JACK HUNT SCHOOL

BEHAVIOUR MANUAL

2021 – 2022

WHAT WE DO   WHY WE DO IT   HOW WE DO IT

ACHIEVING SUCCESS TOGETHER

Introduction - Our Ethos:

'Your success as an educator is more dependent on positive, caring, trustworthy relationships than on any skill, idea, tip or tool.'

At Jack Hunt School we want to develop reflective, self-disciplined learners who have grit, resilience, perseverance and who can monitor their own behaviour. Our ethos is the core foundation for everything we do: 'UNLOCKING POTENTIAL'.

'Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised.'

When working with all our students at Jack Hunt School, we must remember that there is a reason behind disruptive behaviour and we are duty bound to:

- Prevent disruptive behaviour by removing as many barriers as possible.
- Consistently apply no nonsense approaches to prevent negative behaviours affecting the learning of the whole class.
- Support students to take responsibility for their behaviour.

Our Behaviour Policy is based on a restorative approach. It focuses on building our students to take responsibility for their actions and repairing the relationships to put things right. We treat all our students with unconditional positive regard, working relentlessly to isolate behaviours from the person who displays them.

To support us in reaching our goal, we have a number of behaviour management strategies, with key routines, consequences and rewards to encourage our student's cooperation and most importantly develop our students holistically to be the best version of themselves.

Behaviour Manual Contents Page:

A Restorative Approach:

All behaviour at Jack Hunt School is underpinned by a restorative approach in which we work together to overcome issues.

- The restorative approach involves using various skilled practices which allow people to communicate effectively, providing an opportunity for all parties to share how they have been affected when something has gone wrong in a respectful way.
- A communication system which focuses on the harm to relationships and the need to repair that harm.

The Restorative Process (3R's) - Responsibility, Restore, Reintegrate:

Responsibility:

- The main point of the discussion is to **REFLECT** on the damage to the relationship between the teacher and the student and all participants take **RESPONSIBILITY** for their part.
- **THIS REQUIRES ALL PARTIES TO TAKE OWNERSHIP OF THEIR ACTIONS.**

Restore:

- Student and teacher should **RESTORE** the situation.
- Both parties must consider how they can put this right. This may be through an agreement or an apology, participants each deciding how they would like the situation to be resolved.

Reintegrate:

- **REINTEGRATION** of the wronged and / or wrongdoer into the community (being able to put the incident behind them) is achieved.

Restorative approaches can be:

- **Informal** – the questions or communications are used in a brief conversation, this would usually take the form of a reminder within the classroom. Students may need some time outside of the classroom to reflect on their behaviour using the restorative card, **where possible this should not exceed 2 minutes. These students must be in clear sight at all times.**

- **Formal** – we have devised a procedure for all staff to follow if the student and member of staff has not been able to resolve the behaviour issue in class with informal approaches and de-escalation techniques. Details can be found later in the booklet.

JACK HUNT SCHOOL HEART STANDARDS

To help students reach their goals, at Jack Hunt School we promote the HEART Standards.
We expect our students to remain on task and become increasingly proactive within our lessons.

We want students to be………

H **HARDWORKING**
Practise –through repetition to improve.
Perseverance – don't give up.
Resilience – move forward in situations when it becomes difficult.

E **EMPATHETIC**
Collaborative – share ideas, respect what other people have to say.
Concerned for Society – know how you contribute to society to help the less fortunate, be sensitive to others.
Confident – believe in yourself and your knowledge. Allow development and change.

A **AGILE**
Enquiring. Creative and enterprising. Open-minded. Risk-taking.

