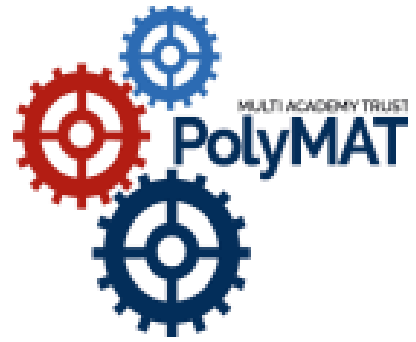




Woolwich Polytechnic
School for Boys



WOOLWICH POLYTECHNIC SCHOOL FOR BOYS

School Behaviour Policy

Reviewed: October 2024

Approved: November 2024

Revision due: March 2026

Introduction

At Woolwich Polytechnic School for Boys, we believe that learning is important, and we want to offer all our students every opportunity to maximise their potential by creating and maintaining a culture of exceptionally good behaviour for learning.

The aim of this policy is to ensure that we have a consistent approach to behaviour and that we establish good practice throughout the school. This should allow us to develop an ethos of high expectation whilst maintaining a friendly and caring atmosphere.

The policy looks in-depth at the Awards, Rewards, Rules and Sanctions used in the school in order to establish a consistent approach to their usage. As a general principle, students are likely to behave well if they feel valued, respected and successful. The policy therefore encourages the use of praise and encouragement whenever possible.

This policy is divided into the following sections:

- 1. Our vision for behaviour**
- 2. Expectations of pupils**
- 3. Rewards**
- 4. Sanctions**
- 5. Behaviour Interventions and communications with home**
- 6. Behaviour escalations.**
- 7. Exclusions**
- 8. Table of abbreviations**
- 9. Appendices:**
 - flowchart of in classroom/tutor time misbehaviours and actions
 - flowchart of on duty misbehaviours and actions
 - preventative staff behaviours in classrooms
 - preventative staff behaviours in tutor time
 - preventative staff behaviours on duty
 - preventative staff behaviours in assembly
 - Bromcom Points

1. Our vision for behaviour: “Success for Everyone”

Safeguarding our students is the absolute priority that informs the behaviours we want to see from all stakeholders and it also informs decisions made by the DSL.

Expectations of students’ behaviour can be summarised in the three words: we expect students to be:

- Ready.
- Respectful.
- Safe.

Students conduct themselves in a way that helps keep themselves and others safe: they show self-restraint, even in difficult situations when they always politely defer to teachers and associate staff around them. Our students are caring, empathetic and tolerant, celebrating cultural and lifestyle differences. They show their readiness by being punctual to school and lessons, whilst maintaining correct uniform and equipment required to start tasks swiftly and with minimal instruction or reminders. In short, teachers teach uninterrupted and students study uninterrupted.

They feel secure so that they can share problems with their tutors/heads of year, knowing that they will be supported through these problems.

They know the school rules and understand why the rules are in place. We also expect that we need to teach students how to behave, through consistency, boundaries and repetition: some students may take longer to acquire a solid foundation of expected behaviour but they will be reminded, taught and sanctioned as appropriate if they fall short of expectations.

Above all, PolyMAT is a Trust which places pastoral care above all other priorities as this is the basis for success and happiness. Students’ pastoral care is not only delivered through routines and behaviour expectations but also through the personal development programme, through which students learn about themselves and others so that they leave our care confident to navigate the world safely, critically and knowledgeably. We care; we listen; we understand context and we actively build meaningful relationships with every child. Whilst positive relationships are vital for successful schools, they cannot be the only basis to influence behaviours: routines establish a unified expectation for staff and students, Poly Practice, giving our staff and students a sense of certainty, security and belonging. PolyMAT staff extend this care to the whole community, collaborating within and across the schools, seeking support when required, never conflating support with weakness. We do everything possible to ensure that every child who starts with us, finishes with us. Our success is measured through the achievements of every individual child in our care.

