breaches = signing of expectations cards.

BPIP GC5: Using first and last warnings and the study room

What does this mean?		
For use after Guidance Card 2: Disruption free learning has been exhausted.		
Why does having this system matter in our classrooms?		
<ul style="list-style-type: none"> The first and last warning approach ensures that our classrooms, and the vast majority of students who consistently meet expectations, are able to learn free from. Removal is something we actively seek not to get to; however it is sometimes a necessary action to take. All staff using the same approach gives the students a consistent and predictable classroom experience. Repetition in all lessons each and every day amplifies the impact of the strategy. 		
How do we issue a “First and final warning” in a consistent and effective way?		
The first and last warning is used as a deterrent and final chance for a student/class to rectify anti-social behaviour that is stopping learning from taking place.		
Steps	Detail of the process	Points to consider/effective phrases to use
Issuing a First and last warning	<ul style="list-style-type: none"> State the phrase “XXXXXXXXXXXXX this is your first and last warning” 	<p>The approach to the warning may be:</p> <p>a) Public – across the classroom (publically) which generally for students who are not going to answer you back, OR</p> <p>b) Private – given more quietly (1:1) which is more effective with key individuals and helps avoid a continued exchange of views/stand off in front of others.</p>
There is an opportunity here to use a “circuit breaker” intervention. Staff can use the [Emergency Alert] button to call duty staff who will reinforce your expectations with the student aiming to prevent the last-step which is the removal of a student to the study room.		
To issue a REMOVE to the study room	<ul style="list-style-type: none"> Call duty staff using [Emergency Alert] in Arbor. as soon as you know you need to issue the removal. Only when the duty member of staff attends the student is told to “step outside please” 	<p>Explain to duty staff and the student (ideally quietly so others can’t hear) the brief but specific reasons for the removal. Use the closing statement (if you need to) “In our school the adults are in charge”</p> <p>Students must not be asked to wait, unsupervised, outside the classroom until duty staff arrive</p>
The essential follow up	<ul style="list-style-type: none"> Contact home (preferably by phone). Be clear and factual about the events and ask the parent/carer to reinforce key expectations with their child. The teacher follows up the issue with the student using Guidance Card 6 At the start of the next lesson quietly remind the student of core expectations 	<p>“It’s good to see you, remember our conversation. I’m sure we are going to have a really good lesson today”</p>
Highest frequency errors		
<ul style="list-style-type: none"> Using this PIP without first using Guidance Card 2: Disruption free learning Rapidly moving through the warn → remove process e.g. within the first 10 minutes of a lesson. Teachers adding their own steps in. Approaches such as additional warnings, writing names on the board, giving a student a few minutes outside create inconsistencies making it harder for colleagues to hold the line. Making it personal and/or using language that escalates as opposed to de-escalating the situation Failing to follow up the removal/complete the expected post-removal actions. The contact home and taking responsibility conversation will reduce the likelihood of the issue recurring. 		

