

DMAT

Aspiration | Excellence | Transformation



Durrington High School

Behaviour and Systems

Principles in Practice



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 to all staff what our core routines are and why they are effective. These are the core routines/systems that, when implemented consistently, ensure we have a calm, safe and positive learning environment every day.

The manual is not aimed at creating a militaristic approach; that's not Durrington. 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 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*".

https://snacks.pepsmccrea.com/p/collective-acceleration?utm_source=snacks.pepsmccrea.com&utm_medium=newsletter&utm_campaign=collective-acceleration

Format

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

- What it is
- Why it matters
- The specifics of what is expected (What and how it is 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. The sections of each PiP that are expected to be enacted by all, in the same way, are highlighted green.

Behaviour and Systems PiPs

(Leads in bracket where appropriate – others are for all)

Our 12 behaviour and systems PiPs are:

1. Form tutors (1/2) – Period 1 checks and processes (**Leads – House/year leaders**)
2. Form tutors (2/2) – building and maintaining excellent tutee and parent/carer relationships. (**Leads – House/year leaders**)
3. Making the most of praise, recognition and rewards
4. Statutory and/or lunch duties – being a strong and visible presence (**Lead – BCR & duty team leaders**)
5. Following up those students who have poor punctuality (to school and in-day)
6. Corridor culture and consistency in use of expectations cards
7. Behaviour in the classroom – how we plan for excellent behaviour (**lead – STM**)
8. Behaviour in the classroom – how we are consistent in our use of the warn, move, remove process (**lead – STM**)
9. Detentions – setting, effectively managing and closing the loop

Other role specific systems/processes:

10. How to manage a duty period (those staff who are timetabled to complete duty)
11. Assembly protocols and expectations (anyone who leads an assembly)
12. Student leadership at Durrington (**JFr**)

Guidance card 1: Period 1 checks and processes

See Teaching PiP No. 15 - Orderly dismissals

What?
The expectations of every tutor, every day, to create a calm and consistent start for all students.
Why it matters
<p>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.</p> <p>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.</p>
What and how?
<p>Timekeeping</p> <ul style="list-style-type: none">• Arrive promptly to your tutor base immediately following the morning briefing. Tutors must be present by 8.45am (at the latest) ready to receive their tutees and be logged in ready with the P1 information <p>Student entry to the form room</p> <ul style="list-style-type: none">• To receive tutees staff position themselves (just outside or just inside) the door. Students should be greeted by name as they enter. At the same time every tutor will complete a visible check of each student's uniform inc. (top button done up, tie on correctly with 7 seahorses on show, blazer on, school shoes on, plain black socks, skirt not rolled up).• 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. The teacher then completes a visible check of required items. This must include at least one: pen, pencil, calculator, expectations card, paperback (KS3) – for items missing sign the expectations card. <p>Registering students</p> <ul style="list-style-type: none">• Tutors to complete the register immediately following the last student entering; this is no later than 8.50am. Care must be taken to ensure that it is done accurately and amended if a student arrives after the register has closed.• Tutors will issue a late detention slip to any student who arrives late. Late means after the last name on the register has been called. <p>Uniform/presentation issues</p> <ul style="list-style-type: none">• 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 at the end of the school day (not before). Sign the expectations card• For any uniform issues, tutors must email / contact the House team immediately. <p>P1 sessions</p> <ul style="list-style-type: none">• Tutors to lead the designated Period 1 activity as outlined in the Period 1 bulletin. <p>Leaving the form room (to assembly or at the end of P1)</p> <ul style="list-style-type: none">• 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).
Highest frequency errors
<ul style="list-style-type: none">• Tutor arriving late• Students being allowed to enter the tutor room before being correctly dressed and/or chatting• Equipment checks not being done and tutor not having necessary envelopes/slips ready to use.• Students storing uniform in lockers or in House offices (therefore not being able to enter the form room fully & correctly dressed)• Asking students to put their jewellery away rather than confiscating- this means the problem just gets passed on• Not having prepared properly for the activity/designated session as per the Period 1 bulletin.