2. Expectations of Pupils.

The Poly & Proud statements for students are:

✓ **Be Ready** ✓ **Be Respectful** ✓ **Be Safe**

- These statements are used to encourage positive behaviours. They are important for ensuring that the school is a happy, safe and productive learning place for all students, staff and visitors.
- They are 24/7 expectations.
- They apply to behaviour within the school premises such as classrooms, corridors and outside areas of the school as well as outside of the school premises when students are representing the school whilst on trips or are in the local community, at bus stops, on buses or in shops.

Staff at Woolwich Polytechnic School for Boys will model positive behaviours and build excellent relationships. They will refer to '**Ready, Respectful, Safe**' when dealing with student behaviours.

Be Ready

Being ready means:

- Students will have the correct equipment for all their lessons.
- Students will be punctual to school and lessons in correct uniform.
- Students sit down to eat, not taking unwrapped food out of the canteen and placing all litter in bins. Students that do not have full uniform, including lanyard, will be asked by the member of staff on duty to wait until the queue has gone before they can enter the canteen to get lunch - even if they have a note.
- Students will walk around the school building holding their coat over their arms, with their full uniform, including lanyards.
- Students will not be in shops, restaurants or within the vicinity of the Thamesmead Town Centre after 8.15am.
- Students will line up and wait quietly outside classroom until their teacher arrives.
- Students will stand behind their chairs when they enter a classroom to greet their teacher.
- Students will move promptly to their lessons.
- Students will complete homework on the night it is set
- Students will complete classwork to the best of their abilities
- Students will use the toilet and get water during break and lunchtimes only.
- Students will not wear banned items on the school premises, including anything that is not black shoes, blazer, school jumper and black trousers and white shirts. With the exception of trainers being allowed outside the building before school, break, lunch and after school. Students will need a note from home or Head of Year to be exempt from the sanction

Be Respectful

Being respectful means:

- Students will always use good manners –they will open doors, say please or thank you. • Students, when corrected by an adult or prefect, will stop, make eye contact, listen and respond positively.
- Students will not use inappropriate language or rude gestures.
- Students will use tolerant language – not sexist, homophobic or racist language.
- Students will respect the school environment – not drop litter, not hit walls, not graffiti, not break furniture, doors, posters, displays etc.
- Encouraging positive behaviour from peers.
- Being kind to themselves, staff, students and visitors.
- Students will not have banned items in school. This includes, but is not limited to, chewing gum, energy drinks, hoodies, tracksuit tops, multiple sweet items, illegal substances, jewellery, cigarettes, lighters, matches, sharp objects.
- Students will wear their uniform with pride.
- Students will represent the Poly and Proud ethos of the school when using public transport.
- Students will respond to staff instructions to correct behaviour the first time they are asked.
- Students will be silent for registers being taken.
- Students will not touch other students or staff with hands or item
- Students will use quiet voices in corridors
- Students that are upset by a correction, comment or reprimand from a member of staff or student will speak to a trusted adult, to enable them to resolve the situation. **Be safe**

Being safe means:

Students will walk quietly in the corridors, following the one-way system.

Students will play ball games in designated areas outside only.

Students will not touch other students, so there should not be any physical contact.

Students will apologise if they make contact with another student or adult.

Students will sit up straight on chairs properly.

Students will use the pedestrian crossings to cross the roads safely.

Students will enter and leave the school premises via the pedestrian entrance and exit, not the car park.

Students will alight their bikes before entering the school premises.

Students will board or alight buses and public transport safely.

Students will ensure that mobile phones are switched off and kept in their bags from the time they enter the school premises until they leave. Other items that should not be seen include headphones and non uniform items.

Students will remain in classrooms at all times during lesson, unless they have a medical toilet pass.

2. Rewards and Awards.

In order to encourage students to be Poly & Proud at all times and follow the school rules, achievement points are awarded.

