



**DARWEN
VALE**

An Aldridge Community Academy 

CULTURE

at Darwen Vale



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Behaviour Policy

Last reviewed September 2021

Darwen Vale Vision

Students at Darwen Vale High School will achieve academically beyond personal expectations and prior attainment.

They will experience an outstanding and enjoyable education.

Our mission, has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them.

Our motto – We Aim High, We Work Hard, We Care, We are Vale, will help us to realise our ambition.

As Darwen Vale High School staff we aim to:

- Create a culture of high aspirations, high motivation and high achievement for all
- Build a strong community based on fairness and personal responsibility
- Welcome, value and respect all who come in the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- Promote positive dialogue and partnership with our community

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As an Aldridge Academy we strive to develop the entrepreneurial attributes of:

- Creativity
- Teamwork
- Passion
- Risk taking
- Problem solving
- Determination

We believe that developing these skills and attributes will help prepare our young people for success at school and beyond. The school council have developed a classroom ethos based on the entrepreneurial skills and qualities. This classroom ethos is a guide for staff and students to develop great learning behaviours.

Aims of our Behaviour & Ethos policy

- To ensure the academy reflects the values expressed in our mission statement
- To make clear the positive and constructive rules of conduct as agreed by governors, staff, parents and students
- To set the framework for rewarding positive and responsible behaviour
- To make explicit the procedures to be followed and sanctions applied should behaviour fall below these standards
- To ensure the school is a safe, fair, supportive and happy environment for all
- To encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- To ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

As a school community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/carers and visitors) as well as to our students. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

Behaviour Policy

We also recognise that the success of the policy depends on the full support of parents. To this end The Home / School Agreement has been drawn up which reflects the expectations of Darwen vale High School.

Darwen Vale High School – Home / School Agreement

At Darwen Vale High School we know that parents, teachers, and - of course - the students themselves must work in partnership to deliver success. We all share responsibility for the academic and personal growth of our young people. Together, we commit ourselves to the following:

The Academy will:

- Provide a learning environment that is stimulating, safe and caring
- Teach consistently excellent lessons to all students in all subjects
- Treat every individual with respect
- Ensure that each student has the opportunities, support and guidance to achieve their full potential
- Set ambitious targets and regularly report on each student's progress, giving clear guidance for improvement
- Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility
- Keep parents informed about school matters, be welcoming to enquiries and respond to concerns as quickly as reasonably possible
- Promote and reward excellence, resilience, and the entrepreneurial attributes
- Create a rich and stimulating reading environment and culture
- Insist all students answer questions in full sentences using scholarly language where appropriate
- Offer exciting enrichment activities that will develop wider skills to prepare students for university and the world of work
- Detain and sanction your child where they have not met expectations and keep

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you informed of any sanctions that are issued, through class charts and by text message / phone call (where appropriate)

As parent/carer, I/we will:

- Make sure our child attends school in correct uniform, arrives on time and is properly equipped for school
- Reinforce the academy's expectations for excellent attendance (minimum 96%)
- Encourage our child to work hard, be disciplined, take responsibility and fully participate in school life
- Monitor class charts on a weekly basis
- Attend all parents' evenings and discussions about our child's progress
- Support the academy's policies and guidelines
- Allow our child to attend off-site visits
- Encourage our child to read every day
- Support the school by challenging inappropriate slang and informal language so that all students become fluent, articulate speakers ready for university and the world of work
- Encourage our child to participate fully in the extracurricular opportunities offered by the school
- Agree to the detention policy of the academy
- Agree to School Gateway policy of the academy
- Never take our child out of school during term time
- Agree to our child's photograph or film/video footage being taken for the academy's use and for use by the Aldridge Foundation

As a student, I will:

- Be an ambassador for DVHS at all times

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- Complete all classwork and homework to the best of my ability, so that I can achieve my full potential
- Read widely and often, and always have my reading book on me
- Try to learn new words and build my vocabulary day by day, week by week
- Speak in full sentences using formal English, and not use slang in lessons
- Take pride in my written work
- Always attempt to reach and exceed my targets
- Strive to follow the Darwen Vale entrepreneurial ethos every day, participating fully in academy life
- Treat others as I would wish to be treated and always be considerate towards my fellow students, putting the needs of others before my own
- Attend the academy every day in correct uniform, be on time and be properly equipped
- Be polite, respectful and courteous towards all other members of the DVHS community, both in person and over social media
- To adhere to the DVHS mobile phone policy
- Understand that poor behaviour outside the academy which affects other members of the DVHS community or brings the school into disrepute will be dealt with in the same way as poor behaviour inside school
- Take part in enrichment
- Care for the school environment
- Attend detentions whenever they are issued
- Display behaviour my parents, teachers and friends can be proud of

The DVHS Student Code of Conduct

All DVHS students will.....

- Wear their uniform with pride

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- Be prepared for learning and have all my equipment, every lesson and every day
- Communicate politely and respectfully to each other, staff, members of our local community and visitors to the school
- Make sensible choices and avoid risky behaviour that is unsafe; including use of social media apps
- Live the academy values of Creativity, Teamwork, Passion, Risk taking, Problem solving, Determination

Our Student Code of Conduct outlines our expectations for our students:

- In the community of DVHS
- In lessons
- In the local and wider community
- In the community of DVHS, I will.....
- Listen to members of staff and follow instructions politely and calmly, the first time I am asked
- Be courteous and polite to all staff, visitors and fellow students I encounter and treat all people as I would wish to be treated myself
- Go straight to lessons, holding doors open for others on the way
- Walk quietly on corridors and stairs, keeping to the left, without running or causing a disturbance
- Respect other people's privacy and family life so they are not offended by what I say or do
- Never insult, undermine or use abusive language towards a member of staff, visitor or other student, be it in person or via social media
- Never rush, fight, play-fight or engage in any other form of physically inappropriate behaviour at anytime

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- Never touch other people's property without their clear permission and always treat other people's belongings with respect

In lessons to help me achieve, I will adhere to the DVHS learning ethos and the DVHS non-negotiables:

- Settle down to the DIN activity straight away at the start of each lesson.
- Not eating, chew, and only drink water.
- Not use a mobile phone or headphones.
- Ensure my uniform is correct on entering and leaving the room. Whilst in class, it is at the teacher's discretion – not the pupils.
- Be quiet when entering the room and as soon as the teacher uses a quiet signal; 'Hand Up' 1-5 or asks for 100%.
- Develop positive relationships with staff and my peers based on mutual respect.
- Adhere to the seating plan designed by the teacher at all times.

DVHS Entrepreneurial Ethos

To take pride in the academy's surroundings I will....

- Help keep teaching rooms pleasant, clean and tidy for myself and others to work in
- Shut down PCs and any electrical items and not leave them on standby
- Never, ever drop litter and always pick up litter when I see it
- Never, ever indulge in graffiti
- Only eat in the dining hall, never in corridors or in the playground
- Remember that energy drinks, chewing gum and family sized packs of crisps/ snacks are banned from DVHS

Because I am an ambassador for DVHS both inside and outside the academy, I will....

- Dress smartly in the correct school uniform at all times (including to and from

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school)

- Always go straight home at the end of the day, and never 'hang about' at the end of the day
- Care for my uniform by hanging it up as soon as I get home and keeping it clean and well pressed from day to day
- Have respect for the academy's neighbours and be helpful and considerate in the local community
- Make my way to and from DVHS quickly and never congregate in large groups on local streets
- Be sensitive to members of the public we share our community with – on local streets, in shops, on buses, etc – and never shout or behave in a way that is anti-social to others
- Offer my seat on the bus to an older person/mother with young children

As a DVHS student I understand that there will be rewards if I follow the code of conduct and consequences if I do not. I understand that all my actions should reinforce my commitment to our core values of aiming high, working hard and caring for others.

All DVHS students believe, as Sir Rod Aldridge says, "it is not where you come from in life, but where you get to that counts."

Routines and Expectations

The following routines and expectations apply to all students and will be rigorously and consistently upheld:

- 1. Before arriving at school all students will:
 - a) Eat breakfast.
 - b) Make sure that all homework is complete.

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c) Pack their bag with the following items:

- Current reading book
- 2 x black or blue writing pens
- 2 x green writing pens
- highlighter pens
- 2 x sharpened pencils
- 1 x rubber
- 1 x ruler
- 1 x calculator
- Books/folders for that day
- PE kit if required

Please note white eraser fluid is banned from the academy

2. On arrival at DVHS all students will:

a) Be on time.

b) Be in full uniform and smartly presented (1 stud in ears, no other piercings, appropriately applied and not excessive make-up or nail varnish – No false nails and at the teacher's discretion). See separate uniform guidance.

c) Have an appropriate haircut (no lines or patterns in hair or eyebrows) no extreme

designs (including unnatural colours) or short length haircuts (skin to zero).

d) Remove any chewing gum from their person and dispose of it in the bin.

e) Come through the student entrance and have their uniform checked when instructed.

f) Expect to be sent home if not wearing the correct uniform or are not equipped for lessons. We will lend uniform in certain cases but students will be required to leave their phone as a deposit. For continued infractions students will spend the day in the Internal Exclusion room.

g) Answer questions in full sentences.

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h) Not have any family sized snacks, or energy drinks

3. Walking around school and moving to/from lessons:

a) Follow instructions from any member of staff or adult first time.

b) Move to lessons once your teacher has dismissed you.

c) Allow any member of staff or adult to pass through a doorway before them.

d) Hold doors open for others.

e) Never run.

f) Walk on the left-hand side of the corridors and stairways.

g) Stay quiet and sensible on corridors and never shout.

h) Maintain a quiet and orderly atmosphere in the library.

4. All students will follow the same routines for entering the classroom:

a) Students will enter their classroom quietly and get their books and equipment out.

b) The teacher will greet the students at the door.

c) All students will move quietly and immediately to their allocated seat and put their equipment on their desk.

d) All students will start the DIN activity, whilst the teacher takes the register.

5. During a lesson all students will:

a) Stand up in silence whenever a visitor enters the room.

b) Put their hand up and wait for permission before asking or answering a question but also be mindful of our no hands up approach to questioning, this means the teacher will target students by name for the vast majority of class Q and A.

c) Always speak in full sentences.

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- d) Celebrate the successes of others.
- e) Understand that it is better to try and fail than not to try at all.
- f) Adhere to the DVHS entrepreneurial ethos.
- g) Give 100%

6. Moving to and from assemblies/examinations:

- a) Students will line up in their year groups and form groups, unless the form tutor/teacher decides to make changes.
- b) Students will move in quietly from classrooms to their destination.
- c) Students will sit in silence unless directed to speak.
- d) Students will be asked to stand at the beginning of the assembly.
- e) Students will remain standing in silence until directed otherwise.
- f) At the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, all students will remain in silence whilst they are dismissed by their Head of Year or senior member of staff, one row at a time.
- g) Form Tutors and/or teachers will sit amongst their form group.
- h) All teaching and support staff will attend whole school assemblies and awards ceremonies.
- i) The students will then walk quietly to their next lesson.
- j) Staff will go on to the corridor to ensure students walk quietly to their next lesson.

7. During break and lunchtime all students will:

- a) Use their break and lunch time effectively:
 - Drink some water
 - Go to the toilet
 - Meet with any member of staff to address any concerns
 - Complete any work or revision that is required

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- Attend any detentions which have been set

b) Support our ethos by being cooperative and considerate at all times.

c) Say thank you to catering staff.

d) Only play ball games in the allocated areas.

e) Follow all school rules to maintain a calm and pleasant environment for all.

f) Do not gather in large groups.

g) Never engage in any violent or aggressive behaviour.

h) Do not wear any outdoor clothing in the building at any time including breaks and lunchtimes.

i) Line up as requested before re-entering the building

8. At the end of the school day all students will:

a) Make sure they have everything they need to complete their homework.

b) Walk quietly through the academy exits.

c) If getting public transport, wait quietly by the bus stop.

d) Get onto the bus one student at a time.

e) Give up their seat to a member of the public.

f) Talk quietly and never shout.

g) Go straight home and do not congregate in large groups.

h) Not be in local parks or playing fields in school uniform.

i) Remember at all times they are representing DVHS and should be a model of citizenship.

Rewards

We are a school which celebrates and rewards student achievement at every opportunity. Rewards play a central role in communicating our values to students,

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and they underpin our positive ethos.

Meaningful praise is a key component of good teaching and strong relationships. As professionals we know good behaviour is best promoted by drawing attention to and rewarding well-behaved and hardworking students, and not singling out poor behaviour and escalating issues unnecessarily. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within these guiding principles.

The system also links individual recognition and achievement to the Form system and develops a healthy competitiveness at Form level, fostering students' sense of belonging and identity.

Rewards System

The reward system centres on the awarding through class charts Aldridge attributes points and postcards of commendation.

- Aldridge attributes points will be based and awarded on the 6 entrepreneurial attributes of DVHS:
 - ✓ Creativity
 - ✓ Teamwork
 - ✓ Passion
 - ✓ Risk taking
 - ✓ Problem solving
 - ✓ Determination
- Form Tutors will contact home when a student earns 5 Aldridge Attributes (AA's)

Each department needs a display for students explaining how to earn merits in their specific subject and displaying examples of excellent work. Different subjects can create their own criteria for the 6 attributes (an example from science is below)

- Superbly written scientific article for the department magazine (Passion)
- Supporting another student's revision during consolidation week (Teamwork)
- A novel approach to undertaking a practical investigation (Creativity)

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- Absorbing feedback on correct presentation of graphs and re-doing work to reflect this (Determination)
- Identifying risks in a scientific experiment and planning a careful experiment that mitigates against them (risk taking)
- Solving a scientific conundrum (problem solving)
- Students who achieve 25 AA points in a half term and secure 95% cumulative attendance for that half term will be eligible for a half term reward. The year group will decide through voting what this rewards will be.

Rewards And Commendation Assemblies

At the end of each half term there will be a commendation assembly for each year group to acknowledge the successes of our students and present tickets for the half term rewards. We will also celebrate other notable achievements from the half term.

At the end of each term there will be a full rewards assembly. This is similar to the end of half term assembly except that it also includes musical and drama performances, additional individual awards, readings and reflections from students and staff, and is attended by external visitors (e.g. members of the DVHS Governing Body).

At these end of term assemblies' students will be awarded their Darwen Vale achievement pins.

- A bronze pin is awarded for the accumulation of 100 AA points and attendance at 95%
- A silver pin is awarded for the accumulation of 200 AA points and attendance at 95%
- A gold pin is awarded for the accumulation of 300 AA points and attendance at 95%
- Any students with 100% attendance in a half term will be entered into the prize draw for a £20 gift voucher
- Any student with 100% attendance at the end of a term will receive a £10 gift voucher
- All students with at least a Bronze pin and 95% attendance will be eligible to go on

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one of the end of year rewards trips

Displays

Displays and the visual environment is an integral part of any school. You should have a sense of what a wonderful academy DVHS is as soon as you walk into the reception, and this should be reinforced as you tour the corridors and classrooms. High quality displays should promote our core values and demonstrate to student's what success looks like is essential. Displays in the academy celebrate our values and reflects student achievement in the broadest sense, from academic excellence and resilience to our participation in the vast array of events and enrichment activities on offer. Our displays not only celebrate what we do but who we are.

- Form and Year notice-boards are provided in Form rooms and in prominent areas of the academy to enable year groups to celebrate achievements in all spheres of school life.
- Student work is regularly displayed in subject areas, classrooms and the school libraries.
- Sporting and all other achievements are acknowledged in key areas.

Positions of Responsibility

Giving students positions of responsibility is an important way of rewarding hard work and good effort. Our student leadership positions will evolve as we grow and the needs of the Academy change. The appointed Head Boys, Head Girls and Deputy Head Boys and Deputy Head Girls will lead a team of senior prefects and prefects, all of who are part of Year 11. The Student Council will consist of elected representatives of each Form who will in turn elect a Chairperson and a Vice Chairperson.

In addition to the student positions of responsibility stated above, the following roles will support the smooth running of the Academy and specific events, including;

- Student librarians
- Subject prefects
- Sports captains
- Junior leadership positions
- House Prefects

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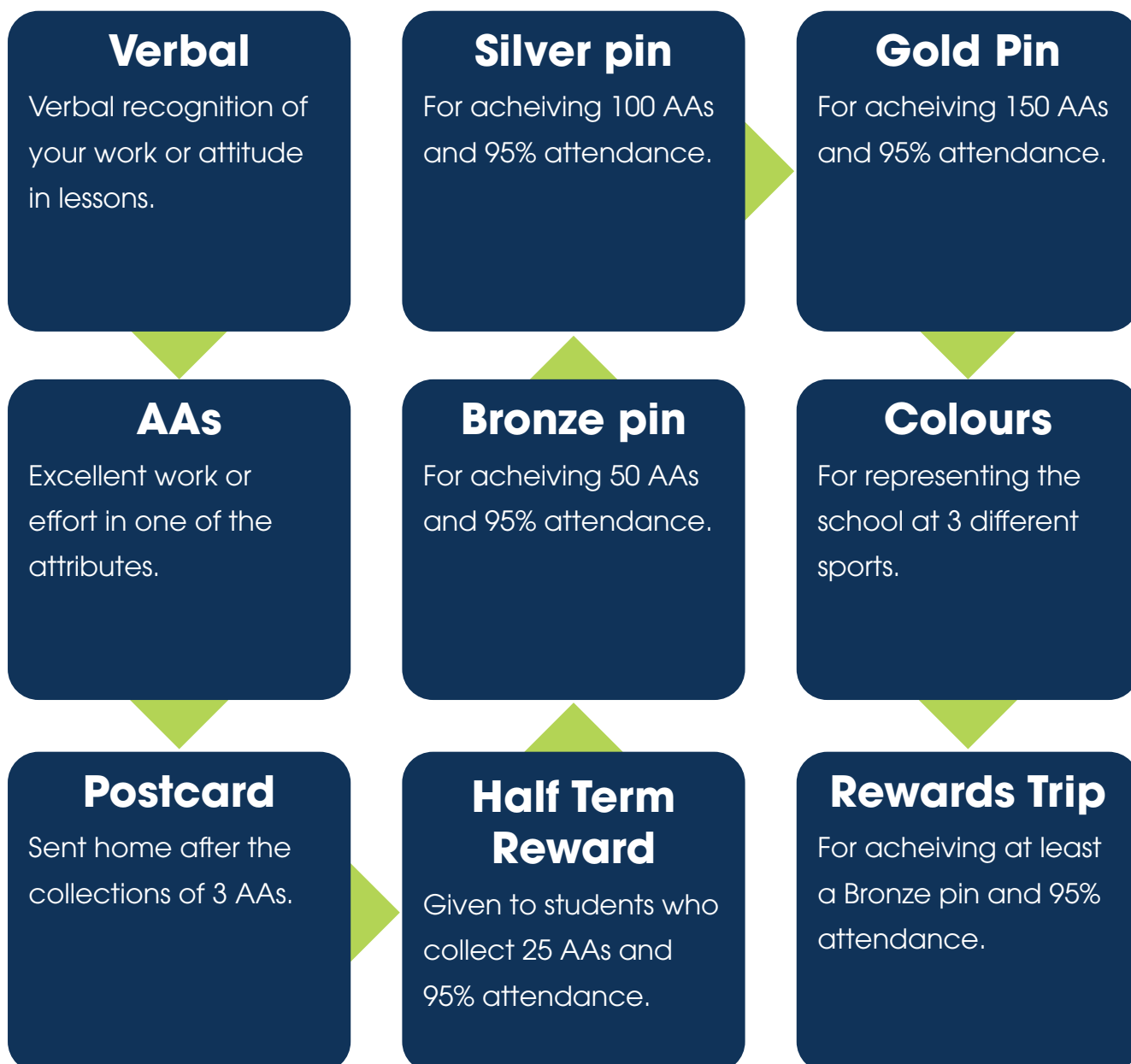
Collecting and managing AAs

Form Tutors and teachers can analyse AAs and postcards through Class charts.

Commendation display charts should also be kept up to date in the Form room. It is the responsibility of the Form Tutor to ensure that the Form Council representative and students within the form keep the form noticeboard updated.

Our reward system is growing and adjustments to the timing and nature of awards will emerge and develop. We will always be responsive to the achievements and efforts of our students and recognise the positive reinforcement of praise.

Reward steps are highlighted below.



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Teaching Techniques

We know that with excellent teaching every child can demonstrate excellent behaviour. One of our mantras at DVHS is 'let's talk about teaching and learning and not about behaviour'. DVHS Teachers ensure excellent behaviour by planning varied and exciting lessons and managing non-compliance from students in skilful and subtle ways. Some of the techniques we use are outlined here.

At DVHS we insist on:

- Quiet entry to every lesson
- Answering in full sentences
- One person speaking at a time
- 100% compliance

Our Classroom Management Techniques

As teachers we need to make our expectations for each of these techniques clear to students and practise them carefully. We will train on them extensively, observe each other use them and refine and develop them as we go. When delivered effectively, these techniques ensure minimum time is wasted in each lesson. Teachers will ask for and expect 100% compliance from students.

Entry To Lessons

P rearranged seating plans based on the most recent class data and ensure students file quickly and silently to their seat. These should be reviewed regularly and consider use of TAs, students will be expected to sit boy/girl.

Use Countdowns/Hands Up

During the countdown students can be reminded of what you expect to see happen by the time the countdown is finished. Countdowns give students notice that you are stopping an activity so they can finish their sentence/discussion. You may wish to establish a routine of using countdowns with your class. Embellish countdowns with instructions. Bill Rogers talks about using descriptions and directions – "some of you are still in your groups, you need to return to your seats". Phrases to use during a countdown to remind students you are waiting for them to finish/fold their arms/put

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pen down etc; On 5 “you should be finishing your sentences now”, on 4 “Well done Paul”, on 3 “All back in your places now”, on 2 “All pens down now” etc

Clap To Re-Set

Clap a rhythm for students to repeat back to you in order to get silence or to finish an activity. You can also clap a rhythm and expect two claps back. Look for 100% clapping in the response from students – repeat the clap if needed.

Set Activities To Music

You can use the website www.classtools.net to play timed music. This adds energy, pace and excitement to the activity and speeds up student response.

Share Time Limits In Advance

Use timers on the board to set the time limit for an exercise. Students know how much time is left. Use irregular times to build pace and a sense of urgency e.g. 3 and a half minutes.