BPIP GC6: Taking responsibility conversations

What are responsibility conversations?		
A set of prompt questions that support students in reflecting on situations where they have made bad choices, taking responsibility for their actions, and identifying what to do differently if a similar situation were to arise.		
Why they matter		
When a student isn't held to account for and doesn't take responsibility for their own behaviour, there is less of a reason for their behaviour to change.		
Adults creating consistency		
The explicit prompt we use...prompt used	Common errors in our approach	Strategies/phrases to use if you get the "i don't know/nothing" response
<i>Can you tell me why we need to have a conversation?</i>	Adult stating the issue at the outset - leads to immediate defensiveness from the student	Give a time or location as a reference point <i>"in xxxxx yesterday" if this helps</i>
<i>Tell me what your part was in this? What did you say/how did you act?</i>	Discussing anyone else (other than the student's own) actions Allowing the student to deflect e.g. "other people were doing it" or allowing them to say "but" or try to justify their behaviour with a reason	<i>So thinking about ONLY what you did...</i>
<i>Can you tell me what Anti-Social behaviour means? What does it mean in school?</i>	Allowing the explanation to be about outside of school	Break it down - Anti - against, Social - other people in our school community
<i>Why would you doing (state their identified action here) be anti-social?</i>	Allowing them to argue their actions wouldn't be anti-social.	<i>This is anti-social because it affects others, not just you.</i> <i>This behaviour is anti-social because it stops others from learning/goes against our expectations.</i>
<i>Let's think about the impact of what (State what they did here).</i>	Not linking the impact to people and school Allowing the conversation to drift onto what others did	Introduce how you would have felt (as an adult) if it was done to you? Use a 50/50 to initiate the response
<i>"If the same thing were to happen again what would you do differently? Explain to me why this would be a better choice?"</i>	Allowing the response "I wouldn't do anything different" There has to be an acceptance at this point of responsibility for the conversation to have had the desired impact.	Again the 50/50 option will help It could be here that the student identified a further action "i need to apologise to" which is again a positive step.
Highest frequency errors		Additional support
<ul style="list-style-type: none"> Not sticking explicitly to the prompt questions and scripts Allowing the student to move conversation/responsibility away from themselves Not making it explicit to the student that they alone are responsible for their own actions. 		<p>If you would like support in having the conversation please do use this (inclusion teams/house teams/departments leaders/SLT) A second person (even observing the conversation) is a powerful way of showing unity of expectations.</p> <p>Lesson issue - use deputy/curriculum lead Tutor issue - use house PM/Deputy or lead Social time behaviour - use tutor/house team/or SLT</p>

BPIP GC7: Student responsibility cards

What are student responsibility cards?

The approach we use monitor and support students in taking greater responsibility for their own actions. Being put on a responsibility card is normally a consequence of a specific anti-social behaviour/failure by the student to meet school expectations

Why they matter

The responsibility cards support the whole-school approach as set out in our behaviour curriculum. Teaching and talking about why prosocial behaviours (our school expectations) are important will, in time, mean students make more positive choices. The school becoming a calmer, safer and stronger community.

What and how?

When & why a member of staff issues a responsibility card to a student:

- This is in response to a specific issue/situation where a student has behaved in one (or more) antisocial way (s). Antisocial behaviour is any rule breach (inc. lack of HW to a study room, refusing simple instructions to persistent uniform issues).

The process the adult goes through to issue the card:

- Adult (tutor) identifies the antisocial behaviour issue themselves (or via their house team message)
- Tutor uses BPIP 2 and the specific prompt questions to have an initial responsibility conversation
- Tutor contacts home (ideally phone call). The message is - "XXXXXX has let themselves down by XXXXX. We want to help them to take responsibility for making better choices". Concern is explained to the parent/carer and then how the responsibility card works to follow this up. This includes expectations of the parent/carer to see it, sign it and reinforce messages.

The process lesson by lesson:

- The adult approach to signing a student's responsibility card has shifted.
- The expectation is you ask the student using the prompt "tell me whether or not you were....". The use of this common phrase, putting the onus on the student to reflect on their own behaviour.
- Ultimately it remains the adult's decision whether or not the expectation has been met. No half marks please - tick and cross are binary (however do be aware of any SEND/ILP/IBP). If a student tries to argue use the closed statement "In our school the adults are in charge"

The responsibility to check in:

- All students who are on a responsibility report are required to check-in during the day with the person who has issued the card. Check-in's should be a 3 times a day break, lunch and after school.
- Each cross (for antisocial behaviour choices) equates to 5 minutes of detention. The purpose of this time is best used to have a "taking responsibility" with students. Impact on them/impact on others of making anti-social choices.

What next?

- Either the responsibility card is completed successfully (we see behaviour change for the better) or not.
- If there are still concerns then the next step is a discussion with your house team, This will likely lead to further home-contact, a parental meeting and further period of monitoring.