Badges, letters and certificates are given in the following categories based on the number of achievements a student collects:



Poly and Proud Rewards and Recognition! Y7-11

Whole School			Department	
50 Poly Points	Choice of chocolate or confectionary.	Bronze Certificate Bronze Badge Bronze Award letter Tutor contact home	Bronze Scholar 20 Subject Poly Points	Bronze Scholar Certificate Bronze Scholar letter Teacher contact home
100 Poly Points	Sports equipment or choice of stationary.	Silver Certificate Silver Badge Silver Award letter DHoY contact home	Silver Scholar 50 Subject Poly Points	Silver Scholar Certificate Silver Scholar letter HoD Contact home
200 Poly Points	Free hot chocolate or free lunch pass.	Gold Certificate Gold Badge Gold Award letter HoY contact home	Gold Scholar 100 Subject Poly Points	Gold Scholar Certificate Gold Scholar letter SLT contact home
500 Poly Points	Voucher towards the end of term/ year trip or Amazon voucher.	Platinum Certificate Platinum Badge Platinum Award letter SLT contact home	Platinum Scholar 200 Subject Poly Points	Platinum Scholar Certificate Platinum Scholar letter Subject badge

Every week your tutor will pick a Star of the Week, who will receive a positive postcard and letter home.

Every week your HoY team will pick Golden Ticket winners in assembly, who will earn a week of early lunch (queue jump pass).

Every term there will be TG prizes for attendance, Poly Points, academic progress and more!

Poly and Proud Rewards and Recognition!

KS5



Whole School			Department	
20 Poly Points		Bronze Certificate Bronze Badge Bronze Award letter Tutor contact home	Bronze Scholar 20 Subject Poly Points	Bronze Scholar Certificate Bronze Scholar letter Teacher contact home
40 Poly Points	Gift card/voucher	Silver Certificate Silver Badge Silver Award letter HoY contact home	Silver Scholar 40 Subject Poly Points	Silver Scholar Certificate Silver Scholar letter HoD Contact home
60 Poly Points	Celebratory Lunch	Gold Certificate Gold Badge Gold Award letter Deputy Head of Sixth Form contact home	Gold Scholar 60 Subject Poly Points	Gold Scholar Certificate Gold Scholar letter SLT contact home
100 Poly Points	Independent Learning Passport	Platinum Certificate Platinum Badge Platinum Award letter SLT contact home	Platinum Scholar 100 Subject Poly Points	Platinum Scholar Certificate Platinum Scholar letter Subject badge

Every two weeks, your tutor will pick an 'Emerging Leader', who will receive a positive postcard and letter home.

Every term there will be prizes for attendance, Poly Points, academic progress and more!
 Students will earn an IS 'off', allowing for late start or early finish one day.
 Tutors will nominate one student from each form for reward trip they can choose a friend. Students to help choose trip.

The students will continue to be nominated as form students of the month for showing the ability to meet targets and shine.

Jack Petchey awards go to students that have gone above and beyond in school or the wider community

In Year 11 students that have had exemplary attendance, punctuality and behaviour could be then nominated to receive Head of School colours, and will receive a new badge for their blazers.

In addition there is an 'Always' Club, this is for students that have 100% punctuality and no behaviour points. This will be half-termly. Students will receive a letter from the Head of School. These will be awarded at the end of each half term.

There may also be other tutor group and year group discretionary rewards as term progresses, for example Movie Nights and pizza parties.

There are also other year group trips and rewards for students who have made the greatest effort to be Poly & Proud, this also includes recognition on prize giving days, 'shoutouts' in assemblies, positive praise and postcards home and other opportunities outside of school.

3. Sanctions

The school will not accept behaviours such as verbal abuse, threatening language or behaviour, physical abuse, bullying and harassment including racist, sexist and homophobic abuse. Students must never be allowed to behave in a way that prevents or interrupts the learning of others, or that in any way puts others at risk. As a school we recognise that we may need to put in place additional measures to support students who struggling with their behaviour.