Use Cold Calling Lollipops, Playing Cards Or The Option To Randomise In Class Charts

This ensures students feel accountable in their lessons and they will attempt an answer because they have been chosen fairly and at random. In questioning episodes of a lesson leave out the lollipop stick once you’ve asked the student and replace them all when finished, ready for the next section later on. If a student can’t answer use No Opt Out. When using lollipop sticks, ask the question first, so all students are encouraged to think what their answer might be and then call out the name. If you know a particular student will need more thinking time, call their name out first. You can also nominate a student to pick the lollipop sticks as in this clip.

Consider the differences between these two questioning episodes:

“Simon, why is the opening sentence of this article so effective?”

“Everyone read the opening sentence of this article (wait). I’m going to lollipop sticks for this question:

Why is that such an effective opening? (wait - slowly select lollipop stick). Simon, what do you think?

(take response). Who else wants to say something about this? (wait, select next

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lollipop stick).

No Opt Out

If a student can't answer, ask the question back to the class, or ask the student to phone a friend to get the answer. In all cases the student should have to say the answer themselves once someone else has given it. It is also good practice to find another opportunity within the lesson to ask the student for the answer again. You can set up the question to assist with No Opt Out, and ensure that all students consider the answer to your question and not just the one who will eventually answer it:

- "What is 25% of 80? Everyone write down the answer on your show me board"
- "James thinks it's 20 – put your hand up if you agree with James"

Put resources on desks in advance or teach students to collect/give out resources in a systematic way

This encourages responsibility. Quite often students are given lots of responsibility for managing the classroom in primary school and this is taken away at High school. This saves time in your lesson and limits transition time to the next activity, particularly if students are given a time limit to do it in.

100%

Don't be afraid to stand, scan and wait for 100% compliance. At DVHS, we aim for 100% of students doing what has been asked of them. Monitor your students to ensure each one of them is participating in the way you expect.

Tackle lack of compliance by using the least invasive form of correction:

- Use non-verbal signals to show students what they should be doing (e.g. folding arms)
- Repeat the instruction (or point to it)
- Use non-verbal signals to indicate waiting for 100% e.g. scan, looking away
- Go over to the student and whisper so no-one else can hear
- Praise those students who have it right

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- Use Countdown to compliance

Get Replays Of Instructions Before Tasks Begin

Give clear instructions that are explained succinctly (never waffle) and have a student replay them to the class. Instructions can be verbal and repeated and also written on prepared resources (e.g. Power Point) beforehand.

Use Non-Verbal Signals

95% of all behaviour management can be achieved through mime! A look expressing disapproval, a strategic point, mimic the action you want them to do etc.

Be Explicit About Expectations

Is it individual work in silence? What does silence mean? Be explicit. Let them know the first 5 minutes is silence but it will be followed by 2 minutes discussion or checking with their partners. Make it time limited. Are students clear on who they are working with? Flick the lights, change the music, and clap, etc to signal transition from one episode to another.

With group work, teach the students how you would like them to work when you set paired or group tasks. Practise how they will interact, what active listening looks like.

Techniques for dealing with challenging behaviour

Do...

- Repeat the instruction.
- Drop your voice and slow down your speech if they refuse to follow instructions. Annunciate your words very clearly.
- Give clear warnings about forthcoming consequences.
- Follow the sanctions outlined in in this policy for dealing with behaviour using stepped responses.
- Stay calm, remember you must be seen to be in control (the class will start to enjoy themselves if you lose it).
- Deal with individual students privately not publicly in front of the class.

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- Encourage them to accept responsibility for their poor choices and poor behaviour by asking and repeating, if necessary, closed questions. For example, "Was that acceptable behaviour – yes or no?"
- Use phrases that allow you to withdraw and avoid arguments "I need to see you working like you did last lesson". "I will come back and check how you are getting on". Then give students time and space
- Provide an example of where the student has done well previously and encourage them to consider their actions in light of that.
- Outline two choices that they can make and state the possible consequences - "You now have two choices: You can choose to follow the instruction or choose not to follow my instruction. If you choose to refuse to follow the instruction, you are choosing x."
- Use "Thank you" as a preface to instructions and assume compliance. "Thank you for stopping tapping"

Don't...

- Be sarcastic.
- Set tasks which are either too hard or too easy.
- Label students as stupid or incapable of making progress.
- Show your irritation or scream or shout.
- Remove from your lesson without having used a number of stepped responses.
- Over react.
- Threaten punishments which you have no intention of issuing or you do not think you will be able to enforce.
- Make it personal – "stop being such a thug". Talk about the behaviour not the student. Instead, say 'keep your hands to yourself'.
- Take it personally. It is our responsibility to manage these behaviours.
- Ignore disruption.

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Sanctions & The “Consequences” System

Overview

The steps to creating a strong climate for behaviour for learning include designing building and maintaining what we want our culture to be like. We want our culture to be based on respect and safety for all. If we allow this culture to be breached then we will undermine the civil liberties of our students and staff: they are all entitled to feel safe and respected at school. The protection, comfort and security of all members of our community is paramount. We will, through careful transition, extensive SEN support and consistently excellent teaching do our very best to support students who find it hard to behave. We will also have fair and transparent systems for dealing with disruptive behaviour that interferes with the efficient education of our wider student body.

Consequence Steps

The principle system we have for tackling poor behaviour are the DVHS “Consequence Steps” outlined on the next page. This system is used consistently by every teacher in every classroom. It sets out for students and parents in a transparent way the consequences for poor behaviour.

The steps allow teachers to ‘own’ the behaviour of their classroom by deciding on the seriousness of the incident and the appropriate response. It is imperative that teachers don’t move too quickly through the steps as they risk abdicating power over the situation to more senior colleagues. The steps are also designed to depersonalise behaviour management by communicating clearly to all students that actions have consequences and that sanctions are the inevitable result of poor behaviour. A final advantage of the steps is that they help teachers give students the opportunity to correct poor behaviour before being issuing a detention.

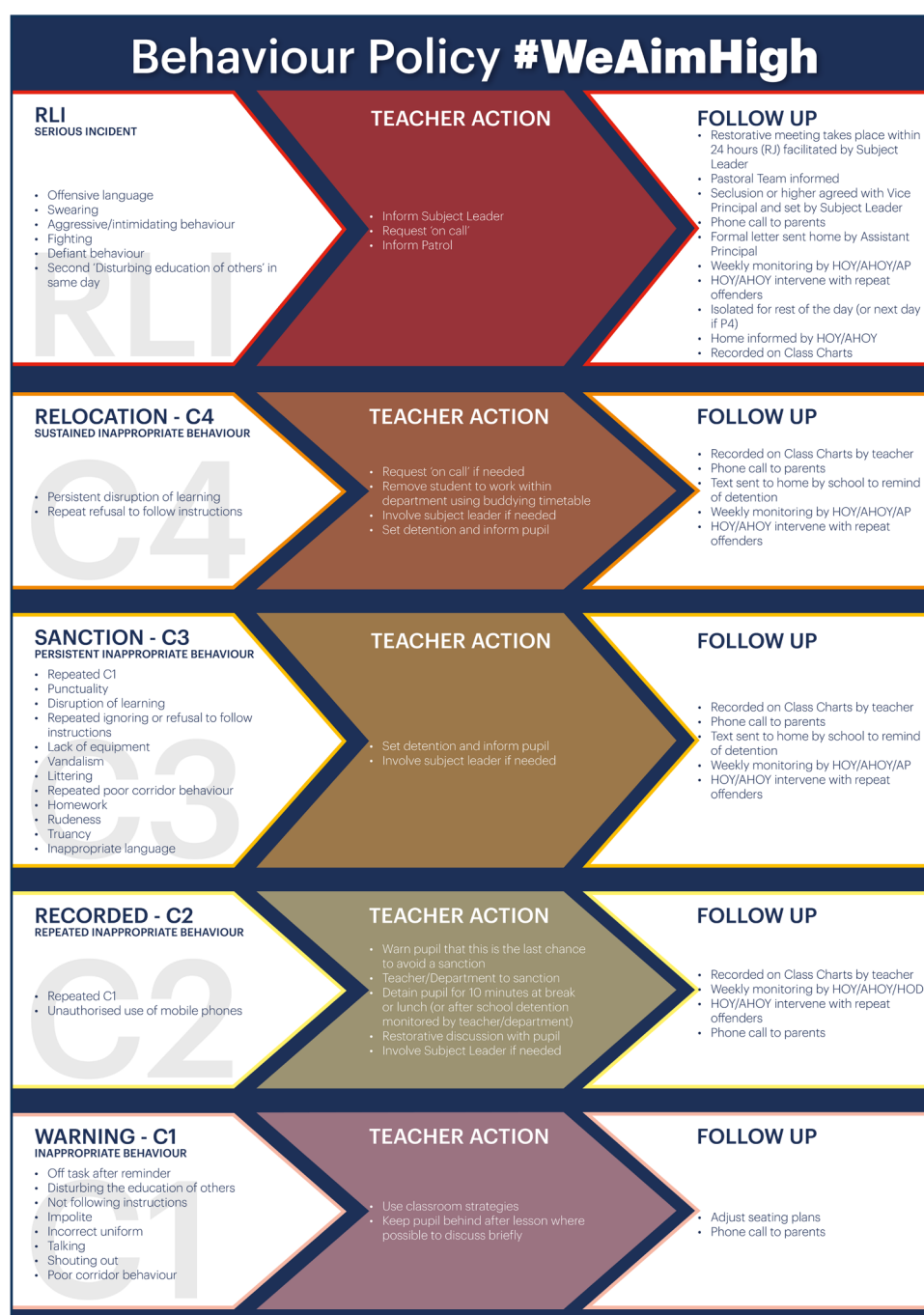
Detailed training on how to implement the steps system within their classroom is provided to all teachers as part of their induction into the academy. As a growing school we keep all behaviour systems under review and from time to time will make refinements, which will be communicated to all staff.

A final point is that our greatest resource in dealing with challenging / difficult student behaviour is each other. No DVHS teacher should ever feel hesitant about asking a

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colleague, their HoD, a HOY or a member of SLT for advice on how to use the Steps System, or any other aspect of academy life for that matter. We will never have an issue with people asking for clarification or support when it comes to behaviour management, and there is no stigma attached to struggling with behaviour in this school. Proactively seeking support like this is encouraged, and indeed it is the opposite response (not asking for support / clarification) which would be seen as wrong.

C1-4 System



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Discipline In The Wider Community

DVHS serves a close-knit community of students and parents in Darwen. In any secondary school it is true that the behaviour of students towards each other and members of the wider community outside of school is as relevant to the welfare and safety of students inside the building. In a community school such as DVHS the behaviour and interaction of students outside of school is particularly relevant to the day to day management of the academy.

As such, any student who breaks the code of conduct outside of school will face the same consequences as if they were in school, irrespective of whether they are wearing school uniform. An example is that behaviour at the bus stop or on the journey to and from the academy is bound by the same rules as if in the academy grounds. This may also include actions which take place over the weekend or during the school holidays.

If unable to reprimand the student, the member of staff who witnesses any contravention of the code of conduct should go to the academy reception to attempt to identify the student(s) concerned and report the incident to HOY/SLT. The HOY and/or SLT then will decide on the seriousness of the incident reported and the nature of consequences necessary in line with academy procedures.

For instances outside school, exclusion can be considered if the academy considers the incident to be damaging to the academy reputation or of an extreme or dangerous nature that risks the safety and welfare of students and staff. In event of a fixed-term exclusion of longer than five days or permanent exclusion the family can, if they consider the decision unfair, make representations to the governing body.

This is consistent with the DfE 2014 statutory and non-statutory guidance for schools which states that incidents outside school (including those where a student is not in uniform) can be considered grounds for exclusion when safety / welfare is put at risk or the academy is brought into serious disrepute.

Dealing With Malicious Allegations

All members of staff are expected to treat students with appropriate respect in line with guidance given in induction and safeguarding CPD. Any allegations made against a member of staff will be investigated and appropriate action taken.

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Any investigation will follow guidance from the BwD safeguarding teams where appropriate. Where an investigation concludes that the allegation was, on the 'balance of probabilities', malicious in nature, a decision will be taken by the Principal about what further action may be appropriate.

Exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

Persistent Poor Behaviour

We expect that our strong school culture, consistently excellent teaching and clear behaviour systems will ensure that the overwhelming majority of students behave well and achieve great things at DVHS. Where poor behaviour is exhibited we expect it to be dealt with effectively and improvement to occur. Our transition and SEN arrangements will allow us to pre-empt behaviour issues by putting in place careful support in advance.

However, we must prepare for the eventuality that a DVHS student repeatedly misbehaves despite extensive support and intervention or demonstrates behaviour that jeopardises the safety of others.

Where instances of persistent and repeated poor behaviour occur a cumulative response will be used by the academy. In order to discourage persistent re-offence, we operate a system of escalated responses to poor behaviour over time. The more negative behaviour reports logged on a student's file the more serious the sanction / intervention. As a last resort, or in extremely serious cases, permanent exclusion would be considered.

To make this process transparent a negative behaviour event carries a number of 'behaviour points' (detailed below).

Running in parallel to the escalated responses and the accumulation of 'behaviour points' there are a range of therapies, interventions and personalised support services to help a student who is persistently breaking the rules to improve their behaviour. These include:

- Student Support lunch-time club – in SEND

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- Student Support HW Club – in LRC
- One-to-one behaviour mentoring through the HOY team
- Use of peer-mentors
- A Pastoral Improvement Plan (PSP) co-created by the academy, the student and their parents
- Reports: Behaviour (FT, HOY or SLT), HW report and punctuality report
- In class support through learning support assistants, keyworkers or co-teachers
- In school Counselling on a weekly basis (by agreement of parents)
- Reduced timetable
- Support through Alternative Provision.
- External mentoring through other external agencies including ELCAS
- Support for students with specific needs (SEMH, SLCN, SPLD or other academic needs)

These strategies will be continuously reviewed and improved as we learn what works best for our students.

Behaviour Points Explained

The system of stepped sanctions is of course not applied blindly; both the individual needs of students and 'mitigating factors' surrounding each incident will be considered by the Principal and Governing Body. At all times strategies to avoid exclusion will be used and every effort will be made to 'include' the student and support them to improve their behaviour.

It is however important that all students and parents understand there are limits and boundaries which they cannot go beyond and they do not have endless chances to improve. Instead if they find themselves in trouble they must make significant efforts to modify their behaviour and take advantage of the support they are being given.

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Sanction	Behaviour Points Value
C3: Teacher Detention	1
C3: Late Detention	1
C3: Central Detention	2
C3: Extended Detention	0
C3: Friday Leadership Detention	3
C4: Relocation	3
RLI: Internal Exclusion	10
Fixed Term Exclusion (1 to 3 days)	15
Fixed Term Exclusion (3 days plus)	20

The behaviour of all students is kept under constant review by FTs, HOY and AP behaviour. If a student begins to accrue a significant number of behaviour points they will be provided with additional behavioural support, meetings will take place with their parents and the school, and a Form Tutor report and other strategies will be used. The table below defines only the most serious levels of escalation that can take place in the event of this support not having the desired effect, and we expect the actions in this table to apply to only a very few students in a given year group.

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Points Needed	Action Taken	Involved
10	Form tutor alerted. Student placed on form tutor report and monitored daily. Form tutor to call home to inform parents/carers	Form Tutor/ HOY
20	HOY alerted. Student placed on HOY report and monitored daily. HOY to call home and ask parents in for a meeting about the students behaviour	Form Tutor/ HOY
30	SLT alerted. Student placed on SLT report and monitored daily. SLT to call home to inform parents/carers	SLT/HOY/ Form Tutor/ SENCO
50	Formal letter home, meeting with parents, and assistant Principal. Pastoral support to be reviewed / introduced by the academy.	AP/HOY/ SENCO
75	Principal's Warning: A formal meeting between the parents, student and Principal to discuss the student's future at the academy will be held. The student will be placed on report to a member of the Leadership Team and pastoral support will be reviewed / increased.	HOY / AP / Principal / SENCO
100	Governor's Warning: A formal meeting between the parents, student, Principal and at least one Governor to discuss the student's future at the academy will be & held and the student and their parents/carers will be issued with a written Governor's warning. A place at the alternative education provision will be advised. Pastoral support to be reviewed / increased.	AP/Principal/ Governor

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Points Needed	Action Taken	Involved
	If a student's behaviour fails to improve following a Governor's warning it is likely they will be permanently excluded from the academy for persistent / excessive poor behaviour over an extended period of time, however the final decision will rest with the Principal.	

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Supporting Students With Barriers To Learning

At DVHS we will support our students who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour.

Where students are having difficulty conforming to the expected standards of behaviour various strategies may be employed to help them improve. There are a variety of mechanisms available with early intervention always our aim.

The use of a **behaviour report**: Although a sanction, this serves a dual purpose of enabling form tutors, Heads of Year, Heads of Department or SLT members to check on behaviour daily and give instant feedback and encouragement where improvements are evident. This report is taken home for parental signature and involves home and academy in daily monitoring and support. Failing to demonstrate significant improvements in behaviour whilst on report will result in escalation to a higher-level report. Being placed on report is a serious and formal step within the disciplinary processes of the academy and could become relevant in any conversation over future exclusions (fixed term or permanent). Parents will be informed if their child is placed on report and all reports will be stored on students' files for future reference. Any student placed on report will complete a two-week cycle, after which the relevant member of staff will determine whether they have passed or failed and the appropriate next steps.

Target setting is relevant to behavioural as well as academic issues. Students are set realistic achievable targets in their PSP or in separate 'contracts' drawn by Head of Year/SLT member in the light of a specific incident or persistent disruption.

The SEND area operates a place of calm within the academy where students can reflect on issues and ask for support. If a student is upset or needs someone to talk to about an issue inside or outside of school, they should go to SEND and speak to a member of staff or their Head of Year. There is a drop-in session every lunch time. If the issue is of an academic or social, Emotional or Behaviour nature and is affecting their learning, they should go to the SENCO or Head of Year

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Some students will be given early pass cards to attend a student support break and lunch club, for either learning or emotional support. Some students will also attend learning support HW clubs, where it is felt they need extra help. In the first instance, this will be offered to those students on the SEN register and those who are set a high number of HW detentions where the reason falls in line with the four areas of need in the SEND Code of Practice. Pupils who struggle to access Enrichment will be offered alternative arrangements to ensure that they receive a full and balanced curriculum.

Students who repeatedly display inappropriate behaviours and whose behaviour indicates underlying social/emotional issues will be assessed by the ICLASS/PATH team and an individual programme established which might include a reduction in mainstream lessons for a fixed period of time.

Students who have significant emotional difficulties will be referred to the school counsellor and MHST, ELCAS or other outside agencies for individual or group therapy. Referrals are made by the Assistant Principal (Inclusion)/SLT or the SENCO. Where a referral has been made to Counsellor, the Counsellor will then assign a therapist and agree a weekly timetabled slot. The type of therapy will be agreed in line with the nature of the child's needs. Parental consent will be secured before this is begun. At the end of each term, the Pastoral team in conjunction with their team will write a summary report for each student and send these to the pastoral team. The Counsellor and SENCO will meet with the Pastoral team on a weekly basis to discuss student concerns and possible referrals.

Mentoring

Some students who have been identified as struggling to manage their behaviour may be referred to the Peer Mentor team. The student will be assessed and it will be determined whether to assign a Peer Mentor. A Peer Mentor will work with them for up to an hour a week over an agreed period of time, focusing on the particular difficulties they are having and developing strategies to avoid further problems arising. An action plan will be drawn up and parents will be contacted to discuss the relevant issues and the progress they make. The level of intervention will be tailored to suit the student's specific needs of the student and external agencies may be used in conjunction with internal support.

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Behaviour Contracts

Parents of students who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular student.

IEPs

Any student with a statement of special educational needs will have an individual education plan. Targets will be set and reviewed by all staff who teach that student, twice a year. These plans will also suggest teaching strategies which will help them make progress and demonstrate the necessary behaviours for learning.

Restorative Justice

Restorative conversations may also be used to help students through unresolved issues with their peers and/or a specific member of staff. The objective is to ensure mediation occurs between all parties involved to ensure learning remains the focus and everyone can move forward. The SWS offers very carefully structured support to students who are experiencing difficulties of various kinds, including behaviour. In most cases placement will be part time to enable students to continue the experience of being in the classroom and make full reintegration easier. The activities and support provided by staff in the SWS will be tailored to the needs of each individual.

Where appropriate, specialist support will be provided on a one to one basis or in small groups this could take the form of mentoring, therapy, anger management or social skills work.

The Pastoral Support Programme (PSP)

This is a support programme offered to students who are at risk of exclusion. It will be agreed with parents as a result of a meeting with them. This meeting will consider the causes for concern and the steps suggested to improve the situation. Other agencies such as social services, housing, voluntary organisations, the careers service, could also be involved as appropriate.

In drawing up the plan the school will, in discussion with others:

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- review any learning difficulties and put in place a programme of support where necessary.
- consider changes to the teaching programme.
- consider changes of sets or class.
- consider referral to a Alternative Provision for joint registration or another appropriate institution.
- consider with agreement of the student's parents and LA a managed move to another school.
- consider offering specialist support and counselling.
- consider a placement for a period of time in SWS.

The programme will have an automatic time limit, be monitored fortnightly and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset. At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- a) be reduced or removed;
- b) be continued for a further period of with or without amendments;
- c) or where there has been no improvement at all, there may be a move to permanent exclusion.

External support: Alternative Provision

Students who have received a high number of behaviour points and/or received a formal Principals' or Governors' warning will be considered for attending a temporary alternative provision for a fixed period. The academy may also decide it necessary for a student to attend the temporary alternative provision following an isolated serious incident or where an extended investigation period is foreseen. Attendance at a temporary alternative provision will entail a number of steps: interview with the alternative provision centre; Heights or St Thomas; agreed targets worked upon to resolve issues raised; weekly contact with Assistant Head of Year/Head of

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Year; weekly contact made with parents by the centre; final report reviewed and reintegration plan put in place to either fully reintegrate into the academy or full-time alternative provision to be considered.

Anti-Bullying Policy & Procedures

Our mission statement makes clear the entitlement of all in the academy to be equally valued and respected and the responsibility of all to show understanding and respect for others. In the light of this, bullying in any form has no place in DVHS and will not be tolerated.