R **READY TO LEARN**
Be open-minded. Remember your equipment.
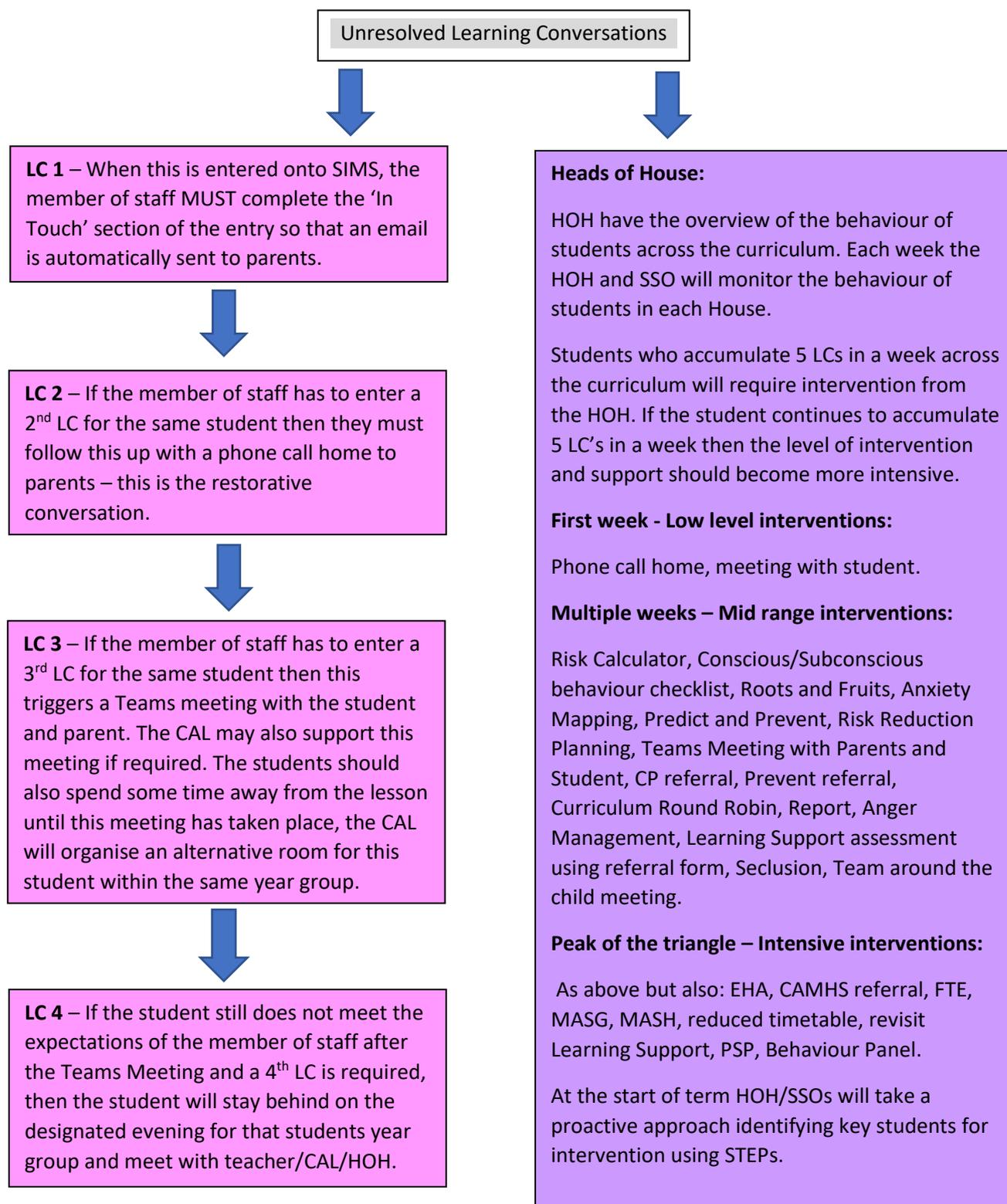
T **THINKERS**
Monitor, evaluate, self-correct. Use critical or logical thinking to work out solutions

Learning Conversations:

If a student has been unable to show self-discipline despite your attempts to work with that student to rectify any disruptive behaviour then the staff member should enter the information about the incident on SIMS and mark it as 'Unresolved'.

The following process will then follow:

Unresolved Learning Conversations

LC 1 – When this is entered onto SIMS, the member of staff MUST complete the 'In Touch' section of the entry so that an email is automatically sent to parents.

LC 2 – If the member of staff has to enter a 2nd LC for the same student then they must follow this up with a phone call home to parents – this is the restorative conversation.

LC 3 – If the member of staff has to enter a 3rd LC for the same student then this triggers a Teams meeting with the student and parent. The CAL may also support this meeting if required. The students should also spend some time away from the lesson until this meeting has taken place, the CAL will organise an alternative room for this student within the same year group.

LC 4 – If the student still does not meet the expectations of the member of staff after the Teams Meeting and a 4th LC is required, then the student will stay behind on the designated evening for that students year group and meet with teacher/CAL/HOH.

Heads of House:

HOH have the overview of the behaviour of students across the curriculum. Each week the HOH and SSO will monitor the behaviour of students in each House.

Students who accumulate 5 LCs in a week across the curriculum will require intervention from the HOH. If the student continues to accumulate 5 LC's in a week then the level of intervention and support should become more intensive.

First week - Low level interventions:

Phone call home, meeting with student.

Multiple weeks – Mid range interventions:

Risk Calculator, Conscious/Subconscious behaviour checklist, Roots and Fruits, Anxiety Mapping, Predict and Prevent, Risk Reduction Planning, Teams Meeting with Parents and Student, CP referral, Prevent referral, Curriculum Round Robin, Report, Anger Management, Learning Support assessment using referral form, Seclusion, Team around the child meeting.