Guidance card 2: Building and maintaining excellent tutor:tutee:parental relationships

Why it matters
https://snacks.pepsmccrea.com/p/the-power-of-belonging https://snacks.pepsmccrea.com/p/cultivating-common-ground
What and how?
<p><u>Being proactive in building relationships with each individual tutee</u></p> <ul style="list-style-type: none"> • 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) • Knowing students as individuals – a key way to do this is through asking questions... <ul style="list-style-type: none"> – 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? <p>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.</p> • Praise and recognition – be active and seek opportunities to praise/reward your tutees. Praise needs to be sincere (not fake and not over the top). Giving praise affirms to the student their efforts and successes are being valued and noticed. Praise is particularly important after any form of negative interaction – to reaffirm to them you notice when they do things right. 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/competitions to actively engage all of your tutees; be careful in orchestrating engagement for those that may be harder to reach so they too feel part of the success/team. • Contact home – the earlier the better. Tutor group email to parents at the start of term introducing yourself/checking parents/carers have your email and stating your intention to know/support their child as an individual. Also sending emails regarding whole school initiatives/challenges to get them onboard. 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. <p><u>Reactive relationship building/maintaining/repair</u></p> <p>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.</p> <ul style="list-style-type: none"> • Show you know: If one of your tutees is sanctioned (study roomed, late detentions, IE) make sure you, as their tutor, know! Make it your business (as soon as possible) to discuss what happened with your tutee (at the earliest possible opportunity). 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 then put them on report, contact home and let your house team know, so they can support you. Use this as an opportunity to have regular conversations and check-ins with the student to build/repair your relationship. Always follow up with contact with parents to support your relationship with them and create further accountability for the student. • Repairing the relationship – Every day/each interaction needs to be a fresh start. Always have a repair conversation after any issues occur. Tutors are also valuable in supporting colleagues with repair conversations with their tutees; this helps the students (and colleagues) feel supported by you.
Highest frequency errors
<p>Relationships are likely to be strained/broken when:</p> <ul style="list-style-type: none"> – There is inconsistency or a perception of interacting more with some students than others in the form – The tutor focuses purely on process not giving the time to purposefully know each student as an individual – 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: Praise, recognition and rewards

What?
<i>Powerful praise, recognising and rewarding our students</i>
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. https://snacks.pepsmccrea.com/p/targeted-praise
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>Opportunistic praise</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. 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>Preplanned praise</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) 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>Third party praise</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.


Guidance card 4: How we do statutory and/or lunchtime duties.

When are duties	
<p><i>Before school 0830–0840 – break time 11.15–11.35 – after school 15.10–15.20</i> <i>Lunch duties 1.35–2.10 each day (separate paid role)</i></p>	
Why it matters	
<ul style="list-style-type: none"> 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. 	
What and how?	
<p>Proposed AM duty by SLT – 8.30–9.15am split into two parts The positive and consistent start each and every day – stopping issue at the door (uniform, jewellery, lateness etc)</p> <ul style="list-style-type: none"> Duty leads do front/back door 8.30–8.45 sorting/addressing uniform & personal presentation at the entrance 8.45–9.15 in reception/at the back door (doing late slips + the above). In addition at this time P1 staff can collect students (not in right uniform) and take to house? <p>Timing</p> <ul style="list-style-type: none"> Arrive promptly to your designated duty base (no more than 2 minutes after the bell even if you have been teaching). For breaktime (and lunchtime) duties, when the first bell rings, be proactive in circulating and instructing students to transition to their next lesson. <p>Staff visibility...</p> <ul style="list-style-type: none"> Patrol your designated area for the entirety of your duty. Engage in conversation with students and sign positive expectations cards if appropriate. Be proactively 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. <p>If you are on duty in close proximity to an external door</p> <ul style="list-style-type: none"> 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. <p>If you are absent...</p> <ul style="list-style-type: none"> 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 BCr know who is covering you by email. <p>Addressing concerns...</p> <ul style="list-style-type: none"> If you have any concerns or questions use your duty team leader as your first point of contact. 	
Highest frequency errors	
<ul style="list-style-type: none"> 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 	<p>Key messages to students (as per corridor messages) we:</p> <ol style="list-style-type: none"> walk and don't run speak quietly and don't shout are kind and not boisterous in our behaviour We pick up litter and recycle <p>Any breach of these behaviours = expectations card signature.</p>