Overview

It is very important to be clear about what is, and is not, bullying. There are many definitions and perceptions of bullying, but all recognise that bullying is sustained and takes place where there is an imbalance of power.

Two useful and comprehensive definitions are:

A bully is an individual who tends to torment others either through verbal harassment or physical assaults, or through subtle methods of coercion.

Bullying is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted (cyber bullying), or emotional abuse, or through attacks on the property of another. It may include, but not be limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically-based or gender-based verbal put-downs, and extortion of money or possessions.

Cyber bullying is bullying through the use of communication technology like mobile phone text messages, social media apps, e-mails or websites. This can take many forms, for example:

- Sending threatening or abusive text/instant messages or e-mails, personally or anonymously.
- Making insulting comments about someone on a website, social networking site (e.g. Facebook, Instagram and snapchat) or online (blog or YouTube).
- Making or sharing derogatory, inflammatory or embarrassing videos of someone

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via mobile phone or email (such as 'Happy Slapping' videos or physical/verbal assaults).

'Sexting' is the sending and receiving of sexually inappropriate images or messages, using a mobile phone or the internet. It is illegal for children under the age of 16 to do this and will be referred to both the police and social care. An investigation will be undertaken and appropriate action taken.

It is illegal for a student to retain a sexually inappropriate image of another student and show it to other students. Again, this will result in a referral to the police and social care. It is likely that any student doing this will be excluded for a fixed period. Inference of such images existing, without appropriate proof, will also be sanctioned by the academy.

As an Aldridge Academy we are able to establish very clear guidance and responses to bullying, and with only small numbers of students we can establish a healthy, stress-free environment with zero tolerance of poor behaviour.

Our aims and objectives in relation to bullying are to:

- Ensure all students, teachers and parents know that bullying will not be tolerated.
- Ensure clarity and agreement about what is and is not bullying.
- Ensure whole school awareness of the rights and responsibilities of all students with regard to bullying.
- Involve all members of the school, staff and students in helping to prevent bullying and to confront it when it occurs.
- Encourage students to report instances of bullying.
- Ensure that all students, parents and staff know what preventative steps the school takes and how these are implemented.
- Ensure all students, staff and parents know the procedure to follow when bullying occurs.

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In dealing with bullying we aim to:

- Eliminate the bullying itself.
- Support the victim by resolving the problem and by building up his/her self-esteem and where appropriate developing strategies to avoid bullying.
- Bring the perpetrator to realise the unacceptability of his/her behaviour and the consequences should it continue.
- Investigate the cause of the bullying behaviour and where appropriate work with him/her to modify his/her behaviour.
- Reconcile the perpetrator and the victim (RC).

We pre-empt and respond to bullying in a variety of ways:

From 2019 - Year 7 New students will be given a student handbook on arrival which includes what to do if a student feels he/she is being bullied.

Mid-phase transfer students are given an induction in Student Support for a few days if appropriate. A buddy is assigned and the student handbook is issued and explained.

Peer-mentors will be established within each Year group. This group in conjunction with the Assistant Principal (Inclusion) and the student Council will work to raise awareness and to form support groups.

Assemblies will be delivered to the students to highlight the issues. These assemblies focus on:

- Clarifying and defining what is and is not bullying, raising awareness of the difference between disputes, endings of friendships and bullying behaviour.
- Cyber bullying as part of safety.
- Encouraging zero tolerance of bullying behaviour, encouraging a sense of social responsibility and the courage to speak out when necessary, and ensuring students know what they can do if they or someone else is being bullied.

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Tutor time and the Vale Values Programme will be used to discuss further what is and is not bullying, and what students feel could or should be done. Work and ideas emanating from these lessons will be fed into the system to inform and add to the strategies already being used. Form tutors will be trained in restorative justice techniques to ensure that issues of bullying can be properly aired and addressed within the lessons. We will also focus on the positive nature of our Entrepreneurial ethos and of course what our core value of caring means in all situations.

The academy use a software package (smoothwall) that monitors activity on the whole school network and alerts us to any violations, including cyber bullying.

The School Council will be consulted on anti-bullying policy and strategies. As the 'voice of the students', the Student Council which is led by the Chair, will support the eradication of bullying incidents and devise strategies for supporting those who feel affected.

There is a school 'concern box' where bullying and bullies can be reported. This is strategically placed with confidentiality in mind and is monitored by staff. Students can discuss the issues raised without knowing the identities of the students concerned and suggest strategies.

Students should speak to Form Tutor or Head of Year if they have any concerns about themselves and others.

Key pastoral staff will always mediate between the bully and the victim, where appropriate. The victim will be encouraged to tell the bully how the bully's actions made them feel. The bully will be given an opportunity to apologise and agreed action steps will be implemented.

We will hold an evening session for parents of new Year 7 students in their first half term which includes information on our policy and procedures on bullying.

Record Keeping

Incidents of bullying are recorded on CPOMS by the member of staff investigating the incidents. Serious concerns about bullying will result in the parents of the student being invited into school to meet with the Assistant Principal (Inclusion).

Students who feel they are being bullied will be asked to keep a detailed record of

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incidents.

Sanctions

The varying nature and varying degrees of bullying require a range of responses and a range of sanctions. Academy sanctions are described in detail elsewhere in this document.

Anyone who bullies someone – in any way – will be seen and spoken to about this by their Head of Year/ SLT.

In appropriate cases, (and particularly, though not exclusively, where the perpetrators do not attend the school and the bullying occurs elsewhere), the police are involved, to advise the victim on what steps can be taken. Where the perpetrator is part of the school he/she would stress the seriousness of the matter and the possible consequences if it were to continue.

In the cases of a first and minor incident an informal warning from a Head of Year may be sufficient. This would be recorded as a detention for bullying on CPOMS/Class Charts.

Where a student is found to persist in acts of bullying, despite warning, it may be necessary for the student to be removed from lessons and sent to Internal Exclusion for a fixed period and sit an after school detention. In certain circumstances, it may be necessary to recommend a fixed term exclusion to the Principal.

A fixed period exclusion might also be given even if there have not been previously recorded warnings if the seriousness of the bullying warrants it.

As a last resort, or in extremely serious cases, permanent exclusion would be considered.

Mobile Phone Policy

Mobile phones are part of modern society and the majority of students will now own a mobile phone. We understand that for safety reasons students will carry a mobile phone in order to contact parents/carers after school/before school. However, mobile phones can lead to several problems in school, for example bullying, disruption to lessons and inappropriate web usage. As a school we strongly encourage our students to talk to each other and develop friendship groups at break

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and lunchtime, as opposed to using their mobile phones. As a result the use of mobile phones during school hours is completely forbidden, and students found using their mobile phone during school hours will be dealt with in accordance with this policy.

Purpose

1. To clarify the school position on mobile phones.
2. To ensure that staff, students and parents are fully conversant with the policy and understand the reasons for the policy.
3. To support our behaviour management policy, which aims for outstanding behaviour and safety of students across the school.
4. To ensure that student welfare and safeguarding incidents associated with mobile phones are minimised.

Guidelines

1. Any student seen using their mobile phone during school hours will have their phone confiscated. Phones must not be seen or heard.
2. This includes the use of 'Smart' or Apple watches – the use of these is not allowed as they are effectively mobile phones and will be treated as such.
3. Confiscated phones must be taken to the pastoral administrator in the pastoral office where the phone will be secured in a locked cupboard.
4. After the first confiscation students will be able allowed to collect their phone at the end of the day, after 3.00 pm. Parents will be required to collect the mobile phone following the second or any subsequent confiscations, parents are also allowed to collect the phone if confiscated on the first occasion.
5. When a phone is confiscated for a second time parents need to be aware that there may be a time delay before the phone is able to be collected.
6. If students need to contact home during the school day then they will be permitted to use a school phone.
7. Any instances of students having their phones confiscated will see the incident recorded on Class charts and could lead to further sanctions including detentions or

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seclusions.

8. Students must not use their phone to listen to music if they are cycling to school. Students should also be mindful of traffic and dangerous situations if using their phone when walking to and from school.

9. Students will receive assemblies explaining the mobile phone policy and the policy will be placed on the school website for parents/carers to access.

10. When issues with mobile phones exist that involve serious misuse of the phone, transmitting images, cyber bullying etc. parents will be brought into school and it will be explained to them that parents are responsible for the phone and any issues resulting from the phone when it is used by a 'minor'

Drugs Education Policy

Introduction

This policy outlines the aims for the teaching of, and learning about, drugs and their misuse at Darwen Vale High School.

The Definition Of A Drug

The term drug is used to refer to any psychotropic. When addressing drug education and the management of incidents and situations involving drugs (including the management of medicines), school drugs policies are recommended to encompass all drugs, which include:

- Volatile (sniff able) substances (e.g. petrol, alkyl nitrites, butane, aerosols)
- Over-the-counter and prescription medicines (e.g. paracetamol, cough medicines, antibiotics, tranquillisers, steroids)
- Alcohol (e.g. wines, spirits and liquors)
- Tobacco (e.g. cigarettes and cigars)
- "Legal Highs"
- Illegal drugs (e.g. opium, cannabis, heroin, LSD or ecstasy)

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Aims

The programme and policy will reflect our overall stated aims and ethos.

- To inform about the use and misuse of drugs (in an accurate manner to dispel myths).
- To develop coping skills for managing different drug related situations e.g. smoking, alcohol and illicit substances.
- To enable pupils to make healthy, informed choices regarding issues related to drugs.
- To cover many elements of Citizenship as stated by the National Curriculum Guidance No.5.
- To deliver Drugs Education in line with the relevant Education Acts and in particular the guidance contained in Every Child Matters: Change for Children: Young people and drugs (2005)
- To explore the many issues related to drugs and young people. To encourage moral and spiritual development, respect for self and others, to foster responsible behaviour.
- To reflect Equal Opportunities, in line with the school's stated policy.
- To inform students about appropriate sources of additional support and enable them to access these e.g. the school nurse.
- To offer access for early stage bilingual learners through the school's overall provision for such pupils.

Relevant materials are developed for use by all pupils regardless of ability.

Guidelines

Drugs Education is delivered within a framework which encourages equal respect for:

- all groups in society
- all religious beliefs and practices

In line with our Academy values, students should be helped to consider the

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importance of self-restraint, respect and dignity. They should show responsibility and sensitivity towards the needs of others. They should be able to recognise the physical, emotional, and moral implications and risks of certain types of behaviour and to accept that all must behave responsibly in drug related matters.

Sensitive issues will be discussed in an open and honest way that is relevant both to individuals and to groups of young people and which reflects respect for all groups in society.

Resources include: The Vale Values Programme, Text books, in house programmes, videos, ICT, Curriculum Guidance and Health

Education materials from outside agencies.

Advice/information is part of the programme. Individually, pupils are given advice/information when they approach teachers; this is done conscious of the need not to contravene what maybe parents' wishes. Confidentiality is always observed, though teachers may have to make informed judgements about confidentiality and the individual student's needs and overall wellbeing. Tutors may be consulted, in confidence, where it is judged appropriate. The school nurse can offer absolute confidentiality to all young people on a one to one basis.

When a teacher has concerns the Assistant Principal responsible for safeguarding should be consulted.

Outside professionals are employed by the school to work closely with teachers to plan and deliver drugs education.

The Assistant Principal (Personal development) will lead on PSHE planning related to content involving issues related to substance use and abuse by pupils.

Delivery of Drugs Education

Drug education will be taught through the formal and informal curriculum, although the main vehicle will be the Vale Values curriculum in conjunction with science.

The science department and AP responsible for PSHE/SMSC will plan the delivery of the drug education programme, so it is clear who is delivering which aspects, how and when. This ensures that there is not repetition or omission, but that topics are

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introduced and reinforced appropriately. The school also actively co-operates with other agencies to deliver its commitment to drug education and to deal with drug-related incidents.

Specific elements of Drug education are delivered through;
PSHE Curriculum

Students will know and understand:

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs
- Definitions of words: use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal, adulteration
- Different categories of drugs including stimulants, depressants, hallucinogens, analgesics
- Different types of medicine (both prescribed and over the counter), legal and illegal drugs including their form, effects and risks. Information about drugs – appearance, effects, legal status
- The law relating to the use of legal and illegal drugs
- The effects of different levels of intake of alcohol
- People who can help students if they have concerns
- Dangers associated with particular drugs, mixing of drugs, particular moods and environments
- Drug policy in this country, including education, prevention, policing, penalties, treatment and rehabilitation

Students will be able to:

- Identify risks to health
- Cope with peer influences
- Communicate with adults, parents and professionals
- Make decisions and be assertive in situations relating to drug misuse

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Students will have considered:

- The attitudes towards drugs in different sections of society
- Their attitudes towards drugs and the laws relating to them
- Themselves as a role model, and acceptance of responsibility for their own actions
- Taking responsibility for their own safety

Implementation

- Drugs Education is taught by members of the science department and form tutors. Year teams discuss and develop lesson plans, drawing upon a range of relevant resources supported by outside agencies as appropriate.
- When outside speakers/contributors are used to complement the work of the school there will be agreement on the content, learning outcomes, methods of evaluation, and any possible follow up work. The visitor's contribution will be incorporated into the programme of drug education.
- The approaches within the science department and within PSHE are distinct. The latter area places greater emphasis on the social context, whereas the science department takes a more biological approach.
- Within the school, subject teachers, form tutors and outside agencies will deliver INSET. Other agencies will also provide training and support e.g. Police and Health Promotion teams.
- Outside speakers/contributors will be given a copy of the school drug policy and any other relevant school policies prior to the visit, to ensure that they are aware of the ethos of the school, and how incidents are dealt with should any occur.
- For matters relating to inappropriate use of drugs, please read the Behaviour policy. In brief, the school will consider each substance incident individually and recognise that a variety of responses will be necessary to deal with incidents. The academy will consider very carefully the implications of any action it may take. It seeks to balance the interests of the student involved, the other school members and the local community.

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- The discussion or promotion of drugs, in person, online or via social media, will be sanctioned in accordance with the behaviour policy and treated as a high level breach of the academy rules. Any item found at the academy which imitates or mimics a substance or drug paraphernalia is a serious breach of the academy behaviour policy. Failure to disclose to a member of staff knowledge of a person in possession of a prohibited substance is also a serious breach of the behaviour policy. Permanent exclusion may be warranted when all other reasonable steps have been taken or because of the seriousness of the incident, examples of one off cases warranting consideration of permanent exclusion include supplying drugs, a student passing drugs to another student, bringing drugs into the academy, getting money from a student by extortion. Other examples would include students who repeat a drug related offence. All of the above breach our Behaviour Policy i.e. the Sanction Steps at the highest level.

Storage and Handling of Medication

The academy does not keep, or make available, over-the-counter medicines or remedies and academy staff are not obliged to administer any medicines to students. The school must be informed in writing of any medicines that a student may need during the school day or on the school premises.

The parents/carers of students prescribed medicines should inform the office manager, of the medication and the method and frequency of administration and, in some circumstances may request that the school administers it. School staff can administer medicines taken orally or by injection if necessary with specific training in the method of administering that medicine. In such cases the parent/carer must sign a medical consent form.

Students who need access to medication on a continuing basis e.g. asthma inhalers or ventilators, sickle cell treatment, or insulin for diabetics are allowed to bring their medication to school in suitable tamperproof containers. Where able to do so, they will be allowed to self-medicate.

If a student suffers regularly from acute pain such as migraine or menstrual pain, subject to school agreement, parents/carers should authorise the taking of paracetamol for their child with written instructions provided upon admission. A member of staff should supervise the student taking the medication. Staff in the main

Behaviour Policy

office keep a record of students given paracetamol.

The academy will not take responsibility for the administering of prescribed medicines if it has not been informed by parent/carers of the medical needs of a particular student or formally agreed to the administration.

Appendix 1: Sanctions overview

General points:

- All sanctions should be both recorded on Class Charts
- A sanction without parental contact will have little effect – whenever you sanction the expectation is you should contact home yourself.
- You should at all times exercise your professional judgement and use strategies to de-escalate situations.
- Sanctions at a teacher level have the most effect because the student sees that the teacher is taking ownership of the behaviour.

Examples Of Behaviour At Different Levels

Lists are neither exhaustive nor definitive

C3 Teacher Detentions (15-30 minutes)

- Lateness to school /lessons
- Incorrect uniform
- Lack of equipment
- No HW or HW well below standard
- Disruption of learning /incomplete CW
- Lack of focus in lessons
- Poor corridor behaviour

Behaviour Policy

C3 Central Detentions (45 minutes)

- An incident that triggers a department relocation
- Rudeness or defiance towards a member of staff
- Repeated or serious disruption of learning
- Repeatedly late to school (x2 in a week)
- Repeated lack of engagement and focus in class
- Eating food around the school or throwing litter
- Inappropriate language; cussing other pupils; bullying
- Missing a teacher detention
- Poor behaviour in the community

C4 (RLI) Extended Detentions (1 hour)

- Refusing to leave a classroom when asked
- Outright defiance in the face of a simple instruction

Friday Leadership Detentions (1 1/2 hours)

- Any threatening or violent behaviour to your fellow students or staff
- Missing a central detention
- Failing a behaviour report
- Defiance towards a senior member of staff
- Repeatedly poor behaviour in the wider community
- Late 3 times in a week
- Missing a extended detention
- An accumulation of detentions

Behaviour Policy

Internal Exclusion - Minimum One Full Day

- An accumulation of behaviour points for disruptive or defiant behaviour
- Failure to attend SLT detention
- Repeated bullying or threatening behaviour
- Continued and serious rule breaking, in despite of repeated interventions
- A single, serious incident (RLI) that a senior member of staff considers deserving of IE
- Rude, abusive behaviour towards a member of staff
- Pending an investigation into an incident

Fixed Term Exclusion

- See the school policy for the FTE process
- Extreme rudeness or threatening / abusive / violent behaviour towards a student / member of staff
- An accumulation of serious incidents
- Dangerous behaviour that jeopardises the welfare / safety of students and staff
- Behaviour, inside or outside of school, that brings the academy into disrepute

Permanent Exclusion

- Using or supplying drugs or alcohol
- Endangering the lives of others by bringing fireworks or other incendiary devices into the academy
- Possession of an offensive weapon, either inside or outside of the academy, irrespective of whether a threat is issued.
- Where a student is aware that one of their peers has a weapon onsite and does not alert staff this can also be considered grounds for permanent exclusion (See Appendix)

Behaviour Policy

- Using school equipment as a weapon
- Physical assault towards a member of the academy or the public
- An accumulation of serious incidents over an extended period of time despite repeated formal warnings and interventions
- Continued refusal to follow sanctions put in place by school

Relocation/IE/FTEs

Relocation from the classroom is designed to ensure students' learning is never disrupted, they are all made to feel safe and secure and that our classrooms remain calm and orderly. The guidelines below are designed to help staff at DVHS know when to use the system.

There is no stigma attached to relocating a student and it should be seen as an integral part of our behaviour approach. Teachers will never be considered 'less strong' or 'not good at dealing with behaviour' for using relocation – there are times when we all need to do it. However, the system is not there for every minor infraction and it is essential for teachers to 'own' their own classrooms. Please ensure that you read the section on champion teacher techniques for further guidance about how to secure 100% compliance in your classrooms.

Departmental Relocation: When To Relocate To Another Classroom Within Your Department

1) A student persists in disrupting learning, after you have:

- Given them a rule reminder
- Given them a verbal warning and written their name on the board, following the step system
- Moved their seat
- Issued a break/lunch time detention
- Then issued a central detention

However, where a student is rude or challenging when their disruption is being tackled, staff can move straight to a departmental relocation.

Behaviour Policy

2) Rudeness to an adult or another member of the academy

Examples might be:

- Challenging the issuing of a verbal warning or talking back;
- Repeated refusal to follow instructions;
- Intimidating another member of the class.

Protocol When Receiving A Student For A Department Relocation

- Member of staff who requested the relocation logs a central detention on Class Charts and calls home
- Member of staff who requested the relocation sends work to the relocated area
- Member of staff receiving the student directs them to appropriate seat; quietly provides instructions to the student; and checks work has been completed
- Member of staff receiving the student informs staff who made the request and appropriate HOY of student's conduct in the relocation.
- Member of staff who requested the relocation has a reconciliation meeting during the central detention.

Red Line Incidents

Reasons to call for "On-call" support from Extended SLT

- refusal to leave the classroom, following departmental relocation;
- cursing or inappropriate gestures – particularly towards an adult;
- verbal aggressiveness towards a peer or adult;
- bullying or other harmful behaviour;
- threatening others – physical or verbal;
- destruction of another person's or Academy property;
- playing with fire alarms or extinguishers;

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- vandalism;
- deliberate involvement in or instigation of conflict;
- sexually inappropriate behaviour;
- wilful disobedience or serious disrespect to an adult.

In the case of an RLI incident, teachers should contact the Pastoral Admin (3121) or reception and a member of staff will attend asap (normally within a matter of minutes). The teacher should enter details of the incident on Class Charts. Where further action may be required an incident report should be completed by the class teacher and sent to the Head of Year. Refusal to attend the IE room will lead to a fixed term exclusion, which will be issued by the Principal. The student will do their time in IE on their return from the exclusion.

Expectations in the IE room

- Only SLT/HOY can sanction IE; teachers must contact home and explain reasons for the relocation
- HOY will visit the IE every day to check on their students
- HOY will evaluate reflection sheets and reports to examine and then file in student records HoDs must have work updated every half term, including differentiated resources
- Staff informed of students who will be in the IE room the following day, must have specific work available by the following morning
- Staff on IE duty to ensure IE reports / reflection sheets are completed
- Staff must record on the IE report when students go to the toilet, normal expectations apply (not at whole school changeover points, except an emergency)
- If a student in the IE is not meeting the expectation of the IE room, SLT/HOY need to be informed immediately by on call
- Inappropriate behaviour in the IE room will lead to greater sanctions, which

Behaviour Policy

includes a fixed term exclusion

- Staff will not engage in general conversations with a student in IE - HOY/SLT have already spoken to the students who have been placed in the IE for the day and therefore there should be minimal conversation by other staff members with the students
- Staff who had an altercation with the student, which led to a full day in IE, must have a restorative meeting with the student the same day
- Staff must stay in the IE if they are on duty
- Admin team will collect reflections sheets/report sheets and give it to the HOY
- HOY will evaluate all reports/reflections and assess next steps with SLT
- Staff leave the IE desk neat and tidy
- Staff should never send a student to collect or give work back to a teacher
- Work completed by the students- students give it to their subject teacher directly after their time in the IE

Student expectations

- Student do not talk in the IE only when addressed by a member of staff
- Under no circumstances does a student talk to another student in the IE
- Toilet breaks will always be at the teacher's discretion and will be recorded in the report sheet
- Food for break will be collected before the academy's allocated times and lunch sent to the IE room
- Students must complete the work set - will be checked by the staff on duty
- Students will not be allowed to leave the IE room to collect work or to give work to a subject teacher
- Students, must never argue with the staff on duty about the reasons for their relocation – will lead to more severe consequences, such as fixed term exclusion

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- Students that spend a day in IE sit an extended detention after school

Expectations for Fixed Term Exclusions

- Parents will be notified by phone and by letter
- Work will be sent with the student and work will be sent home
- The student does not come on the academy site when excluded, including the immediate area around the academy site
- The student must complete all work set and bring to the reintegration meeting
- The student must have a reintegration meeting with their parent/guardian and SLT member. If guardian/parent fails to attend meeting the student will be in the IE room until parent/guardian can attend
- The student will be on a minimum HOY report as part of their reintegration back into the academy

Defining a serious incident at DVHS

The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion so long as they are following the code of conduct.

- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances, including products which imitate such items, as well as legal highs.
- Where a student is aware that one of their peers has a weapon onsite and does not alert staff
- Bullying or other harmful behaviour
- Bringing 'outsiders' onto Academy property in order to threaten or create conflict
- Sexually inappropriate behaviour
- Threatening others – physical or verbal
- Cursing or inappropriate gestures – particularly towards an adult

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- Use of racist / homophobic / sexist / religiously intolerant language
- Deliberate involvement in or instigation of conflict
- Verbal aggressiveness towards a peer or adult
- Wilful disobedience or serious disrespect to an adult
- Stealing on school premises or in the community
- Bringing the academy's names into disrepute by actions outside the academy, which includes verbal/physical abuse to members in the community
- Possessing stolen property
- Vandalism, including if wearing academy uniform whilst outside academy grounds
- Destruction of another person's property
- Consistently disrupting learning within a single lesson
- Playing with fire alarms or extinguishers
- Smoking or drinking alcohol
- Skipping class or truanting from school
- Cheating in a test or exam

Prohibited Sexual Harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. All incidents of this nature are logged on the school CPOMs system which allows monitoring and tracking of such incidents. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names

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- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “downblousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Dealing with Knives and Offensive Weapons

It is illegal to carry knives or other offensive weapons both outside of the academy or in and around academy premises. Darwen Vale High School recognises that the presence of weapons, or items which could potentially be used as offensive

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weapons, would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the academy.

Accordingly, it is academy policy to forbid the possession, custody and use of weapons by unauthorised persons in the academy or wider community and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the academy or is required by the academy for the purposes of teaching and learning, as necessary, for the delivery of the curriculum (for example in design technology). Misuse of such items will be dealt with as though possession was not authorised. For the purpose of this policy a “weapon” is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- Knives, including all variations of bladed object, i.e. pocket knives, craft knives, scissors etc.;
- Explosives, including fireworks, aerosol sprays, lighters, matches, and;
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use (i.e. the purpose of keeping or carrying the object is for use, or threat of use, as a weapon).

Any student found to be in breach of the policy shall be subject to action under DVHS’s Behaviour Policy.

The permanent exclusion of any student in possession of an implement which the academy believes is intended for use as a weapon is most likely, although the Principal maintains the right to make the final decision. This will include incidents taking place outside of the academy where the safety and welfare of students is directly put at risk, or the reputation of the school called into disrepute.

Under most circumstances, both the Police and the School’s Safeguarding Officer should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are wholly innocent and there is

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no suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When contacting the Police, the academy should give their evaluation of the seriousness of the incident, (i.e. in progress, threat to life, or down to weapon, secure for collection only) to help the police to make their own judgement on the nature and immediacy of the response required.

There may also be some exceptional circumstances where members of staff who have been made aware that a weapon may be on academy premises decide that they need to take action before the Police arrive. If this is the case:

- Designated staff should always be called to assess and manage any situation where an offensive weapon is suspected;
- Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for the Principal, or an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student's consent;
- In making that decision, a risk assessment approach should be adopted and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation, and;
- Such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student.

School staff can search a pupil for any item if the student agrees. The Principal, senior leaders and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;

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- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to
- commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) and any item banned by the school rules which has been identified in the rules as an item which may be searched for, including mobile phones.

A member of staff carrying out a search:

- May not require a student to remove any clothing other than outer clothing, ie: any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear;
- Must be of the same sex as the student;
- May carry out the search only in the presence of another member of staff who is also of the same sex as the student;
- A student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff and; If in the course of a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it.

Members of staff may, on occasion, take possession of a knife or other weapon brought to the academy by a person in circumstances which contravene the Offensive Weapons Act 1996. Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such

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circumstances should secure it, and:

- Pass immediately to the Principal or in the Principal's absence one of the Vice-Principals and arrange without delay to surrender it to the Police or Safeguarding Officer, or
- Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken

However, some weapons are by their very nature offensive (e.g. flick knives and knuckle dusters) and should, under no circumstances, be returned.

100% Protocols

The Quest for Perfection

Protocol for Listening

What does the teacher need to do?

1. Stand where they can see everywhere (determine where this is)
2. Scan the room overtly and continually as they talk to the class
3. Stop when there is not perfection
4. Do it again until perfection is reached

What do the students need to do?

1. Place their pens on the table and fold their arms.
2. Sit with their whole bodies facing the teacher.
3. Whilst listening ensure that their eyes follow the speaker. In the main this will be the teacher but sometimes this will be another student.

What do leaders need to do?

1. Enters the room and scan for 100% on the protocol
2. Use a non-verbal prompt to support the teacher if possible
3. If not, whisper prompt or actively model as required
4. Stay in the room until perfection is gained.

What it should not look like...

1. Any student being allowed to not follow the protocol to perfection.
2. The teacher can't be seen scanning overtly
3. Positive narration is not used
4. The leader does not support to 100% and allows anything less.
5. The leader leaves before 100% is gained

100% Protocols

Script for Listening

"Okay, I want 100% listening please.

Pens down, arms folded, eyes on me."

(positively narrate until this is achieved). "Thank you – that's superb."

If it isn't achieved as quickly as you would like then phrasing like, "I'm waiting on two; I'm now waiting on Alex – thank you Alex," would be useful to use.

Protocol for Note Taking

What does the teacher need to do?

1. Stand where they can see everywhere (determine where this is)
2. Scan the room overtly and continually as they say to the class, "Pens ready, we are about to take some notes."
3. Wait for 100% - use positive narration to assist this.
4. Scan 'hot-spots' for any pupil not giving 100%/not note taking.
5. Stop when there is not perfection and reset.
6. Circulate the room to check notes.

What do the students need to do?

1. When students hear, "Pens ready." They should pick up their pen.
2. Always take notes in silence.
3. Whilst note taking (and where appropriate) make sure that their eyes follow:
 - *the board
 - *the teacher
 - *their peers (if they are responding to a question).

What do leaders need to do?

1. Enter the room and scan for 100% on the protocol
2. Use non-verbal prompts to support the teacher if possible
3. If not, whisper prompt or actively model as required
4. Stay in the room until perfection is achieved.

100% Protocols

What it should not look like:

1. Any student being allowed to not take notes
2. Any student doodling or doing graffiti
3. The teacher can't be seen scanning overtly/circling the room
4. Positive narration is not used
5. The leader does not support to 100% and allows anything less
6. The leader leaves before 100% is gained
7. Any student talking

Script for Note Taking

"I need 100% because we're doing a note taking task, place your pens in your hands and track the board."

Stop to positively narrate where appropriate.

"Everything that I write, you write, pens in hand, track the board...Excellent!"

"Matthew, I can't see your pen moving – thank you Matthew."

Protocol for Independent Practice

What does the teacher need to do?

1. Prior to the task, clear instructions and modelling of what is required need to have been given. This may be underpinned by AGMO.
2. Give clear timings and guidelines on how long the independent practice will take
3. Insist on silence before the task begins.
4. Positively narrate the students' achievements and efforts as the room is circulated
5. Remind the students of the success criteria
6. Prompt the students to stay on task

What do the students need to do?

1. Remain in silence all the way through the independent task.
2. Try their hardest and show some resilience...never give up!

100% Protocols

3. Not be passive! If you don't understand then you can ask the teacher

What do leaders need to do?

1. Enter the room and scan for 100% on the protocol
2. Use non-verbal prompts to support the teacher if possible
3. If not, whisper prompt or actively model as required
4. Stay in the room until perfection is achieved.

What it should not look like:

1. Any student being allowed to opt out of independent practice
2. Any student talking while independent practice is taking place
3. The teacher can't be seen scanning overtly/circling the room
4. The teacher is sat at their desk
5. Positive narration is not used
6. The leader does not support to 100% and allows anything less
7. The leader leaves before 100% is gained
8. Any student talking

Script for Independent Practice

"Okay, I want a focus of 100% please. Pens down, arms folded, eyes on me."
(positively narrate until this is achieved). "Thank you – that's superb. We are now going to do some independent practice for 10 minutes. Remember the model that I showed you and think carefully about what I want you to show me in your answer. I will tell you what I want you to show me in each lap of the room that I do.
If it isn't achieved as quickly as you would like then phrasing like, "I'm waiting on two; I'm now waiting on Ruth – thank you Ruth," would be useful to use.

Minute By Minute Plans

1. Lesson Transitions

- a. What are leaders, teachers, students doing?
- b. What will happen if students do not comply?
- c. Minute by minute plan
- d. Stage directions

2. Start of the day

- a. What are leaders, teachers, students doing?
- b. What will happen if students do not comply?
- c. Minute by minute plan
- d. Stage directions

3. End of the day

- a. What are leaders, teachers, students doing?
- b. What will happen if students do not comply?
- c. Minute by minute plan
- d. Stage directions

4. Uniform Protocol

- a. Appearance
- b. Minute by minute plans

5. Patrol Protocol

6. Seclusion Protocol

7. Break and Dinner Duty Protocols

Minute By Minute Plans

Lesson Transitions

What Are Leaders Doing – This Includes Pastoral Team:

- On corridors SLT and AHOYs on each corridor – nobody in offices on changeovers
- Talking to students – being cheerful, reminding them to walk on the left and follow the new one way system – the only reason for anyone to use the corridor above reception is if they are in rooms x, y or z
- Asking students what lesson they have next – and reminding them of the best route there
- Addressing all uniform issues – if students are incorrectly dressed then staff should expect students to correct there and then. Do not allow them to correct whilst walking. Any students who need to borrow uniform should be taken to the uniform store by a AHOY
- Directly but cheerfully encouraging students to walk purposefully and quickly
- Retain a positive tone and praise students on a 3 – 1 positive to negative ratio where possible. Praise those who are getting it right.
- Remind students that wasted time is lost learning time
- Smile

What Are Teachers Doing:

- Ensuring that they are at the class room before the lesson begins.
- Greeting students by name with a cheerful but assertive manner
- Squared up in a position at the door to see inside and outside the classroom
- Have DIN task on board or on desks or hand to students and issue simple instructions
- Check student's equipment and uniform on entry
- Have a clear signal to start the lesson
- At the end of the lesson – ensure all students are sat in their seats without coats on

Minute By Minute Plans

in correct uniform

- Dismiss the class in rows

What Are The Students Doing?

- Moving to their next lesson straight away
- Entering the room quietly and sensibly
- Getting their equipment out,
- Sitting down in the correct seating plan and starting the “Do it now task”
- Waiting to be dismissed
- Going the way it has been dictated – using the one way system

What Will Happen If Students Do Not Comply

On corridors

- Reprimands by SLT/Pastoral team
- Same day break time detentions/phone call home
- Escalation in line with behaviour policy – isolation – off site – exclusion

In class

- Teacher reprimand – Do it again – have students do the routine again if not perfect
- Cut it short – Know when to stop the Do it again
- Use the C system

What Should It Not Look Like? What Would Ineffective Leaders Be Doing?

- Sat in their offices
- Not challenging uniform infractions
- Seeing the same students over and over again and not intervening

Minute By Minute Plans

- Not issuing sanctions
- Not narrating the positive – e.g. “Excellent year 8- you’re moving quickly and purposefully”
- Not enforcing routines

What Would Ineffective Teachers Be Doing

- Sat at their desks when the students arrive
- Late to their lessons
- Allowing students to enter how they choose
- Not having DIN activities ready
- Not following school rules on sanctions, procedures
- Issuing more sanctions than praise
- Criticising the child, not the behaviour

What Would The Students Be Doing

- Late
- Rowdy
- Boisterous
- Wasting time
- Engaging in horse play
- Entering the room noisily

Minute By Minute Plan

Leaders: 5 minutes before lesson changeover SLT (who are not teaching) and pastoral team taking up their positions at strategic points:

- Principal and HOY– top corridor above reception

Minute By Minute Plans

- SLT with HOY top floor breakout zone
- SLT and HOY- Blue area
- SLT and HOY- Orange area

Using this time to ensure that all students are in lessons (recording any students who are not for follow up later)

On bell SLT and pastoral team should be directing students to next lessons and ensuring that the one-way system is followed. Ask students "what lesson do you have next?" Direct them the shortest possible route. SLT and pastoral staff should be having positive pep talks with key students "come on I heard you were superb in maths last lesson" All interactions should be really positive leaders and pastoral staff should be smiling. Keep conversations down to a minimum "don't waste time- this is learning time" Do take time to redress uniform problems. Make the student stop and fix the uniform issue there and then if possible. If uniform needs to be organised the pastoral member of staff should take them to the uniform store, fix the uniform issue and then escort them to class.

1 minute after the bell all students should be in lessons. Record the names of students not in lessons after this point and pass to pastoral team for follow up. This should be incremental 1 x late = conversation, 2 x late break time DT, 3 x late phone call home...

2 minutes after bell any students not in lessons now should have their names recorded as above and be escorted to their lessons by SLT or pastoral lead.

Class teachers: 2 minutes before end of lesson teacher switching to next lesson resources and be preparing students to leave and for the arrival of next class.

Student helpers to collect work. Ensure that there is a routine for this; from the left etc

1 minute before bell students instructed to sit quietly. Use this time to cold call students on key learning points from lesson.

On bell dismiss class row by row using an established routine of "stand in silence behind your chairs" dismiss class one row at a time.

With the last row, teacher moves to the door with the students to stand in the

Minute By Minute Plans

doorway half in half out squared up to greet the next class and to supervise corridor behaviour.

Ensure that there is a DIN activity either in teacher's hand to be passed to students as they arrive, on board or on student's desks. Greet students with a smile, enthusiastically saying clearly "Good morning/afternoon and give simple terse instructions for entry and the DIN task. "Let's try that again – good morning"

Students should enter the room quietly and sit in their allocated seat.

Students get equipment out as explained on DVHS placemat

Teacher checking student uniform as they enter and asking them to fix any problems that can be fixed quickly; "Tuck that shirt in"

Teacher manages the flow into the classroom: Pause every 4-5 students, scan inside the room and positively narrate

Students Who Do Not Follow Directions

Step 1:

- Lightening quick corrections followed by 2-3 positive corrections

Step 2

- Ask students to Do it again
- If students are not moving with purpose:
 - "Gabby is moving purposefully to her desk"
 - "Jordan I know you can do that faster "
 - "Hayden you are far more mature than that – go back and do it again"
 - "Abi has already started the DIN"
 - "Name of student" now following direction thank you for your urgency"

Step 3

- If more than 3 students off task, have the class Do it again
 - "Class stop where you are, we can do this much faster and with more

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urgency. Line up again outside.”

- “Everyone needs to be lined up outside in 10,9,8.....thank you for your urgency Callum 5,4,3....”
- Remind them of the expectations
- Do it again

Step 4

If one student is excessively disruptive or refuses to fix their behaviour. Patrol should be called for. Student should be removed by Patrol to work in identified buddy room and Head of department should be notified. Head of Department to do the follow up with class teacher. After all students are seated move to the front of the room and announce:

“You have 5 minutes to complete the DIN – I am going to come round and check for you underlining key words in 1 minute.”

For 30 seconds stand in a corner of the room and scan class for students following directions. 1 minute after, lap the room to ensure that all students are engaged and understand the DIN activity.

During DIN activity, narrate the positive:

- “Ellie has her date and heading underlined already”
- “Brandon has started the second question already”

Monitor the work during DIN

- “Use capital letters please”
- “I like the words you have underlined here”
- “Does that sentence make sense?”

For Students Who Do Not Follow Directions:

Step 1:

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- Adults use the least invasive form of redirects:
 - Non verbal
 - Use of proximity – stand beside or behind a student

Step 2

- Lightening quick corrections followed by 2-3 positives – “Rebecca pick up your pen and start the activity.... Well done, that is a really strong point”
- Record the names of any students arriving after this point for sanction
- After 5 minutes, or when appropriate, introduce learning objectives.

The Goal

To reduce transitions between lessons to under 1 minute

SLT And Pastoral On Corridors

- Stage direction – SLT and pastoral team in allocated positions
- “What lesson have you got now Lewis? English, great (smiling) straight up the main stairs then please”
- “Let’s not waste any more time – straight up to English please”
- “Tie on please. Not got one? Ms Scott could you take Lewis to the uniform office to get a tie and then up to English please”
- If students do not follow uniform instructions – make them stop and do it while you check.
- “Deacon I saw you had AAs from English last week, let’s have another great lesson”

Teachers Greeting The Line

- “Good morning/good afternoon (smiling and squared up in classroom doorway) go straight in and start the DIN task” Individualised comments re uniform etc. “Shirt in please”

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- Expect students to respond with good morning/afternoon

To Individuals Or Small Groups

- “Great to see you so prompt” “Cavan is equipped and ready for learning well done” “Uniform is looking superb you two – great”
- (Teacher scanning all students to ensure compliance – shirts tucked in , ties, skirts at correct length, jumpers/blazers, shoes. Record any latecomers for follow up at a later point)

If Student Not Entering Correctly

- ie. Uniform incorrect or unruly teacher says “Rebecca – step to one side – now untuck your jumper”
- Greeting – “manners please!” OR “I will say it again – good morning” in a strong voice
- Approach – “Promptly please”

Pep Talks For Students Who Need Setting Up For Success

- “Great lesson yesterday – lets have the same again”
- “Superb answers in class last week – I am coming to you first today – remember academic response”
- “I have seen how close you are to your bronze pin – well done”
- After the appropriate amount of time to complete DIN activity stand still in front of the class and say:
- “Well done for a positive and punctual start. Today we are learning about....” (Strong voice)
- 5 minutes before the end begin preparations for dismissal, using student helpers to collect material, instructing students to pack away. With one minute to go all equipment should be away and students should be sat quietly – cold call at this point about learning points.

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- “Stand behind your chairs in silence” “first row off you go” “What lesson do you have next? great, remember to use the Yellow stairs”
- Move to the door with last group and square up ready for next class.

Start Of The Day

What Are Leaders Doing? This Includes The Pastoral Team And Form Tutors:

- SLT and HOY should be deployed in their year group assembly point – nobody should be in an office between 8:30-8:45am
- Form tutors should be ready to greet their forms from 830
- All staff at this time should be wearing Hi viz and carrying a whistle
- As the students arrive talk to them – Smile and say good morning
- Addressing all uniform issues – if students are incorrectly dressed then staff should expect students to correct there and then. Do not allow them to correct whilst walking. It is important that the students are as smartly dressed when they arrive and throughout the whole day.
- 5 mins before the bell the HOY will sound the whistle and students will line up in their designated area
- Before entering school students should line up in silence.
- Form tutors will support this by making sure their form line up quickly and are silent
- Directly but cheerfully encourage students to walk purposefully and quickly on the way to their form/assembly
- Always be in your correct duty position and on time so you are modelling best practice.
- Actively discourage and provide the recognised sanction for any student who does not use the correct student entrance when arriving to school.
- Praise students for being on time and in correct uniform – with coats off

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What Are Teachers Doing?

- Escorting their form up to the form room from the assembly area. They should lead their forms.
- Ensure that their classroom is ready for form time activities and resources are collected for lessons that day.
- Encouraging pupils to be on time and starting form time promptly at 8:45
- Support leaders and pastoral staff getting their form into the classroom promptly
- Directly but cheerfully encourage students to walk purposefully and quickly on the way to form/assembly.
- Smile and say good morning.
- If on duty, always be in your correct duty position so you are modelling best practice.
- Actively discourage and provide the recognised sanction for any student who does not use the correct student entrance or one-way system when arriving to school.

What Are Students Doing?

- Arrive to the school building promptly and cheerfully whilst paying full attention to any instructions given by the staff.
- Promptly and purposefully walking to their assembly area and line up when the whistle sounds.
- Being in the correct uniform before they enter the school gates and ensuring that they are not wearing their coats until they leave the school building.
- The one-way system needs to be followed and respected at all times, which includes at the start of the school day.
- If students are attending before school activities or clubs, then they should promptly go to the location of that club to ensure a swift start.
- All students should enter through the identified student entrance and under NO

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circumstances should they walk across the grass at the front of school on their way into the school premises.

- Student's mobile phones will be switched off and, in their bags, as soon as they enter the school gates at the front of school and should remain there until they have left the school gates after 3:15.

What Will Happen If The Students Do Not Comply?

On the way into the school building:

- Reprimands by SLT/Pastoral team/staff who are on duty (all staff!)
- Same day break time detentions/phone call home
- Escalation in line with behaviour policy – isolation – off site – exclusion

In form:

- Teacher reprimands
- Use the behaviour/C system
- Do not allow the students to enter form until they are displaying the correct behaviours

What It Should Not Look Like:

What would ineffective leaders be doing?

- Sat in their offices
- Not ready to boss their areas (in the case of subject leaders if they are not teaching)
- Not challenging uniform infractions
- Not issuing sanctions
- Not narrating the positive – e.g. "Well done on a great day – see you tomorrow"

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- Not enforcing routines or upholding the basic expectations attached to arriving to school building e.g. not challenging any students who are loitering in the toilets and not moving to form
- Not being in their duty positions on time

What Would Ineffective Teachers Be Doing?