The school will use the following strategies/sanctions to correct behaviour:

Verbal corrections	Inviting parents to school for meetings to discuss student behaviour
Non-verbal reminders	Litter picking
Changes to seating plan	Positive community service
Notes in contact diaries	Confiscating items
Resets	Removal of privileges, such as removal from trips, interventions or enrichments or access to the canteen (food and drink would then be provided only in our outside pods)
Writing lines	
Phone calls home	
Letters home	

Other sanctions include:

- Behaviours recorded on Bromcom
- Sent to another member of staff, including Heads of Department (from lesson), Heads of Years (from tutor time) and SLT
- Reports
- SLT callouts
- Removal to the Refocus Room
- Fixed term suspensions
- Referral to Alternative Provisions
- Exclusion

Resets

Parents will be notified via MCAS if a student has a reset, whether it is breacktime, lunchtime or afterschool. The notifications will come after they are entered by staff. Resets at breacktime will not be longer than 15 minutes, resets at lunchtime no longer than 20 minutes and after school no longer than 90 minutes. Some students will complete more than one reset after school, but the total will never be longer than 90 minutes.

Resets increase each time a student does not attend. So, if a student does not attend a 20 minute reset, it may escalate to a 60 minute reset, and in the rare circumstances that they fail to attend again, it will escalate to a 90 minute reset, the 90 minute resets will take place after school either on Wednesday.

In some instances, students will be held behind after school if an investigation of an incident is necessary. In such cases, parents will be notified after the investigation.

Saturday resets run for at least two hours, mostly for truancy. Parents/carers will be informed if their child has been assigned a Saturday reset, for which we ask that the parent/carer escorts their child to school by 9.00am. The child should be in full school uniform.

Confiscated items

Students found with banned items will have them confiscated as detailed below.

Students whose phones are seen, used or heard during the school day will have them confiscated until the end of the day. Parents will be notified via MCAS.

Headphones will also be confiscated until the end of the day and parents notified by MCAS

If a student has non-school clothing confiscated, they will collect it at the end of the day. If the item is not collected by the end of the academic year, it will be donated to a local charity shop. Parents will be notified by MCAS.

Any illegal items, including due to students being underage will be confiscated and disposed of appropriately. Parents will be notified via phone call. MCAS message and or letter.

Any banned food or drink items will be confiscated and disposed of. Parents will be notified via MCAS

The school will not be responsible for replacing missing confiscated items (Section 94, Education and Inspections Act 2006).

Confiscating items to ensure a student attends a reset may be used in the following situations:

- A child in Year 7–11 has not attended a detention with the member of staff on more than one occasion and every other step to ensure their attendance has been taken – including collecting from detention/contacting home/contacting HoY and/or tutor.
- From time to time, staff may take an item from a student (such as house keys or bus pass) to ensure attendance at a reset after school. In these situations, staff confiscating items must ensure:
- They can be found where they say they will be after school or can easily be contacted;
- That if the student does not turn up, that they contact parents to let them know the item they have confiscated. House keys and/or bus passes must be handed to Head of Pastoral Care or HoY before the member of staff leaves school; Every effort is made to return items on the day.

4. Behaviour Interventions

Whilst as a school we have high expectations, we also understand that some students will need support and guidance to reach them at all times. The following outline of interventions is not exhaustive and is reviewed regularly.

Reports

Students may be placed on report if their behaviour, homework or progress is unsatisfactory. Being on report is designed to encourage students to reflect on their behaviour and focus on meeting set targets. The report will indicate specific targets to meet and students must ask their teacher to sign their report in each lesson. The report will be reviewed by the form tutor/Head of Year at the end of each day. The report will then be sent home each evening and must be signed by the parent/carer.

There are a variety of reports, so staff will use their professional judgement as to which is the most appropriate. Where possible, the report will concentrate on the particular behaviours that are at issue, and both positive and negative reinforcement would be clear at the start. Whenever a student is "on Report" his parent/carer will be informed.

Round Robins

When there is a concern regarding a student's behaviour, staff will be asked to complete a summary of the student's attitude in lessons, towards work, towards staff and peers. This would enable the school to identify the most appropriate behaviour intervention for the student.