Guidance card 5: Systems to address poor punctuality

What?
The actions/follow up and systems we all use to address and improve student punctuality (to school and lessons)
Why it matters
<ul style="list-style-type: none"> 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).
What it is and our system in address this
<p><u>Lateness to school</u> - what it is and what to do</p> <ul style="list-style-type: none"> 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 register has finished being called by their form tutor. Tutors will call the register as soon as possible after 8.45am and always before 8.50am. Arbor will be kept on screen to record any latecomers. <p>A student arrives late to your tutor room before 9.15am</p> <ul style="list-style-type: none"> If a student arrives late the tutor will <ul style="list-style-type: none"> 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. <p>A student arrives late after 9.15am or on a day when there is a house/year assembly on:</p> <ul style="list-style-type: none"> 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. <p>Where is the late detention</p> <ul style="list-style-type: none"> G24M every lunchtime. The detention is supervised by house teams and lasts for 20 minutes <p>What next?</p> <ul style="list-style-type: none"> 2+ P1 lates in a week and tutors are expected to do a wellbeing call home to alert parents/check for any specific reasons 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 <p><u>In-day lateness (Lateness to lessons) - what it is and what to do as a class teacher</u></p> <p>What is it?: Lateness to a lesson is defined as any student arriving after the teacher adjudges the lesson to have started</p> <ul style="list-style-type: none"> If a student is 7+ 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 1-7 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. <p>Persistent lateness to lessons is led centrally by NPO. House teams follow this up with the support of tutors.</p>
Highest frequency errors
<ul style="list-style-type: none"> 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 8.45-8.50am time period 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 6: Maintaining calm, safe and dignified corridors

What?	
<i>Corridor culture and our consistent use of expectations cards</i>	
Why it matters	
<ul style="list-style-type: none"> We expect behaviour in our corridors to be calm, safe and dignified at all times. We, alongside the students, have a collective responsibility for setting and ensuring our expectations are met. 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 	
What and how?	
<p>Corridor behaviour expectations</p> <ul style="list-style-type: none"> Students are instructed and reminded at regular intervals what the expectations of their behaviour is in the corridors and social areas. There are also expectation posters throughout the school. Our signage and expectation cards mandate our expectations of student behaviour which are simple and clear. At all times our students <ul style="list-style-type: none"> Walk, don't run. Speak quietly and don't shout Be calm and not boisterous Recycle and put all rubbish in the bin. All staff are responsible for upholding and implementing these expectations and standards every day by proactively monitoring and addressing behaviour that is not inline with our expectations and sanctioning students accordingly. Being proactive where possible is better than being reactive; both types of action being necessary to achieve our goals. 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: <ul style="list-style-type: none"> If a student refuses to hand over their card, or refuses to stop → <i>member of staff escalates to the House team (at the earliest opportunity).</i> A student does not have an expectations card → <i>member of staff action is to set a 1 hour detention</i> A student has a full expectations card → <i>member of staff raises this to the house/year team for further action.</i> 	
Highest frequency errors	
<ul style="list-style-type: none"> 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 7: Proactive behaviour management in lessons.

What does this mean?

Planning for excellent behaviour through the use of ILPs/IBPs, teacher-set seating plans and our 7 key non-invasive interventions (guidance card is part 1/2)

Why does it matter in every lesson every day?

- Staff using common language and strategies when addressing behaviour creates a calmer, safer and more predictable classroom experience.
- Repetition of these approaches creates the social-norm (desired pattern of behaviour) benefitting us all.
- Planning (using these approaches) for positive behaviour alongside your normal lesson content planning means that in all our lessons the classroom environment is more likely to be calm and settled.

How do we achieve this in a consistent way?

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

- **Before** moving to warn, move, remove teachers should have carefully used & exhausted our 7 non-invasive strategies. These are used to address inattentive/low-level disruptive behaviour whilst also minimising the disruption to the flow of the lesson. 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

After the lesson

- **Closing the loop.** Where possible speak to a student whose behaviour has been tricky (whether or not they reached the W,M,R stage) before your next lesson; this is best done 1:1. You may also choose to engage parents early (contact home) so they can echo key messages as well.