- Sat at their desks when the students arrive to form
- Allowing students to enter the school building and their classrooms in a way that they choose
- Not following school rules on sanctions, procedures
- Not supporting those on duty with any students who may not be entering the building in the way that is expected.
- Not being ready to begin form time at the agreed time.
- Not being in their duty positions on time
- Not challenging uniform infractions, inappropriate behaviour, mobile phone use and lateness.

What Would Students Be Doing?

- Wearing coats inside the building
- Not wearing their uniforms correctly
- Entering the school building in a rowdy manner
- Being late to school/form
- Hanging around classrooms/dining room/toilets waiting for other students
- Disrespecting the school rules on the way into the building
- Running on corridors
- Using a mobile phone on the school premises

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Minute By Minute Plan:

Leaders:

- At 8:30 SLT/MLL (who are not teaching) take up their positions at strategic points:
- All staff need to ensure that they are in/at the correct positions as identified by the duty rota
- Use this time to ensure that all students are aware that they are being monitored in the first stages of the school day and to ensure that all staff feel adequately supported in the starting stage of the school day.
- As the students move towards their form room/assembly, the SLT and the pastoral team should be directing the students to the nearest route to form ensuring that the one-way system is followed. Ensure that positive interactions occur on arrival and try to identify positive events that occurred the previous school day; congratulate the students where possible. With a smile, direct them to the shortest possible route. Make sure that any issues with uniform are addressed and challenged further where appropriate, if it is necessary use the behaviour system.
- Any teachers who are on duty at the start of the day, but are teaching period 1, need to ensure that their form room is set up prior to their duty start time so that they can leave their duty point with enough time to meet and greet form but also monitor their duty point.
- Aside from monitoring and supporting the students as they enter the school building, use this time to identify any gaps in duty positions and support where appropriate.
- 1-2 minutes after the bell, any students who are still not in form time will be escorted by a school leader or any member of staff who doesn't have a form. Please be aware that this does not just apply to SLT. If a student refuses to comply then their name needs to be recorded and given to the appropriate pastoral lead/HOY. Sanctions for loitering should be incremental e.g. 1 occurrence should be a conversation via the pastoral lead with the student; 2 occurrences should be a break time detention and 3 occurrences should be a phone call home from the pastoral lead to the student's parents.

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- Any latecomers (after 8:45) sign themselves into student services which is manned by HOY at this time. If a student is late then they are issued with a detention slip and told they have a break detention that day, unless they have a valid note with them that day of a medical appointment for example.
- Pupils arriving late with no uniform will be supplied with uniform by student services.

Form Teachers:

- The last minutes before the start of the school day should be spent ensuring they are at their rooms ready to meet and greet their forms or at the correct assembly point to meet and greet pupils for assembly.
- At the sound of the bell, when the teacher is satisfied that the class are ready to enter, the teacher should be stood square, 'squaring up' in the doorway to monitor the students' entrance. All conversations should be positive while this happens. This approach presents a golden opportunity to reward the students with any praise from the previous day.
- 1-2 minutes after the bell all form tutors should now be in their form rooms or assembly delivering their form time activities. Form tutors should be actively teaching their students and not sat at their desks or arriving late with a hot drink.

Non-Form Teachers:

Managing their department areas to ensure students are going to form/assembly promptly. Supporting the HOY/FTs of the year they are attached to be being in assembly. Ensuring that students are:

- In the correct uniform
- Lining up in in a sensible and calm manner, with the rest of their form
- Entering assembly in silence

Monitoring pupils in assembly by sitting with a form.

The **goal** to eradicate student lateness and to ensure that calm and order is kept

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within the school at all times.

Stage Directions For Staff Meeting And Greeting Students On Arrival To School/Form/Assembly:

- Use a strong voice – square up and stand still address students formally making eye contact with each one. Once you are satisfied that the students are ready to enter the form room, the criteria for entering the room is as follows:
 - Students are dressed in the correct uniform (no coats, mobiles, ties on, no trainers etc.)
 - You have greeted every single student with verbal and non-verbal cues
- Positive framing – narrate the positive.
 - “Good morning, Gemma, great job on your contribution to the food bank this week...”
 - “Alex looks like he is moving with purpose”
 - “Matthew is getting started on his reading book right away”
 - “You look very smart today Diane, well done for remembering your tie again”
- Be seen looking at all pupils around your area not just in your form – scan all learners, make it obvious, crane your neck, crouch down, eye contact, “I’m looking for model Vale students here” “Let me see some Vale pride in the way that you’re going to be starting the school day”

Leaders/Teachers In Allocated Duty Positions At The Start Of The Day:

- “What’s the topic in form time today Andy? Buddhism great (smiling) straight up the main stairs please”
- “Morning boys, you need to be in form in 1 minute, let’s make our way there promptly. Well done for yesterday’s effort in PE, Mr Broderick was singing your praises.”
- “I know that you’ve got a tie Cathy, put it on please, nice and smart before we enter the school premises”

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If Students Do Not Follow Uniform Instructions – Make Them Stop And Do It While You Check.

- “Good morning Nathan - well done on finishing your book in reading time last week – looking very smart too – what are you going to be reading next?”

The End Of The Day

What Are Leaders Doing? This Includes The Pastoral Team:

- SLT and HOY should be deployed on each corridor – nobody should be in an office at the end of the day.
- As the students leave talk to them – be cheerful, reminding them to walk on the left and follow the new one way system.
- Ensure that there are no students waiting outside of classrooms for their friends. Any student who needs to see a teacher should have a note. If a student can't produce a note then they will need to move along.
- Addressing all uniform issues – if students are incorrectly dressed then staff should expect students to correct there and then. Do not allow them to correct whilst walking. It is important that the students are as smartly dressed when they leave at the end of the day, as they are when they enter the school building in the morning. They should not wear their coats until they leave the building.
- Directly but cheerfully encourage students to walk purposefully and quickly on the way out of the building.
- Smile and say goodbye.
- Always be in your correct duty position so you are modelling best practice.
- Actively discourage and provide the recognised sanction for any student who walks across the grass at the front of the school.

What Are Teachers Doing?

- Ensuring that the lesson does not end before 3:14. The last minute should be spent packing things away and readying the students to leave.

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- Instructing and ensuring that all students are stood behind their chairs in silence ready to exit the lesson.
- Support senior leaders and pastoral staff by walking with their students out of school to ensure a slick emptying of the building.
- Directly but cheerfully encourage students to walk purposefully and quickly on the way out of the building
- Smile and say goodbye.
- If on duty, always be in your correct duty position so you are modelling best practice.
- Actively discourage and provide the recognised sanction for any student who walks across the grass at the front of the school.

What Are Students Doing?

- Promptly and purposefully pack away their things in the last minute of the lesson, which includes placing their chairs onto the desks; ensuring that all classroom and personal equipment is packed away and ensuring that they are not wearing their coats until they leave the school building.
- Leave the school building promptly and cheerfully whilst paying full attention to any instructions given by the staff. The one way system needs to be followed and respected at all times, which includes at the end of the school day.
- If students are attending after school activities or clubs then they should promptly go to the location of that club to ensure a swift start.
- All students should leave through the identified exits and under NO circumstances should they walk across the grass at the front of school on their way out of the premises.

What Will Happen If The Students Do Not Comply?

On the way out from the school building:

- Reprimands by SLT/Pastoral team/staff who are on duty (all staff!)

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- Same day break time detentions/phone call home
- Escalation in line with behaviour policy – isolation – off site – exclusion

In Class:

- Teacher reprimands
- Use the behaviour/C system
- Do not allow the students to leave until they are displaying the correct behaviours for leaving the school building

What It Should Not Look Like:

- What would ineffective leaders be doing?
- Sat in their offices
- Not ready to boss their areas (in the case of subject leaders if they are not teaching)
- Not challenging uniform infractions
- Not issuing sanctions
- Not narrating the positive – e.g. “Well done on a great day – see you tomorrow”
- Not enforcing routines or upholding the basic expectations attached to leaving the school building e.g. not challenging any students who walk on the grass at the front of school.
- Not being in their duty positions

What would ineffective teachers be doing?

- Sat at their desks when the students leave the school building
- Allowing students to leave the school building and their classrooms in a way that they choose
- Not following school rules on sanctions, procedures

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- Not supporting those on duty with any students who may not be leaving the building in the way that is expected.
- Not being ready for any after school clubs that begin at the agreed time.
- Not being in their duty positions

What would students be doing?

- Not supporting the teacher or the other students in preparing the room for a timely exit
- Wearing coats inside the school building
- Not wearing their uniforms correctly
- Leaving the school building in a rowdy manner
- Not leaving the building within an appropriate time frame
- Hanging around classrooms waiting for other students
- Disrespecting the school rules on the way out of the building
- Running on corridors
- Using, a mobile phone on the school premises

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- **Leaders:** 5 minutes before the end of the school day SLT/MLL (who are not teaching) take up their positions at strategic points:
- All need to ensure that they are in/at the correct positions as identified by the duty rota. It is particularly important that those who are on duty at the front of school are in their positions promptly and on time.
- Use this time to ensure that all students are aware that they are being monitored in the final stages of the school day and to ensure that all staff who are still teaching feel adequately supported in the closing stage of the school day.
- As the students leave their classrooms, just after the bell, the SLT and the pastoral

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team should be directing the students to the nearest exit ensuring that the one-way system is followed. Ensure that positive interactions occur on the way out and try to identify positive events that occurred within the school day; congratulate the students where possible. With a smile, direct them to the shortest possible route. Make sure that any issues with uniform are addressed and challenged further where appropriate, if it is necessary use the behaviour system.

- Any teachers who are on duty at the end of the day but taught during P5 need to get to their duty points as soon as the students have left their classrooms.
- 1 minute after the bell, all leaders should already be in their duty positions. Aside from monitoring and supporting the students as they leave the school building, use this time to identify any gaps in duty positions and support where appropriate.
- 2 minutes after bell, any students who are still in the school building and who are not attending any after school clubs, sporting events or revision sessions will be escorted out of the building by a school leader. Please be aware that this does not just apply to SLT. If a student refuses to comply then their name needs to be recorded and given to the appropriate pastoral lead/DOP. Sanctions for loitering should be incremental e.g. 1 occurrence should be a conversation via the pastoral lead with the student; 2 occurrences should be a break time detention and 3 occurrences should be a phone call home from the pastoral lead to the student's parents.

Class Teachers:

- The last minute before the end of the school day should be spent readying the students to leave the school building. This time should include reminders about our expectations surrounding uniform, namely, that the correct uniform needs to be worn and worn correctly at all times, which includes when they leave the school building.
- At the sound of the bell, when the teacher is satisfied that the class are ready to leave the teacher should be stood square, 'squaring up' in the doorway to monitor the students' departure. All conversations should be positive while this happens. This approach presents a golden opportunity to reward the students with any praise from the lesson.

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- 1-2 minutes after the bell, all class teachers should now be out in the immediate vicinity to their classrooms and if appropriate teaching areas. Here, they should support those who are on duty in ensuring that the students make a swift and prompt exit out of the school building. Any help identifying any students who do not comply with this should also be given.
- **The goal** to eradicate loitering after the school day and to ensure that calm and order is kept within the school at all times.
- This is what we will be doing across the school this year.

Stage Directions For Teachers In Classrooms Just Before And During Student Dismissal At The End Of The Day:

- Strong voice – square up and stand still address students formally. Once you are satisfied that the students are ready to leave, move to your doorway – square up again and begin. The criteria for leaving the room is as follows:
 - Anything that needs to be packed away has been packed away
 - The students are stood silently behind their chairs
 - The students have waited for the teacher to be in position at the door to the classroom for dismissal. This means that they are standing squared up (half in/ half out of the doorway).
- Positive framing – narrate the positive – assume the best and Do it again. Live in the now – “I need you to stand behind your chair in silence with your shirt tucked in and with your coat off Josh”... not “your shirts hanging out like always.”
- Be seen looking – scan all learners, make it obvious, crane your neck, crouch down, eye contact, “I’m looking for model Vale students here” “Let me see some Vale pride in the way that you’re going to be leaving the building”

Leaders/Teachers In Allocated Duty Positions At The End Of The Day:

- “What lesson have you just had Ben? English great (smiling) straight down the main stairs please and we’ll see you tomorrow”
- “Thanks girls, you need to be out of the building in 1 minute, let’s make our way out. Well done for today.”

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- “I know that you’ve got a tie Jake, put it on please, nice and smart as we leave the building”

If Students Do Not Follow Uniform Instructions – Make Them Stop And Do It While You Check.

- “Well done on the rugby performance Tobi – looking very smart too – see you tomorrow for another great day!”

For Leaders/Teachers In Duty Positions Outside The Front Of The School:

- “Let’s make sure that we don’t walk across the grass – that is superb modelling of how to go home.”
- “Well done for your achievements in science today Connor, I’ve heard lots of good things. Let’s move out quickly once we’ve been inside the shop.
- “Girls, let’s move away from the front of the shop – thanks for supporting our school’s image.”
- “Wow! Look at this group of superb Vale students representing the school so well with their courteous behaviour and polite manners to the public.”

Example Timings

- **3.10** – SLT who are not teaching and pastoral leaders are positioned in their duty points. Subject leaders if they are not teaching are present within their subject areas.
- **3.15** – Class teachers begin to dismiss their students providing that they have shown and continue to display the necessary behaviours that are required to leave the school building in an appropriate way.
- **3.17** – Unless they are attending an after school club, revision session or are representing the school in a sporting fixture there should not be any students within the school

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School Uniform Protocol

Appearance

Boys

- Blue official school tie (KS3) Red official Tie (KS4)
- Black Blazer with school badge displayed
- Black jumper with red stripe around the collar and DVHS moniker/Y11 sweatshirt with school badge
- Black long trousers (no cords/denim or joggers)
- Plain light blue shirt
- Plain black socks
- Plain black shoes
- Plain black or navy outdoor coat (no denim/leather or hooded sweatshirts)

Girls

- Blue official school tie (KS3) Red official Tie (KS4)
- Black Blazer with school badge displayed
- Black jumper with red stripe around the collar and DVHS moniker/Y11 sweatshirt with school badge
- Plain black skirt (stitch down pleat) or Plain black tailored trousers
- Plain light blue blouse
- Plain black tights/Knee length socks in summer term is optional
- Plain black shoes with low heel
- Plain black or navy outdoor coat (no denim/leather or hooded sweatshirts)

Other Information

- All hair styles should be deemed to be appropriate (no braids, ornamentation or

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dyed hair)

- Colour of hair should be what is considered natural.
- The only piercing permitted is that of 1 plain metal stud in each ear
- Wrist watches may be worn
- Skirts should not be rolled up and kept on or around knee length.
- Jumpers should not be tucked in

Not Allowed

- Trainers in the school building
- High heeled shoes
- Any facial piercing including mouth, nose and naval this also includes any clear plastic piercings
- Excessive amounts of jewellery including large ear rings
- Make up is not allowed and students will be asked to remove it
- False eyelashes and nails

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Staff On Duty (Am)

- Staff on duty at the start of the school day at entry points and external duty points should check and challenge school uniform issues.
- If a student is in correctly dressed or missing uniform duty staff should highlight the issue.
- Conversation should be polite and non-confrontational.
- 'Good morning Roger, I just need to mention your uniform is incorrect and this needs sorting out before you get into the school building.'
- The students will be expected to enter the school building in full uniform.

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- Staff on duty at entry points should stop students and they will initially ask the student to correct their uniform. 'Daisy, just stop a second please and take your jacket off.' The member of staff should stop the student and wait until they have made the correction.
- Staff must not let the student walk away until their appearance has been corrected.
- If a student has uniform missing then if possible the duty staff should escort the student to the uniform store located next to seclusion and AHOY will issue replacement items.
- Should this not be possible, for safeguarding reasons, then the students name / form should be taken by the duty staff. This information should then be sent to the email Uniform@darwenvale.com with HOY and form tutor also informed. During Period 1 the HOY will then follow up the issue and will make sure that the student is collected and appropriate uniform is issued.
- If students arrive late and their uniform is in correct they should be asked to correct it and should they require 'missing' uniform they will be escorted to the uniform store by the staff on duty. The uniform will be corrected and then they should be escorted to form/assembly.
- The uniform store is now located next to seclusion and will have someone from the pastoral team on duty there from 8:30am to issue school uniform. This person will be identified on the duty rota.
- Duty staff should also complement students who are dressed smartly and in full uniform.

Form Tutors

- Form tutors should check all uniform of all students in their form daily
- This should be done upon entry into form room.
- On assembly days there will be a further check on entry to the main hall. This will be done by DoP and HOY with SLT support if required.
- On entry to the classroom the form tutor should stop students and should ask the

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student to correct their uniform. 'Daisy, just stop a second please and take your jacket off.' The member of staff should stop the student and wait until they have made the correction before letting them into the form room.

- Should a student have incorrect or missing uniform on entry into form room, the form tutor should highlight this to the student and then email to Uniform@darwenvale.com and the student must be told this is happening.
- The email must state the name of the student and the uniform issue.
- So the form tutor should say 'Robert, I notice you have trainers on instead of shoes, I'm going to have to email the pastoral team and alert them. Someone will come and provide you with shoes during form or in lesson 1.'
- This email alerts pastoral staff to the issue and allows them to sort out the problem by providing replacement uniform.
- If a student arrives wearing a coat/hat or any non-school uniform then the form tutor should request this is removed and put away.
- If the student continually arrives at form time wearing non-school uniform then the form tutor should confiscate the item and keep it safe until the end of the day. Form tutor should notify the pastoral team and contact home.
- Form tutors MUST NOT send students to sort out their own uniform or to find their AHOY. Students should be kept in class.
- The form tutor should check the following day that the issue has been resolved and the student is now in full uniform.
- If it is still unresolved an email should again be sent to Uniform@darwenvale.com to alert pastoral staff.
- The form tutor should also contact home to discuss with parents/carers.
- If a student has a note explaining uniform issues, the note must be dated and there should be an expectation for the issue to be resolved within a 7 day window. This should be explained to parents by the form tutor.
- The note should be signed by the form tutor to show they have seen it and they are following this matter up.

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- Should form tutors require any support with issues about uniform they should speak to HOY/DoP.
- If any uniform continues to be unresolved then it should be raised by the form tutor at weekly pastoral meetings.
- Form tutors play a key role in monitoring and dealing with uniform issues every day. It is therefore vital that these checks are done.

DoP/HOY

- When form tutors ask for support and in the instances that all protocols have been followed then the HOY/DoP should call home to speak to students' parents/carers.
- This conversation should be supportive and should seek to find out if there is anything school can do to support the family.
- Should no sensible resolution be found then it must be made clear to parents/carers that if a student continues to attend school without full uniform they will be isolated in seclusion until the matter is resolved.
- DoP must then speak to the AP about the issue
- Students can be sent home for incorrect uniform but this has to be authorised by the Principal
- DoP must have a clear overview of any uniform issues in their year group(s) and this information must be shared and discussed with form tutors at the weekly pastoral meeting.
- DoP must keep the AP updated weekly about the uniform issues and how they are being addressed.
- DoP/HOY should endeavour to check in with all their tutor groups daily and resolve any uniform issues quickly.
- HOY to check Uniform@darwenvale.com during period 1 and they should then collect the students this period and supply uniform as necessary.
- HOY should react to any further alerts they receive from the uniform email. They

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may get them throughout the day.

- If at this stage a student refuses to co-operate with uniform expectations then the AHOY should contact home and ask parents/carers to come into school immediately.
- The student will be placed in seclusion until their parents arrive for the meeting.
- The student will continue to remain in seclusion until they are wearing full uniform.
- DoP should mention and comment on the appearance of their year group weekly in assemblies.
- The HOY and no one else will have access to the school uniform store. Only they can unlock store areas and issue uniform.
- All issued uniform must be logged out and returned at the end of the day by the students. Students borrowing uniform must leave something as a deposit which is to be returned when they return the uniform they borrow. This could be their phone/trainers/coat/bus ticket/money HOY will retain this and return when item of uniform is returned.
- Tracey Salkeld will check the uniform store at the end of each day to tidy and make sure all items have been returned.
- If any items have not be returned then HOY will be told
- HOY to make call home that evening to parents/carers requesting that the missing item be returned the following day.
- HOY must not issue uniform and tell students that they can keep it. Uniform can only be lent out daily.
- When speaking to any student throughout the day the DoP/HOY must check uniform and challenge if necessary.

Classroom Teachers

- Class teachers should be present on their classroom doors at the start of a lesson
- Whilst allowing entry into the classroom teacher should check uniform.

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- If there is an issue with a student's appearance then the classroom teacher should stop them, point out the issue and seek to resolve. The class teacher should use their discretion and consider that it may be best to start the lesson and then speak to a student individually about their appearance.
- This should be done in a polite and non-confrontational way. For example. 'Good morning Roger, nice to see you again today. I notice you have trainers on. Do you have shoes so that you can change?'
- The member of staff should stop the student and wait until they have made the correction before they enter the class.
- Teachers should give students an opportunity to resolve the uniform issue if they are unable to do this then they should email Uniform@darwenvale.com so alerting the HOY.
- If a student is uncooperative and unwilling to comply with uniform expectations then class teacher should contact patrol for support.
- When patrol call to do routine checks they can support with uniform issues and patrol can take students out of lesson to obtain correct uniform if necessary.
- Class room teachers should monitor uniform throughout the lesson but must ensure issues are dealt with quickly and without huge disruption to learning.

Staff Not Teaching And Other Support Staff

- All staff should at all times continually check and challenge students wearing in correct uniform.
- In particular when students are moving around school, between lessons and when they are moving around the school building.
- If they are able to staff should always seek to remedy the uniform issues quickly by correcting or else by supervising the student to the uniform store (next to seclusion) and asking a HOY to provide necessary item.
- If it is not possible to resolve quickly then the member of staff should email Uniform@darwenvale.com at the first chance.

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- Staff should always challenge students in a non-confrontational and polite way.
'Gary, just stop for a second. I notice you are wearing a hoody, please remove it now and put it out of sight.'
- The pastoral team will support with any non-compliant students.