Highest frequency errors

- There is a lack of conversations. **Guidance card 6** is not used in the issuing of the responsibility card
- The member of staff doesn't contact home. If parents/carers are not aware of and not checking the responsibility card the student will have greater wriggle room. Parents/carers being aligned to school expectations is a key part of the taking responsibility process.
- The student isn't held accountable (through conversation, 5 mins for crosses, lack of contact home)
- The tutor isn't proactive in insisting they see the report at the stated intervals. This leads to a perception from the student that completing the card isn't important to you
- The wrong language is used. Key phrases such as "Anti-social" and "your responsibility" should be used.

BPIP GC8: Detentions: Setting, effectively managing and closing the loop

What?
It is essential that when setting a detention we are clear on what the detention is for, and that parents/carers and students are made aware of the detention, preferably by a phone call but at least by an email.
Why detentions matters
The certainty of a consequence in situations when a student has demonstrated anti-social behaviour is key. Detentions are a common sanction used as a consequence for a variety of different anti-social behaviours including (but not limited to) anti-social behaviour in & out of lessons, Poor work rate/quality of work (inc homework), poor punctuality to lessons/school and/or failing to meet expectations on responsibility cards. A detention is an excellent opportunity to reset and rebuild the staff↔student relationship and have a responsibility conversation (<i>see Guidance cards 6 & 8</i>)
What and how?
<p><u>Expectations of setting a detention</u></p> <ul style="list-style-type: none"> • Ensure the student is aware of the detention and the reason for this. • Make contact with home to let them know when the detention is and the reason for the detention. Do this first by a phone call – the back up option is an email. • Set the detention using Arbor and remind the student of the date/time. <p><u>Getting students to the detention</u></p> <ul style="list-style-type: none"> • Students should be expected to attend the detention. If the student does not attend the detention, refer the matter upwards to gain support from your house/curriculum leader. <p><u>During the detention</u></p> <ul style="list-style-type: none"> • 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) • Take the register on Arbor to log attendance • Speak with the student(s), when appropriate. Use Guidance card 7 to ensure the student takes responsibility. • Ensure the students complete work in the detention. This is another sign they are taking responsibility. • Students should not be allowed to go to the toilet unless they have a toilet pass. <p><u>At the end of the detention</u></p> <ul style="list-style-type: none"> • 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 then dismiss. <p><u>For students who have not attended the detention</u></p> <ul style="list-style-type: none"> • If this is due to an absence to school please reset, 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
Highest frequency errors
<ul style="list-style-type: none"> • 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.

BPIP GC9: Building and maintaining excellent staff ↔ student relationships

Why it matters



2 x 2 minute evidence snacks: [The power of belonging](#), [Cultivating common ground](#)

What and how?

Adults taking the initiative and responsibility to build relationships with students is a powerful tool in positively influencing them in a number of different ways. From having trusted adults to building self belief, helping to motivate individuals to understanding and addressing misconceptions, positive relationship building can and will help.

How we as adults build positive and long-lasting relationships

- **Being present** – stand on the door every morning greeting students by name and with a smile. As/when time allows go to watch them represent the school (sports/performing arts etc)
- **Get to know students as individuals** – find out about them, their interests, their hobbies, their family and/or their weekend. A little bit of knowledge makes the connection with them real and they will feel more valued.
- **Praise and recognise** – be active and seek opportunities to praise/reward students. Individual praise affirms a student's efforts and shows them they are being noticed and valued.
 - Purposefully noticing a positive after a negative interaction is a powerful resetting mechanism for staff student relationships.
 - Narrating third party praise **"Mr/Ms XXXXX was telling me how well you are doing in"** Also gives tutees a powerful message showing you are interested/care and they are important to you (see *Guidance Card 6*)
- **Creating a team ethos:** Adults creating and fostering a sense of team (in a tutor group of class) helps establish positive social norms, strong learning behaviours and ensures every student feels included and important
- **Contact home** – the earlier the better. A positive relationship with home will ensure a consistent message is given to a student, adding to their feeling of being known and valued. Tools to amplify this include sending/giving department praise cards, emails home to praise specific work or successes.
- **Notice "the corners of the classroom" in terms of attendance:** actively get to know your quieter students (1:1 is best) and focus even more on the above strategies for students who struggle with attendance.