Highest frequency errors

- Moving straight to warn, move, 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

Guidance card 8: Warn, Move, Remove and follow up processes

What does this mean?		
For use only after the Planning of Excellent behaviour PIP has been exhausted.		
Why does having this system matter in our classrooms?		
<ul style="list-style-type: none"> The warn-move-remove approach ensures that our classrooms, and the vast majority of students who consistently meet expectations, are able to learn free from persistent disruption. Removal is something we actively seek not to get to. It is a (sometimes necessary) last resort. 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 do “Warn, Move, Remove” in a consistent and effective way?		
Steps	Detail of the process	Points to consider/effective phrases to use
Before moving to issue a first warning:	<ul style="list-style-type: none"> Use clear and concise language that reminds students of the right choice and places the responsibility on them to make this State (using the student’s first name) the next step if they choose to make the wrong choice now. 	<i>“the right choice is to..... if you choose not to do this you will receive a warning.... OR “Daniel, a reminder that we in lessons. If you choose to again, I will need to issue a warning</i>
To WARN (a student)	<ul style="list-style-type: none"> Consider how best to do this; it will depend on the individual student & wider class dynamic. After the first warning is issued, purposefully look for opportunities to notice the positive change and reinforce this with public praise. 	The approach to the warning may be: a) Public – across the classroom (publically) which generally for students who are not going to answer you back, OR 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.
To MOVE (a student)	<ul style="list-style-type: none"> The move needs to be to a different location (in the classroom) of your choice to encourage the student to settle and focus (i.e. change to stay in the room) 	<i>“Charlie you have chosen to continue this is your second warning, move here now please.”</i> Now to allow some take up time for the instruction. You can repeat if necessary. Do not enter into any form of discussion , repeat the expectation and wait.
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 SR referral)		
To issue a REMOVE to the study room	<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 student is then told to “step outside please 	Explain to duty staff and the student (ideally quietly so others can’t hear) the brief but specific reasons for the removal. This is a closed conversation not a discussion as the time to discuss is in the “restore” conversation.
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. 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. At the start of the next lesson quietly remind the student of the expectations for the lesson. 	<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>
Highest frequency errors		
<ul style="list-style-type: none"> Using this PIP without first using the “Planning for Excellent Behaviour” PIP OR rapidly moving through the warn, move, remove process e.g. within the first 10 minutes of lesson. Making it personal and/or using language and/or entering into discussions with individuals in the classroom that escalate as opposed to de-escalate the situation Adding in your own steps – additional warnings or empty threats (<i>take a few mins outside</i>) create inconsistencies and make it much harder for other colleagues to hold the line. Failing to follow up the removal/complete the expected post-removal actions. By not doing this there is no closure and the issues are far more likely to reoccur. 		

Guidance card 9: 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 student are made aware of the detention, preferably by a phonecall but at least by an email.
Why it matters
<p>Detentions can act as a direct consequence when a student has not met our expectations in terms of:</p> <ul style="list-style-type: none"> ○ Behaviour in/out of lessons ○ Work (inc homework) effort ○ Punctuality to lessons, including period 1 <p>We expect all of our school community to meet our expectations of them and when students fall short of these expectations, they need to know that there is a consequence.</p> <p>When a student has not met our expectations, the detention is a good time to reset, repair and rebuild any issues leading to the detention, so that we are teaching our students our expectations. This will not just happen and is something that needs to be taught</p>
What and how?
<p><u>Expectations of setting a detention</u></p> <ul style="list-style-type: none"> ● Make sure that the student is aware of the detention and the reason for this detention, via a conversation with the student ● Make contact with home to let them know when the detention is and the reason for the detention. This is ideally done as a phone call so that the parents/carers are able to understand the reason for the detention and ask any questions they have. ● Remind students on the day of the detention <p><u>Getting students to the detention</u></p> <ul style="list-style-type: none"> ● 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 <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, where it may make it more difficult for them to pass. ● 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 <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 ● Dismiss the students row by row, as we would in a lesson <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

- 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 10: Our 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 are as clear and consistent in our follow up to incidents as possible.
Why it matters
<p>Our duty staff team play a vital role in the smooth operation of the school every day. Together they</p> <ul style="list-style-type: none"> • Are expected to be proactive in the support of colleagues so they can deliver high quality, disruption free lessons. • Ensure our school corridors remain calm, safe and dignified during lesson time • Are an active safeguarding presence ensuring we know where all our students are at all times, this in case of a serious incident.
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 – a check in here is very valuable to maintaining compliance and supporting colleagues. • Duty staff should liaise with their duty partner and allocate any outstanding duty calls on the ipad/ cover lesson drop in and Study Room (SR) visits. • Duty Staff should actively sweep the key corridor areas such as the maths mall, English area, Science area and other key subject areas, ensuring that students are directed into lessons or in the event of them being 7 minutes late, accompanied to the SR. • Duty Staff should respond proactively to all calls that come in, working together to allocate who is responsible <p>Taking statements</p> <ul style="list-style-type: none"> • Any statement taken should be on the DHS statement proformas which are available in all House offices, Staff Room and from the Main Office. • Where physical contact between students is evident, force (out of 10) must be recorded. If any physical harm is evident, this would be recorded on the body map section of the statement proforma. <p>Searching students.</p> <ul style="list-style-type: none"> • Must only be done with the permission from DSL, deputy head • <p>Handing over ongoing investigations</p>
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 • Not collecting the Duty Ipad in a timely manner • Completing inaccurate, brief or poorly detailed student statements • 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
<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 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, <p>The start & during</p> <ul style="list-style-type: none"> 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" <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