Well-being Committee Meetings

When a student is causing concern in more than one welfare or academic area, a meeting will be called to discuss and agree joint strategies. A referral will be made by the HoY and a panel will consider their needs.

A parent meeting may follow this panel review, in order to implement the strategies discussed.

The Bridge

This is an onsite provision that works with students receiving focused intervention to improve self-esteem and behaviour. This includes Retracking, Tump 53, Dogs Trust, BMXing, elderly care home visits and Mindfulness. Students attending The Bridge are still expected to adhere to full school rules, particularly in relation to uniform and punctuality. They are expected to fully represent the school's Poly & Proud ethos.

Outside agencies

These will be used as and when necessary to ensure that students and families can be supported to improve student outcomes.

Alternative Provisions

These are centres within Greenwich that the school can refer students to. This may be a virtual centre and/or an establishment with the use of tutors. These are used when students need more specialised intervention for their behaviour, are awaiting a FAP decision, or the outcome of an exclusion.

Directed offsite

In some instance students will be directed offsite for a period of time, ranging from 6 weeks to 2 terms. The school will provide tuition at home in these instances. They will also be reviewed monthly, with contact weekly from the HoY/DSL

5. Behaviour & misconduct escalations.

We have a child-centred approach to our behaviour management, which maintains high standards yet also recognises that students require support and intervention when their behaviour report over time indicates they are struggling. We monitor this very closely so we can intervene and secure specialist support from our teams, including learning support, our alternative provision, student wellbeing team as well as the pastoral team. The aim through this work is to maintain the student's good behaviour in all contexts. Sanctions are used alongside these interventions.

We work hard to de-escalate and prevent ongoing poor behaviour. Our aim is to support students who require additional intervention to improve their behaviour.

We invest a lot of resources to monitor and intervene where student's behaviour requires support. We do follow a structure of escalations to ensure that we exhaust our efforts to meet the students at their point of need.

We do take the needs of our students into consideration, and this does feed into students being escalated between thresholds. We aim to engage parents with these escalations as a means to prevent students from reaching the next threshold.

HoY teams meet regularly to review the escalations with the wider Behaviour and Pastoral teams. A half termly review of strategies is carried out and impact reviewed.

6. Exclusions

Exclusion is used as a last resort by the school. It is a carefully considered decision made for a one-off serious incident, or as a result of persistent incidents, when rewards, interventions and sanctions have not improved a student's poor behaviour. There will be appropriate work provided for that student during the time of the exclusion.

Internal Exclusion

Internal exclusion refers to the situation where, as a result of their behaviour, a student is placed with their Head of Year or a member of SLT for the entire day(s). This is administered when an offence is serious enough to merit exclusion, but the student's circumstances or record is such that a 'lesser' exclusion is deemed to have the impact of correcting the student's behaviour. Internal exclusions, like external exclusions, will be noted on the student's file and parents/carers will be informed.

Refocus Room

The school has a designated Refocus Room where students will spend part of the day with a specialist staff member to help them reflect upon their errors. This will be used where a student has had detentions, an internal exclusion and other interventions, but persists in non-Poly & Proud behaviour. The Refocus Room will also be used for students who truant, inflict violent or threatening behaviour, or fail to follow instructions given three times maximum. Refocus Room referrals are normally followed by being on report to the Head of Year.

Reflection room

Students who require more support with restorative conversations and approaches will be referred to the reflection room. Existing within the wellbeing hub, the reflection room provides a space for students who require additional support to work with staff who support them to reflect on their barriers to learning. Here, students may participate in restorative justice conversations with staff and or other students. In some cases students may also work with external partners, participating in workshops.