How we, as adults rebuild and repair broken relationships

Adults play a vital role in restoring situations when things have gone wrong. At DHS we use the approach set out in *Guidance cards 6 and 7* to ensure students reflect and take responsibility for anti-social behaviour(s).

Highest frequency errors

Relationships are likely to be less influential (if formed at all) when:

- There is inconsistency or a perception from students that the teacher has favourites/interacts with some more than others
- Adults focus purely on process and don't giving the time to find out more about students as individuals
- Adults rarely/if ever speak to students outside of timetabled time.

BPIP GC10: Using praise to build connections, increase motivation and improve behaviour



What?
Powerful praise, recognising and rewarding our students Targeted praise
Why it matters
<ul style="list-style-type: none"> 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.
What and how?
<p>The key components of effectively praising a student are:</p> <ul style="list-style-type: none"> Sincerity, specificity, process orientated, proportionality and unexpected <p>As a general rule staff will use the language of KAPP as much as possible when giving praise. This reinforces our wider school values that underpin all we do.</p> <p><u>Opportunistic praise</u></p> <ul style="list-style-type: none"> This is praise “in the moment”, an opportunity to notice and narrate what an individual or group of students have done well. <ul style="list-style-type: none"> Informal corridor conversations where you address a recent example of student success / achievement that is worthy of praise Adults use the positive signature space on the student’s expectations card to reward them going over and above our expectations and making a positive contribution to the school community. <p>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.</p> <p><u>Pre-planned praise</u></p> <ul style="list-style-type: none"> 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) <p>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.</p> <p><u>Third party praise</u></p> <ul style="list-style-type: none"> 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. <p>KAPP badges are our formalised rewards structure for students working from bronze to platinum levels in each key value. There are set, published criteria and structures through which we publicly acknowledge and reward success in these areas; recognition being for specific successes in school and for achievements of students in the wider community.</p>
Highest frequency errors
<ul style="list-style-type: none"> 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 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.

BPIP LeadersGC11: Leading reintegration meetings

When are they expected?	
After any significant breach of expectations that has necessitated either an internal exclusion or suspension	
Why they matter	
<p>A purposefully commanding approach is needed by the leader who is running the meeting. Our approach to these meetings is consistently strict and clear.</p> <p>A key outcome is that the student takes responsibility for their own behaviour and demonstrates to you they understand why their behaviour was anti-social.</p>	
The skill is in the leadership of the meeting...	
<p>Preparation</p> <ul style="list-style-type: none"> Always prepare for the meeting – have key information to hand. Make sure you've checked on any SEN/IBP/ILP – speak with a member of the SEND or inclusion team if you have any questions (in advance of the meeting) <p>Parent first</p> <ul style="list-style-type: none"> Where possible see the parent/carer first; this to ensure there will be alignment in the meeting. Be prepared for a candid conversation – it is important to be professionally open and honest. Separate out any other points (un-related to the exclusion/suspension)- if needs be run the meeting in two halves. <p>With the student</p> <ul style="list-style-type: none"> Directly address the anti-social behaviour with them. Use the script as set out on Guidance Card 6. Work through this with the parent/carer present. <p>Managing needs/conflating behaviours:</p> <ul style="list-style-type: none"> You are there to discuss the individual student's actions. Their behaviour is their responsibility. Conflating their behaviour with needs can create mixed messages and allow for avoidance of responsibility. 	<p>School focus:</p> <p>The student accepting responsibility, in full, for their actions</p> <p>The parent/carer and student having clear actions as a result of the meeting. It is not about the school doing lots and lots more.</p>
Highest frequency errors	
<ul style="list-style-type: none"> Not planning the meeting – not knowing where you want to get to by the end. Accepting reasons/excuses for the behaviour inc. SEND. Any reasons offered (perceived or genuine and linked to SEND needs) are likely to absolve the student taking responsibility. SEND needs can and will be supported however core expectations are core expectations for all. Allowing the parent/carer to challenge the school in front of the student – if necessary the student waits outside the meeting or a second meeting is arranged. We are so present as aligned in expectations. 	
Managing the unknown/common challenges back...	
"It's not their fault it's their SEND need"	<i>"We can look into that a bit further with one of the SENDCOs. Have we got all the paperwork/information we need (diagnosis letters, information from professionals?) if not please can you share it ASAP"</i>
"I want to complain about how the member of staff acted"	Either directly challenge and address this (if you have the facts). If this is the first time it is raised, ask them to provide specific details of their concern. You must also state "It's really important that you are aware that the school takes allegations about staff that turn out to be false very seriously - could lead to a further significant sanction if untrue"
"you're/staff are picking on XXXXXX"	<i>"Please explain more... Key thing is that staff would have no reason to speak or address any matter with XXXXXXXX if they were simply following basic expectations..."</i>