Students/Parents

- All students are expected to attend school every day in full and correct uniform.
- Uniform should be worn in school in an appropriate way.
- Students, when challenged are expected to correct any uniform issues.
- Students are expected to follow any request from staff in respect of uniform. This may mean putting on uniform that is on their person or removing any uniform that is not part of the school uniform.
- Should the teacher request that an item of clothing (that is not part of the school uniform) be handed in then the student must hand over the clothing (coat, hat, scarf etc).
- Should students borrow any uniform during the day they must return it at the end of the day to their HOY.
- Failure to return uniform will mean that parents will be contacted and they will have to pay for the cost of the replacement item.
- Failure to comply with uniform requests will result in the student falling into the sanctions system.
- Parents /carers will be contacted by the pastoral team should a student fail to follow instructions in respect of uniform and school expectations.
- Students will be secluded if they continually ignore uniform expectations.
- They will be expected to remain in seclusion until the issue is resolved.
- Students can also be sent home to resolve uniform issues if they arrive at school inappropriately dressed. This should only be done with an agreement from SLT and also after parents have been contacted.

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- Students are expected to be in full school uniform throughout the school day both during lessons and when moving around school.
- If students get changed during break and lunchtime for an appropriate activity (eg wearing trainers to access the football pitch) they are expected to change back into full uniform before re-entering school.
- School will support parents and students, as much as possible, to ensure that full uniform is available to all.

Patrol Staff Protocol

Patrol is a vital part of the school day. Its purpose is to support staff by ensuring that poor behaviour does not disturb teaching and learning. Patrol is also an opportunity to support staff in other ways by

- Reminding staff to take the register.
- Picking up confiscated mobile phones and taking to the pastoral office.
- Rewarding excellence in the classroom.
- Making sure corridors are calm and orderly.
- Supporting provision of uniform.
- Checking toilets for graffiti
- Removing any litter and identifying person who dropped the litter.

It is proposed that 2 staff are on patrol each lesson with 1 doing the actual patrol calling into classrooms and supporting staff and the other member of staff will check the toilets/litter and also keep the corridors calm.

A member of staff will be on patrol every period of everyday.

- The member of staff on patrol should collect the patrol clipboard and radio from the pastoral office at the start of their patrol period.
- They will then visit every classroom in school during the following hour.

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- On arrival at a classroom they should enter the room and they should
 - Insist that the students stand
 - Politely say 'Hello' to the teacher of the class
 - Smile
 - Ask the teacher directly 'Is everybody at 100%?'
 - If the teacher says 'Everything is fine' then patrol can move onto the next classroom
 - If the teacher highlights that teaching and learning is being disrupted by any student then patrol will support the teacher in dealing with the issue.
 - What patrol should do at this point is take the student disturbing the lesson out of the classroom.
 - The student should be spoken to calmly and returned to the classroom after a discussion.
 - Patrol should always give the student a chance to calm down and return.
 - Patrol staff should then note the students name on the patrol sheet. Indicating the year group, lesson and period.
 - The student must be aware that their name is being taken.
 - Patrol should then take the student back into class and say to the teacher, 'This student is now ready to learn, Miss.'
 - It remains the responsibility of the Class teacher to issue sanctions for the student's behaviour if they feel it appropriate.
 - If the student continues to be uncooperative and they are not able to return to the lesson then patrol should relocate the student to the buddy room.
 - When the student has been re located, Patrol staff should go back to the class and state, 'Miss this student is still not ready to learn, therefore I have taken them to the buddy room, can you please log this incident on Class charts and set a detention for this student?'
 - Patrol staff should then note the students name on the patrol sheet. Indicating the year group, lesson and period.
 - Should the student refuse to go to the buddy room then they should be taken to seclusion for the rest of that period, to give them an opportunity to reset their behaviour before the next lesson.
 - Again this should be communicated to the teacher, with patrol staff stating, 'This student is still not ready to learn, therefore I am going to put them into

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seclusion for the rest of your lesson, can you please log this incident on Class charts and set a detention.'

- Should the student continue to be uncooperative then pastoral staff should call home and ask parents/carers to come into school immediately for a meeting.
- The student will be isolated and should not return to lessons until this meeting has taken place.
- During their patrol, every classroom must be visited. Including, Seclusion/LRC/SEND area
- Patrol staff should have a preferred route for supporting learning, this may mean they visit certain lessons at certain times. It may be that a teacher struggles to settle a difficult class so support is need there at the beginning to help set the class up correctly.
- Subject leads should identify hot spot classrooms which require support at the beginning/middle or end of lessons.
- Patrol staff can also get a radio call from the pastoral office; this will direct them to a class room to deal with an urgent incident.
- Patrol should get to this classroom quickly to support the class teacher.
- Patrol staff should also pick up students who are out of lessons whilst they are going from room to room.
- Any student out of a lesson should be stopped.
- If they have permission to be out of a lesson they should have a pass.
- If they have not got a pass the student should be returned to their lesson by the patrol staff, students should not be told to go themselves. The teacher should then set a sanction for truancy.
- The patrol clipboard contains a list of all year groups and lessons taking place for every period.
- Patrol staff can also support teachers by taking mobile phones to the pastoral office if required. If patrol is given a phone they must take it immediately to the

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office for it to be safely stored. See Tracey Salkeld.

- If a student's behaviour is highlighted during patrol and their name has already been recorded on the patrol sheet this second issue will mean that the student is removed from lesson and taken to seclusion for the rest of the day.
- Patrol staff should state to the teacher, 'This student's name has already been noted therefore I am removing them to seclusion for the rest of the day.'
- Patrol should then escort the student to seclusion where they should be allocated a booth and they then remain in seclusion for the rest of the day.
- Class room teachers then make a call home and a further sanction needs setting for the behaviour.
- Even after visiting all the classrooms patrol staff remain on patrol until the end of the lesson.
- Patrol staff should revisit students who have been returned to lessons to ensure they are now learning. This would therefore be an opportunity for a positive acknowledgement that the student has done well to correct their behaviour.
- Before the end of the lesson patrol staff can reward students who have been identified by awarding AA's on Class charts.
- Patrol should also visit all the toilet areas in school, to check that they are clean and there is no graffiti.
- If there is graffiti in any toilet cubicle it should be noted on the sheet so the pastoral team are aware of when the graffiti appeared and the site supervisor should be contacted by radio to remove it immediately.
- The pastoral team will then endeavour to identify the culprit.
- This is the same with litter. If patrol see litter they should remove it and then use the CCTV to identify the person who threw or left the litter. This student must be spoken to and will be expected to pick up litter at lunchtime on the same or the following day.
- It is vital that patrol visits every room during their patrol.

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- It's also vital that students see patrol during their patrol.
- Patrol staff should be positive when they are making their way around school.
- If an opportunity arises they should seek to reward students, through praise and also awarding AA's during their period of patrol.
- Just before the end of the period the clipboard and radio should be returned to the pastoral office.
- Should a member of staff be absent or unable to do patrol then Cathy must be informed and she will cover the patrol duty.

Protocols For Pastoral Staff

- At the end of the day names noted on patrol sheets will be recorded on class charts by the pastoral administrator.
- All Subject leads will be notified daily the names of students who have disrupted lessons in their subject area. This should initiate a discussion with the class teacher to see if they need support in dealing with students. A copy of this should also be sent to the Subject leads line managers.
- The patrol sheets should then be given to AHOY who will speak to students in their year group during the next day.
- This discussion should be supportive and seek to highlight any barriers to learning.
- Student's behaviour should then continue to be monitored with Heads of Faculty being informed about concerns or on-going issues. This will be evidenced on patrol sheets or through Class charts analytics.

Protocols For Class Teachers

- Patrol will visit your classroom every period you are teaching
- When patrol arrives in your class, greet patrol by saying 'Morning Sir.'
- If everything is fine then say to patrol, 'Great here Sir, everyone working hard and learning thank you.'

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- Patrol will then leave your lesson and will not return unless you request them to come back.
- If any student is disturbing the lesson then this should be pointed out to patrol, they will then remove the student and endeavour to reset their behaviour, before returning them to the lesson.
- The primary purpose is to deal with this quickly allowing the lesson to continue with all students learning.
- Patrol may feel it necessary to remove the student for the rest of the lesson. If this happens patrol will inform the class teacher.
- The class teacher must then record the incident on Class charts, set a detention and call home.
- Should an incident happen that requires patrol's immediate presence then staff can call Miss Salkeld in the pastoral office on extension 3121 to ask for patrol.
- Class teachers should always apply the C1/C2/C3 sanctions process before requesting patrol.
- Patrol is there to support staff and behaviour protocols, not to by-pass all of the behaviour processes.
- Patrol staff will support teachers with confiscation of mobile phones and delivering phones to pastoral office.
- Class teachers should also highlight to patrol any student who has left a lesson without permission or not arrived to lesson.
- If a class teacher continues to have problems with particular individuals then this should be highlighted to Head of Department who should seek to support the class teacher in an appropriate way.

Seclusion Staff Protocol

Seclusion (or internal exclusion) is a school sanction that sees students isolated for a period of time in a room with a member of staff to supervise. As a sanction seclusion should be considered to be the most serious internal sanction available for staff.

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Putting A Student In Seclusion

- If a class teacher or other member of staff experiences behaviour that they think warrants a seclusion they should initially discuss with Head of Department/line manager.
- If the HoD/LM agrees that the behaviour of a student warrants a period in seclusion then they should request a seclusion and discuss with DPS. He will then issue an RJ pro forma which must be completed and taken to Tracey Salkeld when booking the seclusion.
- If it is agreed that a seclusion is appropriate then HoD/LM and member of staff involved should speak to the student as part of a restorative process that will address the behaviour and correct it for future interactions. This discussion should be recorded on an RJ form.
- During this restorative discussion all parties should have an opportunity to speak, if at the end of the discussion it is still felt that a seclusion is needed then the student should be told clearly that they will be in seclusion for a day or whatever sanction is deemed necessary.
- Students can do multiple days in seclusion dependent on the seriousness of the incident.
- Head of Department/LM should then liaise with Pastoral Admin (Tracey) to book the seclusion. This is important as it allows seclusions to be monitored.
- Head of department/LM should then call home to discuss what has happened and what has been decided. This call can take place before the Restorative discussion, as long as parents/carers are aware of the issues and the measures being put in place.
- **Parents and students must be told that seclusion is until 3:45pm** and students in seclusion will remain in school until that time
- Pastoral Admin will then book the student in.
- The restorative form should also be given to pastoral admin for filing in pupil file.

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Protocols For Staff In Seclusion

- On the day a student is in seclusion HOY will check the seclusion list and make sure students in their year group are present in seclusion by 9:15am.
- Students who are in seclusion will only begin at 9:15am and they should not be in school before this time
- All staff supervising seclusion must be aware that we can accommodate up to 2 students from other schools within the Borough each day; there will be some information about these students placed on the teacher's desk in a folder. Teachers should be sure to familiarise themselves with this information when they arrive.
- When the student arrives in seclusion they should be allocated a seat and their names should be recorded on the seating plan.
- The seating plan must keep students at a distance from each other; they must remain in their allocated seat for the duration of the day
- They should be asked to complete a lunch order sheet, which will be in the seclusion folder on the desk. This will be taken to the canteen at the end of break by the member of staff supervising the students at break time.
- The teacher must also ask if the student has a phone. If they have then they must hand it over. They are not permitted to have a phone in seclusion. Their phone will be kept in the pastoral office in the locked phone cupboard for the duration of the time that the students are in seclusion.
- They will then spend the rest of the day in silence doing silent work; they should not talk to other students who are in the room.
- Students will spend break and lunchtimes in seclusion and staff should note these are not social times. They should be allowed to eat their lunch but should still NOT be permitted to talk or interact. There will be a member of staff in seclusion at break and lunch times.
- Students can access work using laptops as long as they use only the approved websites that are signposted on the information in seclusion. Their use of IT must be monitored through AB tutor control. Instructions are on the teacher's desk.

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- If students are using the laptops for anything other than the work they should be doing then the laptop should be removed and they will continue their work on paper.
- Staff in seclusion must also make sure that students are not damaging the laptops or moving them around the room.
- Alternatively, students can choose to work on paper if they wish, this will be collected in at the end of the school day and given to their class teachers
- During the day students should follow the timetable below

Key stage 3

- Period 1 Maths
- Period 2 English
- Period 3 Science
- Period 4 History/Geography
- Period 5 Silent Reading

Key stage 4

- Period 1 Maths
 - Period 2 English
 - Period 3 Science
 - Period 4 Option Subject
 - Period 5 Option subject
- Students should have supervised toilet visits that don't coincide with break and lunch time of the rest of school.
 - Students should be taken for a toilet visit Period 3 and then again Period 5.
 - Teacher in seclusion must every lesson
 - Confirm with a phone call to attendance who is present. Ext 3132
 - The teacher in seclusion must ensure that students remain silent at all times during the day
 - Should the member of staff in seclusion require support in dealing with poor

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behaviour they should call for patrol or ask the pastoral team for support.

- Students should be given an opportunity to correct their behaviour.
- If poor behaviour continues despite interventions by other staff then the pastoral team will contact the parents of the child to come in immediately to discuss their child's behaviour.
- Teachers in seclusion must insist that students complete work.
- Students should not interact with each other.
- Students must not put their heads on the table and sleep.
- Students must not walk around the room even to get equipment, if they want anything they must raise their hand.
- It is vital that seclusion is orderly and students are silent and working. It is our 'in school' ultimate sanction.
- External students are permitted to leave seclusion at 3pm, a member of the pastoral team will escort them off the school premises at this time. They should not be left to leave themselves without an escort.
- At the end of the day DV students will be collected by the HOY as part of their detention pickups.
- The students will be taken to the detention room (108) where they will complete a further 30 minutes before being dismissed.
- All students booked into seclusion for the day are expected to complete the extra 30 minutes.
- This information will have been communicated to parents and the student before the seclusion.
- The only exceptions to this are students brought in during the day, who will have a further sanction to follow from their classroom teacher.
- Teachers in seclusion must complete the register for each lesson that highlights the behaviour and whether the student was working. This should be indicated with a tick or a cross.

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- This register should be placed back in the seclusion wallet on the desk and will be collected by Tracey Salkeld.
- Should students leave early or else not comply with seclusion expectations this should be highlighted on the student's report card and then the student will be expected to repeat the day at the earliest opportunity.
- Seclusion rules apply to all students in seclusion on any given day.

Students Brought Into Seclusion During The Day

- Students being 'dropped into' seclusion should not happen routinely, yet there will be instances when patrol are unable to either relocate or settle a student adequately enough for them to return to their lesson.
- When patrol put them into seclusion patrol must state how long the student is to be secluded for. It could be for the rest of the lesson or the rest of the day.
- On arrival, the student should be allocated a seat and asked to hand over a phone
- Patrol staff should then note the students name on the patrol sheet. Indicating the year group, lesson and period.
- These students like all others will be expected to follow the seclusion expectations whilst in seclusion.
- The classroom teacher remains responsible for following up and dealing with the behaviour that lead to the removal of the student.
- The class teacher will receive an email at the end of the school day to remind them that a student was removed and that a sanction needs to be set
- Going to seclusion for the lesson or the day is not to be deemed as the punishment and the classroom teacher must follow this up in accordance with the school behaviour policy.

Protocols For Pastoral Staff

- Pastoral staff must ensure that students within their year group are picked up and

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taken to seclusion for the beginning of the school day. If they have not arrived in seclusion by 915am

- Pastoral staff will support teachers in seclusion should there be any issues with students failing to follow the seclusion rules.
- They should endeavour to monitor the students in their own year group to be sure they are following the rules.
- The pastoral team will be responsible for contacting home and meeting with parents should there be any issues with a student on a particular day.
- If a student is misbehaving their parents MUST attend school for a meeting immediately where their behaviour should be addressed before they return into seclusion. At this point there may also be further sanctions.
- Pastoral will also be responsible for setting up any follow up sanction that is need.

Please ensure that students follow the rules in seclusion

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Break and Dinner Duty

It is a requirement to ensure pupils are safeguarded and supervised at all times during the school day. This commences from 8:30 in the morning until 3:30 in the afternoon. During arrival, break, dinner and dismissal it is of paramount importance that pupils are supervised by adults. All staff at DVHS will be required to safeguard children in some capacity during these times.

Teaching staff – daily am and pm duties and two break duties a week. Dinner duties on a volunteer basis

Support staff – daily dinner duty

Teaching assistants – 15 minutes per day (To be aggregated into two 30 minute slots)

Pastoral Staff – Daily break and dinner duty.

The following are a series of protocols for all staff to adhere to during break and dinner duties:

- All staff should be at their duty post prior to the commencement of the duty (Before the bell rings)
- You should be aware of the responsibilities and expectations of the duty listed on the duty document.
- Should you have any queries about the duty you should ask the AP with responsibility for duties for clarification of role.
- You should engage in positive conversation with pupils at your duty point
- You should have at least 5 different conversations during your duty
- During these conversations you should ask about the child's attendance
- Uniform should be checked and requests made if non-compliance is occurring.
- Pupils who don't comply should be reported to the pastoral team at the earliest opportunity.

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AM Duty: commences at 8:30.

- You should leave your duty point on the warning bell if teaching. If you are free, you should walk in on the second bell at 8:45 ensuring all pupils have made their way into school.

Break Duty: Be at point as soon as possible.

- If outside, escort pupils into school on warning bell. If inside, ensure students are tidying away any rubbish and beginning to move quickly and purposely to their lesson
- You should leave your duty point on the warning bell if teaching. If you are free P3, please stay on point until transition to lesson has finished encouraging students to move quickly and purposely to their lesson.

Dinner Duty: Be at point as soon as possible.

- If outside, escort pupils into school on warning bell. If inside, ensure students are tidying away any rubbish and beginning to move quickly and purposely to their lesson
- You should leave your duty point on the warning bell if teaching. If you are free P5, please stay on point until transition to lesson has finished encouraging students to move quickly and purposely to their lesson

Duty Protocols

Rationale

We must ensure safeguarding is our number one priority and to achieve this goal students must be supervised at all time during the school day. This will also enable us to ensure we build a student culture we can be proud of within our school. Our students behave positively to adult supervision and by ensuring we have full coverage of school before, during and after the school day we can ensure we have smooth transitions.

As part of all duties the following points need to be adhered to:

- All staff should be at their duty post prior to the commencement of the duty (Before the bell rings)
- You should be aware of the responsibilities and expectations of the duty listed on the duty document.
- Should you have any queries about the duty you should ask the AP with responsibility for duties for clarification of role.
- You should engage in positive conversation with pupils at your duty point
- **You should have at least 5 different conversations during your duty**
- During these conversations you should ask about the child's attendance
- Uniform should be checked and requests made if non-compliance is occurring.
- Pupils who don't comply should be reported to the pastoral team at the earliest opportunity.

AM Duty: commences at 8:40. You should leave your duty point on the warning bell if teaching. If you are free, you should walk in on the second bell at 8:45 ensuring all pupils have made their way into school.

Break Duty: Be at point as soon as possible.

- If outside, escort pupils into school on warning bell. If inside, ensure students are tidying away any rubbish and beginning to move quickly and purposely to their lesson
- You should leave your duty point on the warning bell if teaching. If you are free P3,

Duty Protocols

please stay on point until transition to lesson has finished encouraging students to move quickly and purposely to their lesson.

Dinner Duty: Be at point as soon as possible.

- If outside, escort pupils into school on warning bell. If inside, ensure students are tidying away any rubbish and beginning to move quickly and purposely to their lesson
- You should leave your duty point on the warning bell if teaching. If you are free P5, please stay on point until transition to lesson has finished encouraging students to move quickly and purposely to their lesson.

AM Duty

Location 8:40	What	How
Blackburn Gate	Stand on the gate and greet the students coming in. Address uniform issues there and then	Wear High vis jacket, wish the students good morning and expect a response, have conversations/pep talks with key students
Darwen Gate	As above	
Front of School	As above	
Post Office	Go into the shop and check with proprietors if all ok, check in the entry behind school	As above – try to forge good relationships with local businesses
Nisa	As above	

Duty Protocols

Year 7 AM Duty Protocols

Year 7 Arrival STEM Garden 8:40	
Senior staff	Form Tutors - 7D
Pastoral	Form Tutors - 7E
Form Tutors - 7A	Form Tutors - 7F
Form Tutors - 7B	Form Tutors - 7G
Form Tutors - 7C	Form Tutors - 7H

Minute By Minute

8.40 all forms should be lined up by the form tutor in single file

8.45 Form tutors should be inspecting their form and starting to address uniform issues, start to engage students in pep talks, say good morning to all students and expect a response

- Form tutors should ensure that students are in silence.
- Senior staff to have loudhailer and support form tutors in ensuring students are stood in single file and in silence.

8.45 Senior staff to announce form by form entry into the building; " Thank you FT, can you take 7A up to the form room please, thank you. **PAUSE until last child has entered building, count to 10 and then repeat.**

When form tutors get to the form room students should line up straight away, quick inspection of the line, **being seen looking**, square up in the door and ask class to enter and take their seats. Task for that morning should be ready for students on entry – a form DIN.

Duty Protocols

Year 8 AM Duty Protocols

Year 8 Amphitheatre 8:40	
Senior staff	Form Tutors - 8D
Pastoral	Form Tutors - 8E
Form Tutors - 8A	Form Tutors - 8F
Form Tutors - 8B	Form Tutors - 8G
Form Tutors - 8C	Form Tutors - 8H

Minute By Minute

8.40 all forms should be lined up by the form tutor in single file

8.45 Form tutors should be inspecting their form and starting to address uniform issues, start to engage students in pep talks, say good morning to all students and expect a response

Form tutors should ensure that students are in silence.

Senior staff to have loudhailer and support form tutors in ensuring students are stood in single file and in silence.

Despatch spare staff eg SPE and AHOY to line the route to the correct zone

8:45 Senior staff to announce form by form entry into the building; " Thank you FT, can you take

8A to the Year 8 zone please, on entry to the year 8 bubble students to file using the walk way around the cordon to their correct classroom thank you. **PAUSE until last child has entered building, count to 10 and then repeat.**

When form tutors get to the form room students should line up straight away, quick inspection of the line, **being seen looking**, square up in the door and ask class to enter and take their seats. Task for that morning should be ready for students on entry – a form DIN.

Duty Protocols

Year 9 AM Duty Protocols

Year 9 Darwen Pupil Entrance 8:40	
Senior staff	Form Tutors - 9D
Pastoral (Room to sup)	Form Tutors - 9E
Form Tutors - 9A	Form Tutors - 9F
Form Tutors - 9B	Form Tutors - 9G
Form Tutors - 9C	

Minute By Minute

8.40 all year groups should be lined up by the form tutors in single file in form order with the form tutors spaced along the line at the head of their form – obvious line order is 9A - G

8.45 Form tutors should be inspecting their form and starting to address uniform issues, start to engage students in pep talks, say good morning to all students and expect a response

Form tutors should ensure that students are in silence.