Suspensions

As a principle, all first exclusions will be for one day, second exclusions for two days etc. There may be exceptions when an incident has been more serious. The exclusion steps would trigger standard interventions as follows:

Suspension	Return Procedure	Intervention
1 day suspension	Interview with HoY	Report where necessary
2 day suspension	Interview with HoY	Report where necessary
3 day suspension	Interview with HoY	Report where necessary and review behaviour interventions in school
4 day suspension	Interview with HoY and Deputy Head of Pastoral Care	Report where necessary, consideration of PSP and EHA
5 day suspension	Interview with Assistant Head (Pastoral Care) + Final Warning	Report, intervention – in house and from outside agencies

The Fair Access Panel.

This can be used for a student at risk of permanent exclusion or as an early intervention for a fresh start. These moves are either as managed moves to be reviewed 6 weekly, with a final decision after 12 weeks. Alternatively as a fresh start in a different school, alternative provision or PRU. Please see the following website for more information: [Fair access protocol workflow | Royal Borough of Greenwich \(royalgreenwich.gov.uk\)](https://royalgreenwich.gov.uk)

Permanent Exclusions

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A decision to permanently exclude a pupil is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success, including a final warning by the Local Academy Committees' Disciplinary Panel. There will, however, be exceptional circumstances where, in the Head of School's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence.

These include, but are not limited to:

- a) Serious actual or threatened violence against another pupil or a member of staff; b) Sexual abuse or assault;
- c) Supplying an illegal drug;
- d) Carrying an offensive weapon.

Where appropriate, the school will inform the Police and other agencies e.g. Youth Offending Team, Social Workers.

For further information on the details of the process please refer to the Permanent Exclusion policy.

6. Searches

Students being searched only happen in the following circumstances: if we have a report the student has a weapon, illegal substance, stolen goods, Knives, sharp objects, water guns, BB guns, hats, earrings (clear ones included), Vapes, medicine, cigarettes, tobacco, lighters, cigarette papers, grinders, phones, headphones, non uniform items, items missing from a practical lesson, fireworks, banned food and drink items and items to sell. Searches take the form of students being asked to empty pockets, bag, and show they have nothing in their socks. Parents will always be notified of the search- via Bromcom and a letter home, and the reasons for the search. The police would not be asked to do a search on our behalf for those items.

If the police came onsite and wanted to search a student we would stay with the student at all times and notify the parent.

7. Table of abbreviations


Abbreviation	Meaning
AP	Alternative Provision
EHA	Early Help Assessment
FAP	Fair Access Panel
HoD	Head of Department
HoY	Head of Year
PEX	Permanent Exclusion
PSP	Pupil Support Plan


SIMS	School, Information Management System
SLT	Senior Leadership Team

Appendices.




- flowchart of in classroom/tutor time misbehaviours and actions
- flowchart of on duty misbehaviours and actions
- preventative staff behaviours in classrooms
- preventative staff behaviours in tutor time
- preventative staff behaviours in assembly
- preventative staff behaviours on duty
- Bromcom Poly Points and Behaviour Points

Appendix 1: Updated Behaviour System

 A summary of what, how and why.			
Teacher Correction (Rule of Three)	SLT Callout	Gross Misconduct	Exceptions
Talking over the register Disruption Defiance Incomplete classwork Confiscation Incomplete uniform/ equipment Etc. Teacher is able to de-escalate within the lesson and student is given the opportunity to 'make things right' .	Persistent disruptive and defiant behaviour. Teacher interventions have been exhausted	Threatening physical/verbal behaviour. Theft Vaping/drugs Weapons/ missing dangerous items from practicals Etc.	Lateness: automatic escalations after 3 lates. Truancy: to be recorded as 'missing student'. HoY will escalate to truancy on Bromcom. Missing homework- separate negative. Choice of outcomes/ teacher follow up to be selected. Automatic escalations after 3 to CD.
Corrected via teacher intervention. Teacher review on the <i>same day</i> .	SLT callout and removal. 60m central detention.	Immediate SLT callout and removal. Sanctions followed up by HoY team.	Recorded on Bromcom /registers.
To ensure teacher agency in behaviour management.	To maintain a conducive learning environment.	To maintain the safety of all.	To maintain workload balance for teachers



Woolwich Polytechnic
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Poly and Proud Rewards and Recognition!