For Internal exclusions – A written summary of the meeting to go to the parent either by email or formal letter.

For suspensions – a full letter is required, detailing the reasons for exclusion and the associated actions for student / parents-carers / school. A paper copy of this must be added to the student file.

BPIP Leaders GC12: Systems, processes and wider role as a member of the lesson-time duty staff team

What?
It is essential that, when on timetabled duty, we work cohesively, calmly and with consistency of approach. This will help ensure that an increasingly high number of our first interactions with students are successful.
Why it matters
<p>Our duty staff are a vital part of the smooth operation of the school. Together we:</p> <ul style="list-style-type: none"> • Are proactive in the support of colleagues so they can deliver high quality, disruption free lessons. • Ensure our school corridors, toilets and the school site remain calm, safe and dignified during lessons • Be a visible safeguarding presence
What and how?
<p>At the start of your duty period:</p> <ul style="list-style-type: none"> • Be prompt and go directly to the main office to collect the Duty Ipad (and radio if needed) • Immediately visit the study room in TBC. Checking in is a sign of direct support for colleagues and also a clear message to students that we expect compliance. • Duty staff should liaise with their duty partner. Allocate any outstanding calls and lesson drop ins. • Duty Staff should actively sweep the key corridor areas & toilets to support the visible arrive-by-5 expectation. Please also check in on the medical room for any students who need walking back to their lesson. • Duty Staff should respond proactively to all calls that come in, working together to allocate who is responsible. Duty staff also offer re-setting conversations for individuals classes to avoid a study room referral; these are at the discretion of the member of staff <p>Duty calls to a specific student(s):</p> <ul style="list-style-type: none"> • If you are meeting resistance/non compliance simplify the expectation and repeat instructions. “5 minutes to be outside the back of Drama. The five minutes start now” • If you are meeting a student after 5 minutes to resolve an issue, approach the conversation as calmly as possible. The “taking personal responsibility” message remains key however the first step should always be to calm the student so they will then be receptive to the conversation. You can also call the house team to support the conversation (if available) <p>General guidance points</p> <ul style="list-style-type: none"> • For all stated physical contact between students is evident, force /10 is to be recorded. • For any allegations against adults this must be reported immediately to DHT/HT • Self-directed emptying of pockets/bags/blazers – must only be done with permission from DSL, AHTs behaviour/DHTs/HTs – there are strict criteria that apply. 2 x same sex staff as students is preferable. Remember we don’t touch the student. • Mobile device checking – again a decision from DSL/AHT/DHT/HT needed please – proportionality of action vs risk. • Any reference to a weapon/immediate threat – straight to a member of SLT
Highest frequency errors
<ul style="list-style-type: none"> • Staff asking duty staff to pick up non-essential incidents/issues/matters when they are free themselves • Arriving late for your scheduled duty period/failing to collect and use the Duty Ipad. • Completing inaccurate, brief or poorly detailed student statements • Not deleting emails once issues are resolved • Not working through incidents to a conclusion in a timely manner and handing over partly completed investigations.