Senior staff to have loudhailer and support form tutors in ensuring students are stood in single file and in silence.

Despatch spare staff eg SVS and AHOY to line the route to the correct zone

8:45 Senior staff to announce form by form entry into the building; " Thank you TF, can you take 9A to the Year 9 zone please, on entry to the year 9 zone students to file to their correct classroom thank you. **PAUSE until last child has entered building, count to 10 and then repeat.**

When form tutors get to the form room students should line up straight away, quick inspection of the line, **being seen looking**, square up in the door and ask class to enter and take their seats. Task for that morning should be ready for students on entry – a form DIN.

Duty Protocols

Year 10 AM Duty Protocols

Year 10 Amphitheatre 8:40	
Senior staff	Form Tutors - 10C
Pastoral	Form Tutors - 10D
Form Tutors - 10A	Form Tutors - 10E
Form Tutors - 10B	Form Tutors - 10F

Minute By Minute

8.40 all forms should be lined up by the form tutor in single file

8.45 Form tutors should be inspecting their form and starting to address uniform issues, start to engage students in pep talks, say good morning to all students and expect a response

Form tutors should ensure that students are in silence.

Senior staff to have loudhailer and support form tutors in ensuring students are stood in single file and in silence.

8.45 Senior staff to announce form by form entry into the building; " Thank you FT, can you take 10A up to the form room please, thank you. **PAUSE until last child has entered building, count to 10 and then repeat.**

When form tutors get to the form room students should line up straight away, quick inspection of the line, **being seen looking**, square up in the door and ask class to enter and take their seats. Task for that morning should be ready for students on entry – a form DIN.

Duty Protocols

Year 11 AM Duty Protocols

Year 11 Amphitheatre 8:40	
Senior staff	Form Tutors - 11C
Pastoral	Form Tutors - 11D
Form Tutors - 11A	Form Tutors - 11E
Form Tutors - 11B	Form Tutors - 11F

Minute By Minute

8.40 all forms should be lined up by the form tutor in single file

8.45 Form tutors should be inspecting their form and starting to address uniform issues, start to engage students in pep talks, say good morning to all students and expect a response

Form tutors should ensure that students are in silence.

Senior staff to have loudhailer and support form tutors in ensuring students are stood in single file and in silence.

8.45 Senior staff to announce form by form entry into the building; " Thank you FT, can you take 11A up to the form room please, thank you. **PAUSE until last child has entered building, count to 10 and then repeat.**

When form tutors get to the form room students should line up straight away, quick inspection of the line, **being seen looking**, square up in the door and ask class to enter and take their seats. Task for that morning should be ready for students on entry – a form DIN.

Duty Protocols

Staff Duty Tables

Staff need to consult the tables listed below to ensure they know where and when they should be on duty.

Location 8:40	Mon	Tue	Wed	Thurs	Fri
Front of School		AVE	AVE	MJL	AEB
Post Office	DIH	DPS	DPS	DIH	DPS
Nisa	REC	AEB	AEB	REC	DIH

Year 7 Arrival STEM Garden 8:40

	Mon	Tue	Wed	Thurs	Fri
Senior Staff			LPR		
			SBR		
Pastoral			TRS		
Form Tutor - 7A			RDI		
Form Tutor - 7B			CDA		
Form Tutor - 7C			GGR		
Form Tutor - 7D			JMI		
Form Tutor - 7E			AAD		
Form Tutor - 7F			ATH		
Form Tutor - 7G			GSP		
Form Tutor - 7H			EKE		

Duty Protocols

Year 8 Arrival STEM Garden 8:40

	Mon	Tue	Wed	Thurs	Fri
Senior Staff	SHP				
	ANW				
Pastoral	CHG				
Form Tutor - 8A	AST				
Form Tutor - 8B	JVG				
Form Tutor - 8C	SCK		ANW	SCK	
Form Tutor - 8D	SIP				
Form Tutor - 8E	SOW				
Form Tutor - 8F	ECH				
Form Tutor - 8G	LPA				
Form Tutor - 8H	GHU				
Form Tutor - 8I	CBE				

Duty Protocols

Year 9 Amphitheatre 8:40

	Mon	Tue	Wed	Thurs	Fri
Senior Staff			SPE		
Pastoral			KVL		
Form Tutor - 9A			EBO		
Form Tutor - 9B			RSP		
Form Tutor - 9C		SMA	TKO		SMA
Form Tutor - 9D			NEM		
Form Tutor - 9E		MJJ	KAR		MJJ
Form Tutor - 9F			ARO		
Form Tutor - 9G			KAF		
Form Tutor - 9H			NAM		

Year 10 Peace Garden 8:40

	Mon	Tue	Wed	Thurs	Fri
Senior Staff		KAR			KAR
		TKO			TKO
Pastoral			CMC		
Form Tutor - 10A			EMJ		
Form Tutor - 10B		EPB	JKE		EPB
Form Tutor - 10C			ACD		
Form Tutor - 10D			ULA		
Form Tutor - 10E			NOJ		
Form Tutor - 10F			JAG		

Duty Protocols

Year 11 Amphitheatre 8:40

	Mon	Tue	Wed	Thurs	Fri
Senior Staff	LYB				
	VIS			VIS	
Pastoral	DAA				
Form Tutor - 11A	NOL				
Form Tutor - 11B	MDA		VIS	MDA	
Form Tutor - 11C	RAA				
Form Tutor - 11D	WAH				
Form Tutor - 11E	SLA	AFI		SLA	AFI
Form Tutor - 11F	CRE				

Duty Protocols

Break Duty

With year groups being back in their teaching rooms pupils will need to go to the canteen or the various yards on the bell. Staff need to be on their duty point as soon as is possible. If free before then you should be at your duty point on the bell. If teaching then you should walk to your area with your class as soon as possible.



Duty Protocols

Duty Points

Number	Position	Duty Purpose
1	Canteen Supervisor (SLT)	Ensure the canteen is running efficiently, monitor all ques, seating and staffing in the area
2	Door to Reception	Ensure no pupils pass this point
3	Canteen toilet	Ensure toilets and surrounding area are supervised
4	Queue supervisor	Ensure orderly que for canteen servery No. 2
5	Door to Peace Garden	Ensure no pupils use these toilets or stairwell
6	Main line supervisor (SLT)	Ensure main queue is supervised and feed into smaller queues
7	Hatch Supervisor	Ensure the lines are orderly.
8	Hatch Supervisor	Ensure the lines are orderly.
9	Bottom of Heart Steps	Ensure all pupils on steps are seated
10	Satellite servery supervision	Line orderly
11	Boulevard patrol	Ensure pupils are seated and stairwell not used
12	STEM Garden Supervision	Supervise quiet KS3 outdoor zone
13	Peace Garden Supervision	Supervise quiet KS3 outdoor zone - Seats
14	Peace Garden Supervision	Supervise quiet KS3 outdoor zone – path to 3G
15	Top Heart Steps	Ensure all pupils on steps are seated

Number	Position	Duty Purpose
16	Top Heart Doors to STEM	Ensure doors to STEM area manned – no pupils in STEM at break/Dinner
17	Top Heart Doors to CREATE	Ensure doors to CREATE area manned – no pupils in CREATE at break/Dinner
18	Bottom of Amphitheatre	Patrol area outside main doors
19	Bottom of Amphitheatre	Patrol area outside science classrooms and path to MUGA
20	Top of Amphitheatre (SLT)	Patrol area above Amphitheatre
21	Top of Path	Patrol area across back of school 'yard'
22	Benches	Patrol area around bench
23	Outside dance studio	Monitor the corner and path towards 3G
24	3G (PE)	Supervise KS4 on 3G
25	MUGA (PE)	Supervise KS3 on MUGA

Duty Protocols

Staff Duties (Break)

№	Position	Mon	Tue	Wed	Thu	Fri
1	Canteen Supervisor (SLT)	REC	REC	DIH	DIH	AEB
2	Door to Reception	CHA	CHA	CHA	CHA	SBR
3	Canteen toilet	AAD	AAD	RAA	RAA	CBE
4	Queue supervisor	LYB	DAA	DAA	DAA	DAA
5	Door to Peace Garden	CBE	EBO	EBO	EPB	EPB
6	Main line supervisor (SLT)	AVE	AVE	LPR	DPS	DPS
7	Hatch Supervisor	ECH	ECH	MDA	MDA	CDA
8	Hatch Supervisor	CDA	ACD	ACD	RDI	RDI
9	Bottom of Heart Steps	TRS	LYB	TRS	TRS	TRS
10	Satellite servery supervision	KAF	KAF	JAG	JAG	JVG
11	Boulevard patrol	JVG	GGR	GGR	WAH	WAH
12	Peace Garden Supervision	IAD	IAD	NOJ	NOJ	EMJ
13	Peace Garden Supervision	EMJ	MJJ	MJJ	EKE	EKE
14	Peace Garden Supervision	SCK	SCK	TKO	TKO	SLA
15	Top Heart Steps	KVL	KVL	VIS	KVL	KVL
16	Top Heart Doors to STEM	SLA	SLI	SLI	NAM	NAM
17	Top Heart Doors to CREATE	NEM	NEM	JMI	JMI	NOL
18	Bottom of Amphitheatre	NOL	SOW	SOW	LPA	LPA
19	Bottom of Amphitheatre	GHU	GHU	ZG	ZG	GSP
19	Bottom of Amphitheatre	HH	HH	HH	HH	HH
19	Bottom of Amphitheatre	TW	TW	TW	TW	TW
19	Bottom of Amphitheatre	SS	SS	SS	SS	SS
20	Top of Amphitheatre (SLT)	GSP	SIP	SIP	CRE	CRE
21	Top of Path	ARO	ARO	KAR	KAR	ZG
22	Benches	RSP	ANW	ANW	AST	AST
23	Outside dance studio	CMC	CMC	CMC	VIS	CMC
24	3G (PE)	ULA	ULA	SBR	SMA	SMA
25	MUGA (PE)	AEB	AFI	AFI	LPR	RSP
26	HUB	NM	NM	NM	NM	NM
27	Seclusion	DAA	TRS	KVL	CMC	CHA
28	Library	ROA	ROA	ROA	ROA	ROA

Duty Protocols

Staff Duties (Dinner Duty)

#	Position	Mon	Tue	Wed	Thu	Fri
1	Canteen Supervisor (SLT)	REC	REC	DIH	DIH	AEB
1 ^A	Canteen		MQA	MQA	MQA	MQA
2	Door to Reception					
3	Canteen toilet	ZH	ZH	ZH	ZH	ZH
4	Queue supervisor	JTA	JTA	JTA	JTA	JTA
5	Door to Peace Garden	SS	KE	KE	ME	ME
6	Main line supervisor (SLT)	AVE	LPR	LPR	DPS	DPS
7	Hatch Supervisor	GF	GF	GF	GF	GF
8	Hatch Supervisor	JT	JT	JT	JT	JT
9	Bottom of Heart Steps	TRS	RAA	TRS	TRS	TRS
10	Satellite server supervision	ECH	MDA	CDA	EBO	SLI
11	Boulevard patrol	TS	TS	TS	TS	TS
12	Peace Garden Supervision	ZG	ZG			SS
13	Peace Garden Supervision	TKO	DAA	DAA	DAA	DAA
14	Peace Garden Supervision	BM3	BM3	BM3	REC	AVE
15	Top Heart Steps	KVL	KVL	WAH	KVL	KVL
16	Top Heart Doors to STEM	GHU	MJJ	MJJ	ARO	SPE
17	Top Heart Doors to Comm	TW	GGR	EKE	SMA	CRE
18	Bottom of Amphitheatre	RDI	LPA	SOW	MJL	SHP
18	Bottom of Amphitheatre		SBN	SBN	SBN	SBN
18	Bottom of Amphitheatre		LHM	LHM	LHM	LHM
19	Bottom of Amphitheatre	IAD	IAD	IAD	IAD	IAD
20	Top of Amphitheatre (SLT)	CHA	CHA	CHA	CHA	AAD
21	Top of Path	SMA	NAM	SMA	TKO	TKO
22	Benches	JMI	MJL	RSP	NOL	ULA
23	Outside dance studio	CMC	CMC	CMC	AST	CMC
24	3G (PE)	NOJ	SBR	SIP	AEB	MJL
25	MUGA (PE)	SCK	AVE	NEM	LYB	VIS
26	HUB	NM	NM	NM	HH	HH
27	Seclusion	DAA	TRS	KVL	CMC	CHA

All duty points, processes and procedures are the same as for break listed above.

Duty Protocols

After School Duties

Staff should escort their class out of school by the same entrance route the pupils used to enter school (See above). Staff should lead the pupils to the front of school to dismiss

Pastoral Staff need to take up duty positions at the bus stop from 3:00 to 3:15

Mon	Tue	Wed	Thu	Fri
DAA	TRS	KVL	CMC	CHG

SLT – Should leave the building at 3:00 if not teaching and supervise at the front of school covering the area from the NISA to the Post Office.

Staffing of Seclusion – For the 1h 30 min slot teaching staff have been allocated the first hour of the 1 hour 30 minute period. AHOYs will cover the remaining 30 minute slot on the rota below. This rota also covers break supervision of seclusion.

Mon	Tue	Wed	Thu	Fri
DAA	TRS	KVL	CMC	CHG

What And How

During a whole staff CPD session key times or duties were identified and then staff worked in groups to come up with these responses that indicate 2 things. What we need to do as a staff to achieve 100% in each particular area and also how we go about doing it. It is important that these instructions can be contained within one-page document.

What And How Documents

- Reprimanding students
- Presentation of work
- AM duty
- Questioning
- Rewards and praise
- Transitioning between lessons
- Uniform standards
- Do it now tasks
- Lunch duty
- Peace garden duty
- End of lesson
- Litter
- Punctuality to lessons
- Patrol
- Duty on the factory floor
- Maintaining the environment and resources
- Step Out To Help Out

What And How

Reprimanding Students

What Do We Do As Staff?	How Do We Do It?
Be assertive	Strong voice but not shouting
Economy of language	Think carefully about what you want to say
Deal with students privately not publicly in front of the class/large groups where possible.	On corridors – take them to one side/ in classrooms get down to their level – speak quietly
Encourage them to accept responsibility for their poor choices and poor behaviour	Asking and repeating, if necessary, closed questions. For example, “Was that acceptable behaviour – yes or no?”
Use phrases that allow you to withdraw and avoid arguments. Provide an example of where the student has done well previously and encourage them to consider their actions in light of that.	“I need to see you working like you did last lesson”. “I will be looking carefully at your corridor behaviour from now on”. Then give students time and space
Drop your voice and slow down your speech if behaviour does not change.	Annunciate your words very clearly.
Give clear warnings about forthcoming consequences. Follow the sanctions outlined in in this policy for dealing with behaviour using stepped responses. – Students want fairness and consistency	Know the school policy

What And How

What Do We Do As Staff?	How Do We Do It?
Stay calm, remember you must be seen to be in control (the class will start to enjoy themselves if you lose it). Use your presence – very often physical but non – threatening proximity will secure good conduct	Move closer to students in a non-threatening way – arms open, palms upwards
Use non-verbal signals; 95% of all behaviour management can be achieved through mime!	A look expressing disapproval, a strategic point, mimic the action you want them to do etc.
<ul style="list-style-type: none">• Outline two choices that they can make and state the possible consequences	"You now have two choices: You can choose to follow the instruction or choose not to follow my instruction. If you choose to refuse to follow the instruction, you are choosing x."
<ul style="list-style-type: none">• Use "Thank you" as a preface to instructions and assume compliance. "Thank you for stopping tapping"	

What And How

Presentation of Work

What Do We Do As Staff?	How Do We Do It?
DUM TUMS Date Underline Miss a line Title Underline Miss a line Start.	<ul style="list-style-type: none">• Instruct the students to write the date in (fully) in the top righthand corner of their workbooks. Do not allow them to write a shortened version of the date. They then must write classwork or homework in the top left-hand corner of their page.• Once the date has been written, instruct the students to neatly underline it with a pencil and a ruler. If they do not have the correct equipment then instruct them to borrow it from a classmate or you may be able to lend it to them as their classroom teacher. If this becomes a regular occurrence with a particular student(s) then please apply a sanction on Class Charts (C2). If this becomes an ongoing issue then DOP will place the student(s) on an equipment report.• After the date has been neatly underlined it is now time for the student to miss a line and write the title of the lesson, which should be written in the centre of the relevant line. The title should also be underlined with a pencil and a ruler.• The L.O. or L.Q. should then be written after missing a line from the title on the left-hand side of the workbook and should also be underlined with a pencil and a ruler.• Once this has been done the students should miss one more line and then start their work.

What And How

What Do We Do As Staff?	How Do We Do It?
Ensure all diagram are drawn with pencils and rulers as required.	<ul style="list-style-type: none"> • Make the expectation clear, ensure equipment is available. • Apply a sanction if a student does not do this on a regular basis. • Check that this has been done by circulating the room. • Ensure that the students do it again if underlining has not been done neatly and correctly.
Ensure work is written in full sentences.	<ul style="list-style-type: none"> • Explicitly explain that all written work should be written in full sentences. • Model this to the students through the I do, We do, You do approach. • Ensure that this is done through circulating the room and regular marking and feedback in line with the school marking and feedback policy.
Insist on no graffiti	<ul style="list-style-type: none"> • Remind the students at least once a week that there should not be any graffiti on their books. • If graffiti is discovered then apply a sanction. • Sanction as necessary. • The student(s) should then recomplete/cover their work.
Layout equations correctly (Maths / Science)	<ul style="list-style-type: none"> • "I need to see you working like you did last lesson". "I will be looking carefully at your corridor behaviour from now on". Then give students time and space

What And How

What Do We Do As Staff?	How Do We Do It?
Drop your voice and slow down your speech if behaviour does not change.	<ul style="list-style-type: none">• Need an agreed approach between maths and science
Worksheets to be stuck in neatly in the correct place.	<ul style="list-style-type: none">• Plan a strict time limit for students to stick any loose sheets into their books.• Ensure that the correct equipment is available for the students to do this.

What And How

AM Duty

What Do We Do As Staff?	How Do We Do It?
Greet pupils	<ul style="list-style-type: none">• Say good morning• Use positive praise and positive body language
Be seen	<p>Ensure wearing of hi-vis If a front of school duty ensure you know the purpose/route</p> <ul style="list-style-type: none">• Back allies• Front of school• Nisa• Post Office <p>Don't be static ensure you are moving</p>
Arrive on time	<ul style="list-style-type: none">• Ensure preparation for the day is done before the duty.• Support colleagues.
Usher pupils into school in purposeful manner	<ul style="list-style-type: none">• Strong / assertive voice
Active Duty	<ul style="list-style-type: none">• Move amongst the pupils.• Positive conversations.• Challenge uniform issues.• Challenge negative behaviour.• Challenge littering.• Wear High VIS

What And How

Questioning

What Do We Do As Staff?	How Do We Do It?
Check for understanding	<ul style="list-style-type: none">• Plan our questioning as part of the lesson• Use blooms taxonomy to establish challenge of questions
Cold call	<ul style="list-style-type: none">• Establish an explicit routine so the students are aware they will be questioned• Explicitly use the phrase 'cold call' to establish a consistent language/discourse around the academy• Explain what 'cold call' means to ensure compliance• Ensure you provide 'wait time'• Target pre-planned students (from DDI)
Closing the gaps	<ul style="list-style-type: none">• Push pupils to elaborate on their responses using universal prompts. For example, "Tell me more", "Explain how you came to that conclusion", "Can you develop your answer?"• Teacher to withhold the answer in order to check for agreement/disagreement with other pupils. "Do you agree with ___?" "Why/Why not?"
Closing the learning loop	<ul style="list-style-type: none">• When student is unable to respond, ask another student and then return to the first student and ask them to answer/expand elaborate

What And How

What Do We Do As Staff?	How Do We Do It?
Encourage academic talk	<ul style="list-style-type: none">• Direct students to review their answer by using subject specific terminology (could give an example to prompt) and formal language
Only accept an answer that is 'right'	<ul style="list-style-type: none">• Use 'right is right' (TLAC) to challenge and stretch pupils to answer correctly
Poll the room for whole class understanding	<ul style="list-style-type: none">• Plan 'hinge' questions in lessons as 'checkpoints' for learning/understanding/progress• Ask students a question with multiple choice answer and all students to show teacher through mini wipe boards
Call and response	<ul style="list-style-type: none">• We use questioning that demands a response en masse from the whole class

What And How

Rewards and Praise

What Do We Do As Staff?	How Do We Do It?
Reward digitally	<ul style="list-style-type: none"> Class chart points that lead to badges
Celebrate success	<ul style="list-style-type: none"> Display/announce cumulative positive points on the whiteboard in form time also on reports
Positive conversations	<ul style="list-style-type: none"> Ensure we engage with positive chats – 5 per day. Smile
Exaggerate/big up achievements	<ul style="list-style-type: none"> “Sir is this ok?” – we say “Its more than ok – its excellent.” Positive reinforcement – but be genuine.
Turning negatives into positives	<ul style="list-style-type: none"> Instead of – “If you mess about I’ll detain you at break” – “Those who work hard can leave on the bell.”
Jokes	<ul style="list-style-type: none"> Have a huge bank of jokes (poor and good) at your disposal.
Give tangible group rewards	<ul style="list-style-type: none"> Rewards trips / educational golden time/game.
Celebrate good attendance	<ul style="list-style-type: none"> Displayed in form rooms and mentioned in every other Vale Values lesson. Let pupils know that you know their attendance.
Celebrate exemplar work	<ul style="list-style-type: none"> Holding it up and publicly applauding it in class. Publishing it in the school newsletter. Use class work as exemplar in lessons using visualiser.
Praising small steps for students of different needs	<ul style="list-style-type: none"> Setting individual targets/challenges according to their ability.

What And How

What Do We Do As Staff?	How Do We Do It?
Positive narration	<ul style="list-style-type: none">Avoiding negative speech. Catch pupils doing well. "Thank you for...." Rather than "stop doing that!"
Encourage and inspire through relevant examples	<ul style="list-style-type: none">Exemplifying how local people have made their living through applying skills, knowledge and understanding learnt at school (specifically BWD schools, e.g, Alfred Wainwright – ART, John Noel Nichols – inventor of Vimto, Jack Walker – engineering)
Gaining responsibilities	<ul style="list-style-type: none">Prefects – head boy/girl. Class responsibility.