Y7-11

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Woolwich Polytechnic
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Poly and Proud Rewards and Recognition!

KS5

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Tutors will nominate one student from each form for reward trip they can choose a friend. Students to help choose trip.

Appendix 3: Proactive staff behaviours in classrooms

Lesson Behaviours: Teacher

Before

1. Devise a seating plan, showing a copy on the board, board-pen written names on desks (first ever lesson) and a printout in your hand; also have copies for each student to stick in their books
2. If teaching a student with an LSA, send lesson plan/resources to LSA beforehand and ideally meet to discuss what the lesson is on and expectations for the student
3. Have something on the board for students to Do Now immediately on entry and in silence (this could be writing down a homework instruction as well); if moving between classrooms, have a printout of a task to be completed in silence

Start of the lesson:

1. Be at the door to welcome students into the room at the pips, no later
2. Get students in, checking uniform, and sat down: you have more control over seated students than if they are standing; equipment and planners out
3. Whilst they do the Do Now task in silence (including homework instruction writing as well), take the register (only ask three times for silence for this and, if not attained, all, including you, should stand for the register)

Middle of the lesson:

1. Model new skills asking differentiation questions, such as:
 - a. lower ability: what have I just shown you/done? How have I done X?
 - b. middle ability: how have I done X? Why have I done X?
 - c. higher ability: why have I done X? What is my intention behind X?
2. Scaffold initial attempts
3. Use pair work for initial attempts with tight timings
4. Provide time for independent attempts against success criteria

End of the lesson:

1. Use cold calling to get feedback on tasks completed
2. Use cold called metacognitive questions on how feedback, such as:
 - a. why do you think that?
 - b. how did you manage to learn that?
3. Pack up 3 minutes before the end of lesson
4. Students stand behind desks for staggered dismissal
5. Lock the door

Appendix 4: Proactive staff behaviours in classrooms

Tutor Time Behaviours: Tutor

AM Registration

Before tutor time:

1. Devise a seating plan, showing a copy on the board, board-pen written names on desks (first ever lesson) and a printout in your hand
2. Have something on the board for students to Do Now immediately on entry and in silence
3. Plan what the main part of tutor time that day is, keeping to consistent patterns daily
4. Display daily tutor activities in classroom
5. Prepare 3 reports with SMART targets for students of your choosing for each week on rotation: these can be any combination of monitoring good behaviour (positive reports) or poor behaviour (negative reports); file these reports upon completion with Jenny Gayle

Start of tutor time:

1. Be at the door to welcome students into the room at the pips, no later
2. Get students in, checking uniform, and sat down: you have more control over seated students than if they are standing; equipment and planners out to check
3. Whilst they do the Do Now task in silence, take the register (only ask three times for silence for this and, if not attained, all, including you, should stand for the register)

Middle of tutor time:

1. Planned daily tutor activities may include, not exhaustively:
 - a. PD curriculum
 - b. debates
 - c. reading aloud and reading independently
 - d. news watching and quiz
 - e. careers information
 - f. preparing assemblies or presentations
2. With PD, scaffold initial attempts
3. With PD, use pair work for initial attempts with tight timings
4. With PD, provide time for independent attempts against success criteria
5. *More independent tasks will enable you to touch base with individual students*

End of tutor time:

1. Pack up 3 minutes before the end of tutor time
2. Check uniform
3. Students stand behind desks for staggered dismissal

PM Registration

Before tutor time:

1. Devise a seating plan, showing a copy on the board, board-pen written names on desks (first ever lesson) and a printout in your hand
2. Have something on the board for students to Do Now immediately on entry and in silence
3. Be at the door to welcome students into the room at the pips, no later
4. Get students in, checking uniform, and sat down: you have more control over seated students than if they are standing; equipment and planners out to check
5. Whilst they do the Do Now task in silence, take the register (only ask three times for silence for this and, if not attained, all, including you, should stand for the register)
6. Check positive and negative referrals
7. Escort to detention