BPIP Leaders GC13: Leading assemblies/ external speaker presentations. *See Teaching PIP No. 2: Securing attention*

When
<i>Mainly during the week in P1 with occasional curricular time sessions</i>
Why it matters
<ul style="list-style-type: none"> 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
What and how?
<p>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.</p> <p>Preparation</p> <ul style="list-style-type: none"> 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 <p>Student entry & seating</p> <ul style="list-style-type: none"> 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. <p>Staff deployment</p> <ul style="list-style-type: none"> All staff attending should be given a clear role in terms of supervision. This should include staff being <ul style="list-style-type: none"> – directed to supervise 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, <p>The start & during</p> <ul style="list-style-type: none"> Students should be clearly called to attention. <i>"Good morning, everyone now sitting up, eyes this way and looking at...."</i> 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" <p>The finish to the assembly</p> <ul style="list-style-type: none"> 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.
Highest frequency errors
<ul style="list-style-type: none"> 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

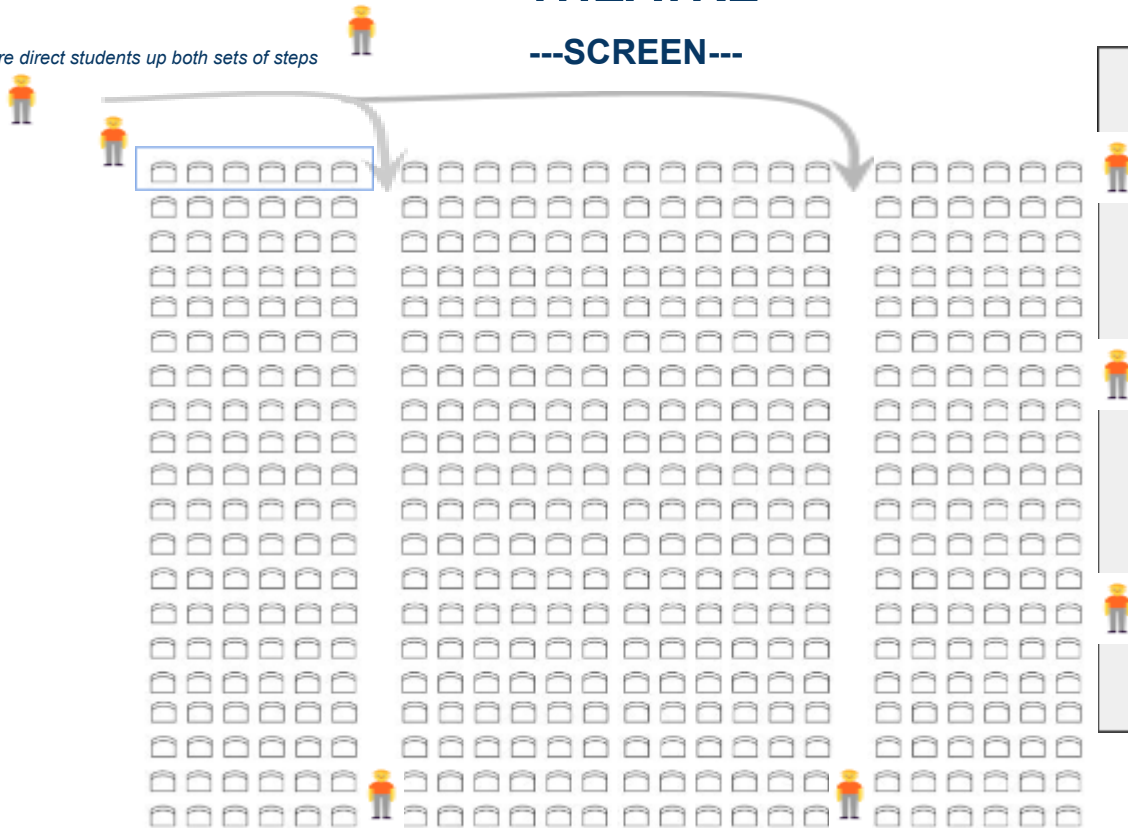
Staffing & supervision of assemblies

(students filling from the front)

THEATRE

---SCREEN---

Staff here direct students up both sets of steps



Staff deployed on the balcony (at the explicit direction from the assembly lead) and to be seen looking by seated students.