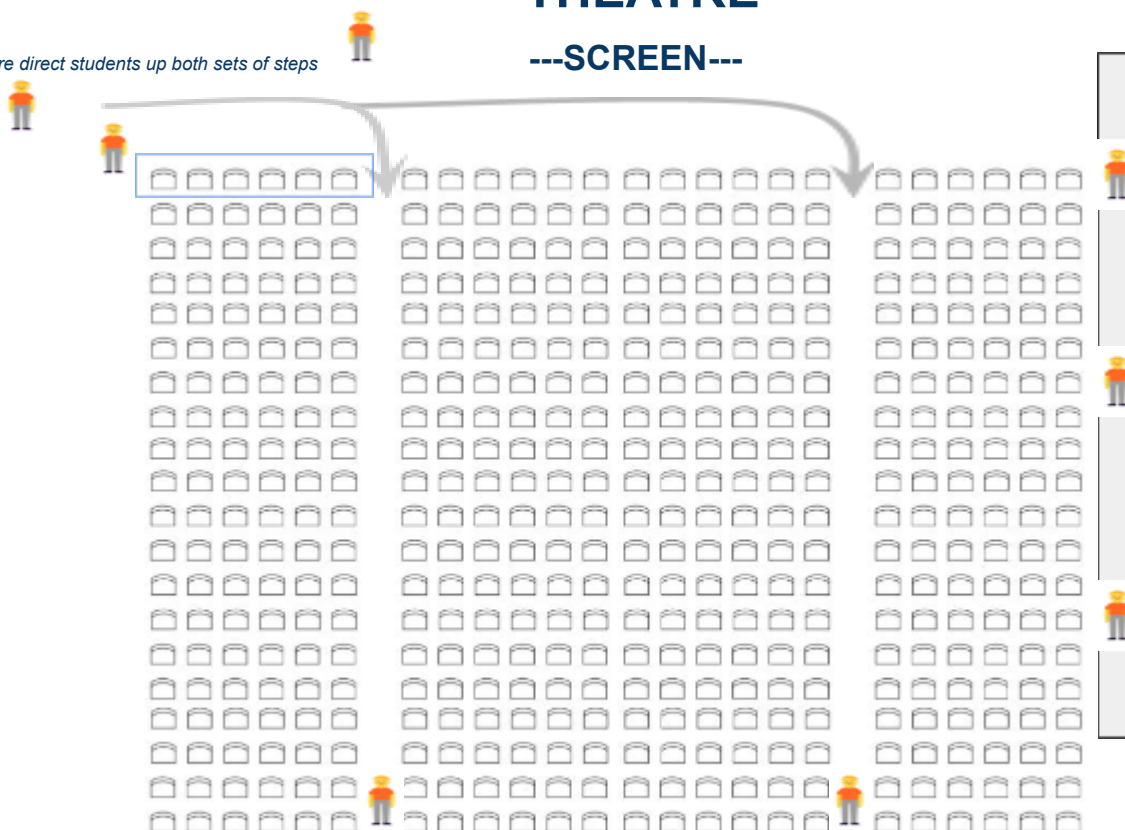
Staffing & supervision of assemblies

(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

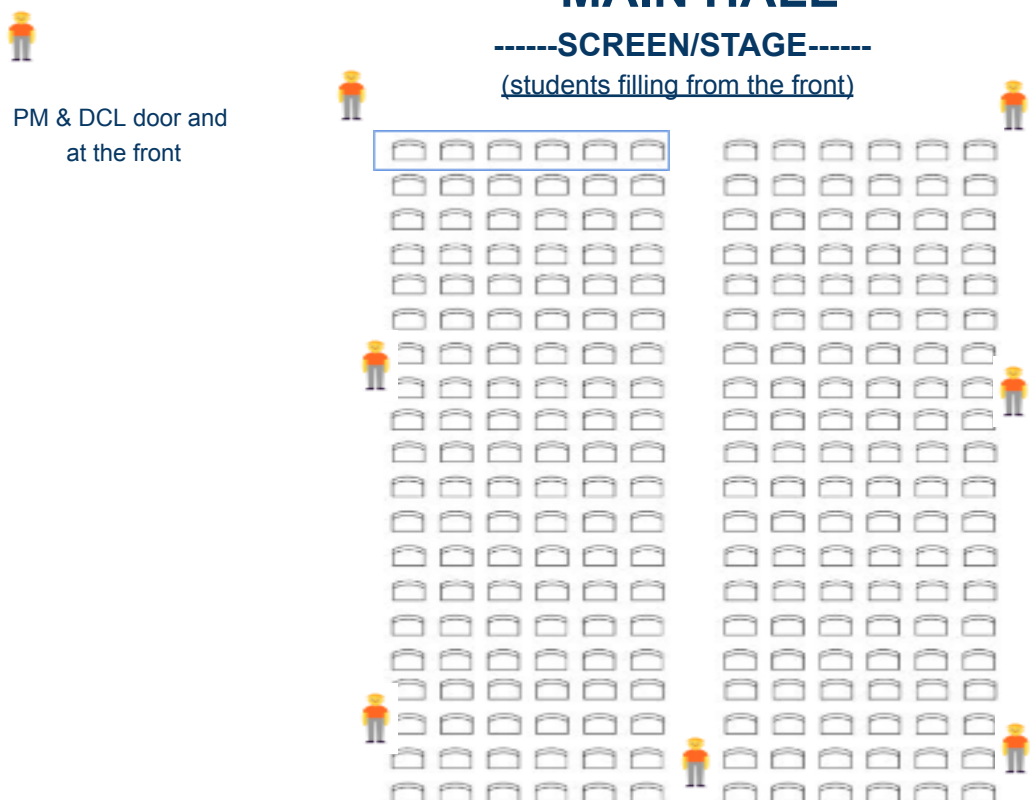
Blue zone of seats (6) left empty for latecomers to fill with minimal disruption

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

Guidance card 12: Student Leadership at Durrington

What?

A guide for all staff on how we engage our students in making a positive contribution to our community.

Why it matters

- Having a range of defined student leadership roles, across all year groups, that greater numbers of students then engage with will compliment our KAPP system.
- A greater number of students (**with a particular focus on PP students**) who we proactively encourage to make a more active contribution to our community (whatever the area) will strengthen all that we do.

What and how?

Ad-Hoc leadership/support roles (organised by more general event leaders)

- Student helpers at parents' evenings and events
- Students touring candidates on interview

Departmental and wider theme specific roles (roles are "badged" and outside KAPP)

There is an expected focus here by leaders on proactively recruiting PP students (a minimum of 20% of all badged roles.

Department and/or house/year based	Theme based leadership:
Examples: <ul style="list-style-type: none"> - Sports captains (yrs 9/10) - Music ambassadors - Tech leaders - House/year form reps 	Examples: <ul style="list-style-type: none"> - Library Leaders - Anti-bullying ambassadors (yrs 8-11) - EDI ambassadors - Yr 7 Transition leaders - Eco ambassadors

Expectations of students who accept these roles:

- Be a consistently strong role model – show pride in wearing your badge every day, be a role model to others and commit to helping your area and the wider school community improve.
- Attend and support the leading of events that are linked to the area/theme
- Support the lead member of staff in preparing and delivering in-school events e.g. (assemblies & P1).

Senior student leader roles (SSLT)

- In spring of year 10 students are invited to apply to become part of the Senior Student Leadership Team (SSLT)
- Students who are not successful in becoming part of the final team will be able to opt into senior theme-specific roles (as described above)

Highest frequency errors

- Appointing too many students and not having a clear/fair and structured appointment process
- Not being clear about what the role is/what is needed & when and/or using appointed student leaders as part of events/activities.
- Not sharing/celebrating the value the lead students bring to the team/role (newsletter, dept boards in area)
- Students awarded the role but not then being tasked enough or understanding the expectations (or opting out of wearing the badge*)
- **Students being awarded multiple roles (maximum should be 2 titles/roles at any time)**

***Badges:** The first badge is awarded (given) to the student. If this breaks we will replace it, if it is lost we request a £1 donation to replace it.