Appendix 5 Proactive staff behaviours in assembly

Assembly Behaviours: Head of Year

Prior to assembly

- head of year stood at front
- head of year 2ic stood at door to activities hall to check full uniform and silence them as they move into activities hall
- tutors stand next to tutor group areas to seat students in silence and take paper registers

Assembly

- tutors sit with tutor groups at the end of rows
- late arriving students sit on the floor at the front of the raked seating •
- DK has provided a set PPT for HoYs to follow
- Example topics to be encouraged:
 - achievements ○ areas for development ○ personal development themes ○ upcoming events ○ tutor group presentations
 - students' academic and extra-curricular presentations ○ external presentations
- examples of practice to be avoided: ○ having students' names or tutor groups on board, whether for censure or praise; instead, read out names
 - audience interaction

End of assembly

- head of year dismisses in silence, using non-verbal cues
- head of year reminds late arriving students of their detentions at the end of the day
- head of year 2ic retains students not in full uniform
- head of year and 2ic follow year group round to the areas in which they are being taught p1

Appendix 6: Proactive staff behaviours on duty.

Duty Behaviours

Before school

1. wear high-vis jackets, whether inside or outside
2. interact with students
3. move students on from 8.15am
4. ensure they use pedestrian crossings
5. ensure they use bins for litter and chewing gum
6. confiscate hoodies
7. ensure students have removed coats before entering the building, that they are wearing shoes, have full uniform and lanyards (and notes from home for missing items)

On patrol

1. if unavailable for patrol, ensure your duty is covered but swap to ensure fairness
2. check SLT callouts on your phone or iPad
3. if called, ask the teacher if they need the student removing; if so, then park with HoD or other dept leader
4. the removed student must go back to see the teacher at break (if periods 1&2), at lunch (if periods 3&4) or at the end of the day (if periods 5&6): ask the teacher to email you if the student failed to do that – it then becomes your responsibility to follow up if they fail to see their teacher to repair the damage
5. if a student found out of lesson without a note or unescorted, take straight down to the seclusion room; if closed, then park with a member of SLT for the rest of the day
6. aside from responding to issues, be proactive, visiting lessons, asking teachers for impressive students and putting commendations in planners

At break/lunch in canteen

1. wear high-vis jackets, whether inside or outside
2. in the canteen, years 8&9 line up on the bottom ramp; years 7, 10 and 11 line up on the top ramp
3. keep students back who are not in full uniform with shirts tucked in and without lanyards on both ramps
4. maintain two queues on the bottom ramp, one for year 8 and one for year 9
5. maintain one queue on the top ramp on the right; non-uniform students will wait on the left-hand side
6. top ramp SLT moves in canteen when all students have passed and interacts with boys; bottom of top ramp stays in mall and closes blinds to KS4 toilet on first pips; lower ramp SLT moves to patrolling corridors after all students have passed and closes corridor B toilet blinds at first pips

At break/lunch outside

1. wear high-vis jackets, whether inside or outside
2. students with full uniform and lanyards get served first
3. KS3 students line up at English pod; KS4 students line up at corridor B pod
4. humanities to DT kept clear of all KS3&4 students: this area for KS5 students only
5. SLT duty team leader registers duty staff, arranges tannoys for missing staff after 3 minutes, finds missing staff after 5 minutes and arranges to meet with still-missing staff by the end of the day to reinforce expectations (repeat x3 missing staff will result in an email put on file; beyond that, a meeting with the head); they then patrol the whole outside area

After school

1. year 12/13 students to collect detained students from form
2. wear high-vis jackets, whether inside or outside, including those supervising outside areas after school
3. be at the side gate by at least 2.55pm, saying goodbye to leaving students whilst maintaining vigilance on the pathway into the school building

*half of break and lunch duty staff cannot be teaching p2 or p4 respectively