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

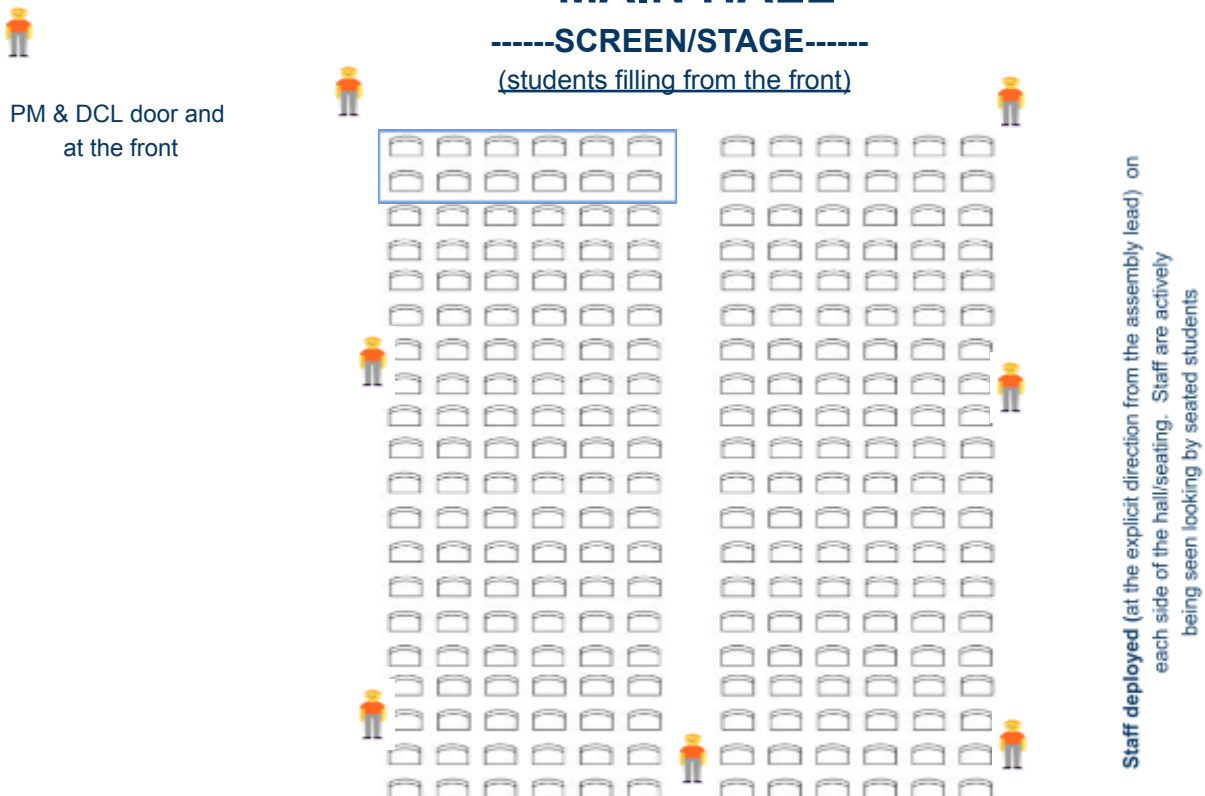
Blue zone of seats (6) left empty for latecomers to fill with minimal disruption

MAIN HALL

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

(students filling from the front)

PM & DCL door and at the front



Staff deployed (at the explicit direction from the assembly lead) on each side of the hall/seating. Staff are actively being seen looking by seated students