What And How

Transitioning Between Lessons

What Do We Do As Staff?	How Do We Do It?
We ensure we are at our classroom as quickly as possible Nothing is as important as learning time	<ul style="list-style-type: none">• Ensure that we follow end of lesson routines and that our class are ready to leave the class on the bell.
We ensure our class is lined up correctly – in silence, facing forwards We invite them into the room	<ul style="list-style-type: none">• Be seen looking. Give clear instructions; “good morning, go in and sit down – there is a DIN on the board” Strong voice but not shouting. Narrate the positive, acknowledge & narrate good behaviour and praise conformity. Make eye contact, give pupil space, calm but assertive, expect a response.
Increase visibility	<ul style="list-style-type: none">• Wearing hi vis as pupils respond well to adult presence
Support colleagues and whole school routines by enforcing transition routines – direct pupils to line up at their correct classroom	<ul style="list-style-type: none">• Be a presence around your doorway, wearing high vis, using a strong assertive voice and being seen looking. Economy of language. “where should you be?” “Go there quickly now please” “What lesson do you have now? The timetable is on the wall.”
When not teaching move into the break out areas on transition to support our colleagues	<ul style="list-style-type: none">• This should take no more than a few minutes but is invaluable to your colleagues and the smooth running of the school

What And How

What Do We Do As Staff?	How Do We Do It?
<p>At the end of your lesson follow exit procedures</p> <p>Check desks and environment</p> <p>Ensure all equipment is collected</p> <p>Ensure students are stood behind desks with face coverings on</p> <p>Dismiss students in an orderly manner and follow them out into break out zone to support colleagues as described above</p>	<ul style="list-style-type: none">• Circulate the room quickly• Have designated monitors and routines that have been practiced• Calm, assertive, narrating the positive, crisp economical instructions. "stand in silence, chairs under, masks on please"!• Do this quickly – it is easier to prevent poor behaviour than deal with the aftermath – a heavily staffed transition will be quick and calm
<p>We expect compliance – when we do not get it we do it again.</p> <p>Use resets when you do not get the standard you want on any of these phases.</p>	<ul style="list-style-type: none">• "No not good enough – we will do that line up again Year 8"• Sanction for pupils who fail to follow instruction- Pupils are warned, reminded of "what we do here at vale during transition" Use thank you as a preface to instructions and assume compliance. If a pupil is rude/not compliant a second time, this will follow with a sanction.

What And How

Uniform Standards

What Do We Do As Staff?	How Do We Do It?
Positive narration of those who have the correct uniform.	<ul style="list-style-type: none">• Well done You have the perfect uniform.• Great very smart.• Glad to see you have got the correct shoes on today.
Form tutor to identify pupils without the correct uniform.	<ul style="list-style-type: none">• Patrol the line and make a note of those who don't have the correct uniform or makeup.• If they arrive late, send an email regarding the incorrect uniform to the head of year.• Make the head of year aware of this.• Be assertive.
Head of year to pick up on the pupils that don't have the correct uniform.	<ul style="list-style-type: none">• As pupils are lining up outside head of year to organise loan of school uniform.• If consistent AHOY contact home.• Supply those with uniform if circumstances require.
All staff to consistent in the rules when on duties.	<ul style="list-style-type: none">• To monitor pupils during break and dinner, making sure they are wearing full correct uniform.• Staff to approach pupils when incorrect uniform has been warn.• If any problems make head of year aware.

What And How

What Do We Do As Staff?	How Do We Do It?
Teaching staff- period one	<ul style="list-style-type: none">• Pupils arriving late are picked up by period 1 and referred to head of year through email or call patrol for earlier assistance.• At the earliest convenience assistant head of years to check late comers have been sorted.
Pupils refusing to comply to requests	<p>Sanctions:</p> <ul style="list-style-type: none">• Call patrol- for AHOY assistance• Sanction to be set on class charts• Contact home
End of the day	<ul style="list-style-type: none">• Staff to ensure pupils are leaving the school in full correct uniform, no coats until they leave the school building.

What And How

Do It Now Tasks

What Do We Do As Staff?	How Do We Do It?
Ready to go at the beginning of the lesson	<ul style="list-style-type: none">• On the board or a paper copy ready to hand to students as they enter
Make it clear it is to do immediately upon entry	<ul style="list-style-type: none">• Build in as a routine• Said verbally• Instructions on the boards• Expect silence
Do it now task could be a recall, retrieval, quick quiz, quick explanation to show understanding	<ul style="list-style-type: none">• Relevant to the topic being taught and accessible to all abilities• Linked to previous lessons in a logical manner/ scaffolding• Can be used to determine the starting point of the lesson• Could be fertile question that is thought provoking or creative• Provide them a hook to the lesson• Provide some challenge
Should be appropriate time limit relevant to the task	<ul style="list-style-type: none">• Provide a clear time limit• This could be on the board or said verbally
Keep the task relevant	<ul style="list-style-type: none">• Linked to last lesson• Linked to last weeks topic, fortnight ago, last month and last term, last topic

What And How

What Do We Do As Staff?	How Do We Do It?
Refreshing/retesting skills and content	<ul style="list-style-type: none">• Purposeful• Encourages deeper understanding• Encourages confidence• Opportunity to praise/positive narration• Cross curricular links
Set the tone of the lesson	<ul style="list-style-type: none">• Encourages engagement and a settled start• Encourages high expectations
We get students ready to engage with a new lesson that may require a different type of thinking	<ul style="list-style-type: none">• Make the task enjoyable, accessible and relevant

What And How

Lunch Duty

What Do We Do As Staff?	How Do We Do It?
Be a visible presence	<ul style="list-style-type: none">• Wear hi-vis jacket or coat, stand in prominent position or ensure you are moving around and 'owning' your area
Be where you should be on time	<ul style="list-style-type: none">• Be organised – ensure you know your duty point and expectations
Greet / speak to students	<ul style="list-style-type: none">• Use eye contact, smiling, be friendly and say hello. Positive body language.
Minimum of 5 positive conversations	<ul style="list-style-type: none">• Walk around your area – speak to different cohorts of students. Have pre-prepared questions<ul style="list-style-type: none">• What's your attendance – cumulative, this week?• What have you got next?• What lessons have you had?• What are your current grades?• What are your target grades?
Make sure that the students are sat when eating	<ul style="list-style-type: none">• Use of non-verbal cues, say thank you as a preface to instructions and assume compliance
Deal with non-compliance	<ul style="list-style-type: none">• Deal with it privately, only give two choices, use corridor referral cards and give clear warnings about further consequences
Build positive relationship	<ul style="list-style-type: none">• Have 5 positive conversations during break/ lunch, ask about attendance, lessons, exams, and their day in general (specific interest if possible)

What And How

What Do We Do As Staff?	How Do We Do It?
Be assertive	<ul style="list-style-type: none"> Use strong voice when required
Student/staff ratio (use common sense) Step out to help out	<ul style="list-style-type: none"> Once the canteen empties out, staff on duty inside could help out outside. If no pupils in your area move to an area which needs support. eg if wet break – move inside to support
Enjoy a calm and structured end of break, ready for the next lesson	<ul style="list-style-type: none"> Use whistle to end break. Wait for 100%: lined up in single line, silently and in full uniform
Escort them quickly back to the lesson	<ul style="list-style-type: none"> Ensure that they walk with purpose, straight to their lesson, staff on route and be visible. Discourage 'meetings' in toilets.
Do not accept less than 100%	<ul style="list-style-type: none"> Check student one by one for mask and uniform. Ask non-compliant students to step aside and let the rest of the students go through. Rest of students to follow at the end once rectified.
Be mindful of littering	<ul style="list-style-type: none"> Either ask pupils to pick their rubbish or do it ourselves if it's been left
Deal with issues – Don't allow eating outside	<ul style="list-style-type: none"> Talk to students and AHOYs, giving fair consequences by following the behaviour policy. Stop students leaving the dinner area with food.

What And How

Duty In The Peace Garden

What Do We Do As Staff?	How Do We Do It?
Visible presence	<ul style="list-style-type: none">• High-visibility jackets and coats
Be where you should be on time	<ul style="list-style-type: none">• Be organised
Minimum of 5 positive conversations	<ul style="list-style-type: none">• Walk around and talk to students
Be assertive	<ul style="list-style-type: none">• Strong voice
Student/staff ratio (use common sense) Step out to help out	<ul style="list-style-type: none">• Once the canteen empties out, staff on duty inside could help out outside as 2 staff members are not enough to ensure that all pupils follow expectations and rules.
Be mindful of littering	<ul style="list-style-type: none">• Either ask pupils to pick their rubbish or do it ourselves if it's been left
Ensure children re-enter building in an orderly fashion	<ul style="list-style-type: none">• Staff members lead at the front and also at the back of the line, staff to be stood at strategic points to ensure orderly return to classrooms.
Deal with issues	<ul style="list-style-type: none">• Talk to students and AHOYs, giving fair consequences by following the behaviour policy
Ensure no eating outside	<ul style="list-style-type: none">• Reiterate instructions that all eating is inside, no food outside
Deal with issues – Don't allow eating outside	<ul style="list-style-type: none">• Talk to students and AHOYs, giving fair consequences by following the behaviour policy. Stop students leaving the dinner area with food.

What And How

At The End Of A Lesson

What Do We Do As Staff?	How Do We Do It?
Address class to pack away belongings no more than 5 minutes prior to the bell (judge how long packing away will take in advance)	<ul style="list-style-type: none">• Economy of language, clear and concise instructions. Scan the room and positively narrate. Encourage urgency
Collect all resources/ exercise books	<ul style="list-style-type: none">• Assign roles to students to ensure a prompt and orderly end to the lesson.
Ask students to stand behind their places and tuck chairs under	<ul style="list-style-type: none">• Economy of language, clear and concise instructions. Scan the room and positively narrate. Be seen looking. Model and give non-verbal cues
Check tidiness of room and ask students to stand quietly behind chairs. Ensure the room is left how it was found.	<ul style="list-style-type: none">• Move around the room, obviously scan for issues and politely address
Uniform check	<ul style="list-style-type: none">• Remind students about uniform being correct and address any non-conformity
Wait for bell or tannoy in silence	<ul style="list-style-type: none">• Continue to scan room addressing issues if any arise. Chance to ask questions as part of DDI to keep focus of students
Dismiss row by row in silence	<ul style="list-style-type: none">• Staff members lead at the front and also at the back of the line, staff to be stood at strategic points to ensure orderly return to classrooms.

What And How

What Do We Do As Staff?	How Do We Do It?
Escort students to break, dinner or end of day (If applicable)	<ul style="list-style-type: none"> Dismiss row by row and stand at door as students leave. Lock room behind last student and walk behind the class or in-front if possible to escort to next location
Ensure no eating outside	<ul style="list-style-type: none"> Reiterate instructions that all eating is inside, no food outside
Deal with issues – Don't allow eating outside	<ul style="list-style-type: none"> Talk to students and AHOYs, giving fair consequences by following the behaviour policy. Stop students leaving the dinner area with food.
Assistant Head of Year	<ul style="list-style-type: none"> AHOY to be in area 5 minutes prior to end of lesson and be visible (high-vis) Encourage pupils to leave lesson quietly and move on to next lesson promptly. Positively narrate Boss your area and be seen looking. Strong voice. Economy of language. Address noncompliance. If large crowds are gathering, disperse. Ensure students are lined up and quiet ready for their teacher to arrive. Advise teacher on arrival to reset if needed. Move any pupils on that are congregating in toilets

What And How

What Do We Do As Staff?	How Do We Do It?
Floating Staff	<ul style="list-style-type: none">• Any staff not teaching to step out to help out.• Usher students to their next lesson.• Positively narrate.
Senior Leaders	<ul style="list-style-type: none">• Encourage pupils to move on to next lesson.• Positively narrate.• Strong voice.• Economy of language.• If large crowds are gathering, disperse.• Ensure students are lined up and quiet, ready for their teacher to arrive.• Support teaching staff or AHOY with noncompliance or resets if necessary.

What And How

Litter

What Do We Do As Staff?	How Do We Do It?
Corridors: Remind pupils about no eating on corridors	<ul style="list-style-type: none">• Form teachers during form times, reinforced on corridors in a non-confrontational way but assertive, monitor entrances and exits so pupils are not carrying food.• Follow through with procedures for non-compliance• Be seen looking!
Dining Rooms: Ensure pupils are sat down when eating at break and lunch times	<ul style="list-style-type: none">• Attend duties on time, circulate, remind pupils about rubbish and bins, check tables before pupils leave the area.• Wear Hi-Vis and be visible
Outside areas: Ensure pupils do not take food and drinks outside	<ul style="list-style-type: none">• Attend duty points on time, direct pupils back to the dining areas if they have food, follow procedures for non-compliance.• Wear Hi-Vis and be visible
Classrooms: Leave classrooms clean, tidy and litter free	<ul style="list-style-type: none">• End your lesson in good time to pack away properly, ensure pupils are stood behind desks and scan room thoroughly.• Instruct pupils to tidy away any paper, worksheets, books, pens, equipment etc which is on desks or on the floor.• Only dismiss pupils when the whole room is clean and tidy.• Ensure classrooms are locked when leaving

What And How

What Do We Do As Staff?	How Do We Do It?
Graffiti: Ensure pupils do not graffiti on desks, chairs, displays or walls	<ul style="list-style-type: none"> • Constantly scanning room and ensuring you have 100%. • Check desks at start and end of lessons as part of pack up procedure and follow appropriate sanctions for any graffiti. • Ensure classrooms are locked when leaving
School grounds: Keep school grounds and surrounding area (bus stop) litter free	<ul style="list-style-type: none"> • Escort pupils off the premises to ensure that they are not eating or littering. • Attend morning and after duties and constantly scan and remind pupils who are not complying. • Wear Hi-Vis and be visible
Eating in class: Do not allow eating in class, including sweets and chewing gum	<ul style="list-style-type: none"> • Stay vigilant during lessons and follow behaviour policy for non-compliance
Equipment: Ensure correct use of equipment (e.g. Glue sticks being flicked)	<ul style="list-style-type: none"> • Have monitors who are responsible for equipment. • Have clear expectations and boundaries and remind pupils of your expectations. • Follow behaviour policy for any incorrect use of equipment. • Ensure you have 100% and scan the room constantly. • Check for any damage before pupils leave the room. • Ensure classrooms are locked when leaving

What And How

Punctuality To Lessons

What Do We Do As Staff?	How Do We Do It?
If a student doesn't arrive for your lesson, you should mark as absent.	<ul style="list-style-type: none">Do this in SIMs by coding the student as N. If there is a reason for their non-appearance they may already be marked accordingly (M/I/Q etc). If they are not coded as such and they are not in class with you then mark as N.
If a student doesn't arrive for your lesson and they have been in previous lessons that day, then their absence needs reporting for safeguarding.	<ul style="list-style-type: none">Send an email to pupiltracking@darwenvale and key staff will be notified of the student's absence and will be able to act on this.
If a student is late to your lesson, ask them if they have a note or explanation.	<ul style="list-style-type: none">In a quiet and calm way. Don't make a fuss and don't disrupt learning. Other students need to see that you have though picked up on the lateness.
Amend the register accordingly for lateness.	<ul style="list-style-type: none">Use SIMS when appropriate.Mark the student as Late by entering an L and also indicating the number of minutes late.
Stay calm, do not draw excessive attention to the situation and try, if possible, to continue the lesson without further interruption.	<ul style="list-style-type: none">Move closer to student who has arrived late in case they wish to borrow equipment, need their book or wish to speak to you about the work.Get the student sat down and engaged.

What And How

What Do We Do As Staff?	How Do We Do It?
Encourage them not to disrupt the working of others with non-verbal gestures where possible and if necessary.	<ul style="list-style-type: none">• A look, gesture, strategic point, miming of an action can help to clarify expectations.
The issue of late arrival should not be ignored, and you should speak to the student when it's appropriate. This ensure the school policy on punctuality is upheld and we expect students to arrive to lessons on time.	<ul style="list-style-type: none">• When the class are working in silence then approach the student and say, 'Is everything OK?' 'I noticed you were late; we will discuss this briefly at the end of the lesson. Try to deal with students privately not publicly in front of the class/large groups where possible. It may be more appropriate to ask them to stay when you are dismissing the class.
Speak to the student at the end of the lesson (if time) to ascertain why the situation has occurred and to inform them of the consequences of their action. Tell them they have a detention.	<ul style="list-style-type: none">• Know what action to take, stay calm, be understanding, be consistent and always follow up on issues that arise. If there is no reason for lateness, then a sanction needs putting in place. You should arrange with the student when this is and record it as a C2 on class charts.

What And How

What Do We Do As Staff?	How Do We Do It?
Make sure they arrive for the agreed detention and discuss their punctuality with them. Tell them you will monitor their punctuality and ask them if there is any support you can give.	<ul style="list-style-type: none">• Be on time for your detention and be prepared to talk to the student. Should they fail to turn up then the sanction should be escalated to a C3 teacher after school detention.
Monitor the students for continued lateness.	<ul style="list-style-type: none">• If the student continues to arrive late then inform the pastoral team and the students form tutor that punctuality is a problem. At this point home needs contacting to discuss• Pastoral team to explore if further support is needed.

What And How

Patrol

What Do We Do As Staff?	How Do We Do It?
Have a presence	<ul style="list-style-type: none">• High Vis jackets
Observe the area	<ul style="list-style-type: none">• Encourage quick transitions in to lesson/form
Be assertive	<ul style="list-style-type: none">• Strong voice but not shouting
Enquire as to why students on corridors	<ul style="list-style-type: none">• In a supportive manner initially until reasons established
Economy of language	<ul style="list-style-type: none">• Think carefully about what you want to say
Once students in classrooms support staff where possible	<ul style="list-style-type: none">• Tour area• Non-verbal communication to staff member• Observe atmosphere and movement in classrooms• Check if supply teacher in the area and offer additional support
Ensure no students 'left behind'	<ul style="list-style-type: none">• Check toilet areas and stairwells
Deal with students privately not publicly in front of the class/large groups where possible.	<ul style="list-style-type: none">• On corridors – take them to one side/in classrooms get down to their level – speak quietly
Encourage them to accept responsibility for their poor choices and poor behaviour	<ul style="list-style-type: none">• Asking and repeating, if necessary, closed questions. For example, "Was that acceptable behaviour – yes or no?"• Getting students 'TO OWN IT'

What And How

What Do We Do As Staff?	How Do We Do It?
Repetition and consistency with standards	<ul style="list-style-type: none"> Persistent and consistent with reminders (behaviour, uniform and appearance)
Praise for students	<ul style="list-style-type: none"> When on patrol it is a good opportunity to reinforce positive behaviours. 'Praise on Patrol' Remind students how well they may well have been doing – not to let things slip
Drop your voice and slow down your speech if behaviour does not change.	<ul style="list-style-type: none"> Annunciate your words very clearly.
Use your presence	<ul style="list-style-type: none"> Be around areas
Outline two choices that they can make and state the possible consequences	<ul style="list-style-type: none"> "You now have two choices: You can choose to follow the instruction or choose not to follow my instruction. If you choose to refuse to follow the instruction, you are choosing x."
Use "Thank you" as a preface to instructions and assume compliance. "Thank you for stopping tapping"	<ul style="list-style-type: none"> "You now have two choices: You can choose to follow the instruction or choose not to follow my instruction. If you choose to refuse to follow the instruction, you are choosing x."

What And How

Duty On The Factory Floor

What Do We Do As Staff?	How Do We Do It?
Be visible	<ul style="list-style-type: none">Wear hi-vis and stand in prominent position
Be present, visible and on time	<ul style="list-style-type: none">Escort your class down to break/lunch in a calm manner
Greet students	<ul style="list-style-type: none">Eye contact, smiling, be friendly and say hello
Make sure that the students are sat at a table, facing forwards	<ul style="list-style-type: none">Use of non-verbal cues, say thank you as a preface to instructions and assume compliance
Deal with non-compliance	<ul style="list-style-type: none">Deal with it privately, only give two choices, use corridor referral cards and give clear warnings about further consequences
Build positive relationship	<ul style="list-style-type: none">Have 5 positive conversations during break/lunch, ask about attendance, lessons, exams, and their day in general (specific interest if possible)
Enjoy a calm and structured end of break, ready for the next lesson	<ul style="list-style-type: none">Use whistle to end break. Wait for 100%: mask on, lined up in single line, silently and in full uniform
Escort them quickly back to the lesson	<ul style="list-style-type: none">Ensure that they walk with purpose, straight to their lesson, staff on route and be visible. Discourage 'meetings' in toilets.
Do not accept less than 100%	<ul style="list-style-type: none">Check student one by one for mask and uniform. Ask non-compliant students to step aside and let the rest of the students go through. Rest of students to follow at the end once rectified.

What And How

Maintaining The Environment And Resources

What Do We Do As Staff?	How Do We Do It?
Ensure the classroom is neat and tidy	<ul style="list-style-type: none">• All tables straight• All chairs pushed under facing forwards• No graffiti• Leave board remotes in an obvious place on the teacher desk• Remove all of our own resources• Check the floor for litter• All class books collected and returned to correct shelf/crate• Wipe the whiteboard clean
Provision of classroom resources	<ul style="list-style-type: none">• Collect in all whiteboards, pens and rubbers and leave tidy• Ensure there is a roll of blue paper and table spray• Check sanitiser• Inform appropriate staff for re-stocking
Ensure the corridors (walls and floor) are presentable	<ul style="list-style-type: none">• Pick up litter if needed• Ensure posters are tidy• Be vigilant for graffiti and other anti-social acts/behaviour
Remind pupils of the need to be mindful of their environment	<ul style="list-style-type: none">• Remind pupils on a regular basis of their responsibility in looking after their school – take ownership

What And How

Step Out To Help Out

What Do We Do As Staff?	How Do We Do It?
Step outside our classrooms to ensure that corridors are calm and orderly.	<ul style="list-style-type: none">• Stand square in our classroom doorways whilst greeting students/ handing out the DIN task.• Scan the corridors and address any non compliance.• Where appropriate intervene with students and direct them to the classroom that they should be lining up outside, or the classroom that they should be in. If this means that you momentarily leave your door way then please do.



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