Peak of the triangle – Intensive interventions:

As above but also: EHA, CAMHS referral, FTE, MASG, MASH, reduced timetable, revisit Learning Support, PSP, Behaviour Panel.

At the start of term HOH/SSOs will take a proactive approach identifying key students for intervention using STEPs.

Multiple Unresolved Learning Conversations:

Day	House	Oversight
Tuesday	Brunel / Curie / Einstein	Mr Craig / Mr Rasib / Mr Blant
Wednesday	Kennedy / Mandela / Nightingale	Mr Cooke / Mrs Ellwood-Jeal / Mr Perkins / Mr Mountain / Mrs Buckley

Buddy Out System

Staff will only use the buddy system when absolutely necessary as a last resort when all other de-escalation processes have been exhausted. If you have to use the buddy out system please refer to the Curriculum area buddy room timetable. If a student is buddied from your class, please provide work. If a student is not causing disruption, please keep them in the lesson and any follow up with CAL/HOH before the next lesson about what actions can be taken, a phone call home is often a good place to start.

Senior Staff Duty (SSD):

The SSD system exists to support our students and colleagues with persistent disruptions where a teacher can no longer teach, students not arriving at your lesson or dangerous behaviour in a lesson. When the member of staff has exhausted all strategies to resolve persistent disruption of a student or there is a one-off significant incident which seriously disrupts the learning of other students, then SSD should be notified.

- ✓ Contact the Main Office via telephone or email. The Admin Team in the Main Office will then alert the member of staff on SSD via walkie talkie.
- ✓ SSD will attend the incident, the student will be spoken to and either taken back to the lesson or buddied out in the Curriculum Area, each curriculum area has a Buddy Room Timetable that SSD can refer to (unless the behaviour has caused danger to others at which point the student will need isolating and advice should be sought from SLT).
- ✓ The teacher should briefly outline the incident with SSD member in a way that will not escalate the situation, as long as this will not affect the flow of the lesson.
- ✓ The student should bring their work to complete in the Buddy Room.
- ✓ SSD will log the incident on the SSD incident form and pass it on to the relevant Head of House. The class teacher should log a Learning Conversation on SIMS.

Contacting the HOH/SSO:

Students will want to seek the support of their HOH/SSO and should therefore email their concern directly to a dedicated House email which will automatically alert the HOH/SSO and SLT link who will then contact the student. Students may also ask class teachers to send an email if they require support, but they **MUST NOT** go to the House Office or leave a lesson to see any pastoral support staff without an appointment. The only time students should be allowed to go to the house office is if they have a risk assessment in place or pastoral staff have contacted you directly. There are email addresses to contact in this case, with the House name at the start: eg. brunel@jackhunt.net

MEET AND GREET / EXITING YOUR LESSON:

The meet and greet sets our expectation for the whole lesson. It can make or break the next hour. It is the most effective way of controlling behaviour in the classroom and the corridor. It only works if everyone does it, every time. It is the routine for the start and the finish of each lesson, form time, or structured activity.

- ✓ **BE ON TIME,** every time.
- ✓ **TEACHER WILL STAND IN THE DOOR FRAME** with your back to the door; let students in one at a time. Students will enter ready to learn.
- ✓ **TEACHER WILL SCAN THE CORRIDOR** when your class is in; briefly challenge and hurry other students if a student is late they will explain why at the end of the lesson, they will enter and follow teacher's instructions.
- ✓ **TEACHER WILL USE OF NON-VERBAL CUES;** to correct any anti-social behaviour.
- ✓ **TEACHER WILL WELCOME EACH CHILD** in turn with a smile and a hello and invite them to sit down at their desk as per the seating plan, and begin the 'Starter Activity'.
- ✓ **TEACHER WILL ORGANISE THE CLASS** before the end of the lesson so that they are ready to go.
- ✓ **TEACHER WILL CHECK AND CORRECT UNIFORM** using non-verbal cues and wait for silence.
- ✓ **TEACHER WILL DISMISS THE CLASS** one table at a time once the bell has rung. Again please stand in the corridor at the end of the lesson and correct any anti-social behaviour you may see as well as praising pro social behaviour.

De-escalation Techniques:

Praise Pro-social Behaviour	Non Verbal Cues	Physical Presence
E.G. a student shouts out. You ignore the anti-social behaviour and praise the students who have put their hand up: "Well done …… for putting your hand up and not shouting out. Could you now tell me the answer?"	E.G. Student with non-school jumper and baseball cap on. Move into the student's eyeline, establish eye contact and illustrate non-verbal gestures for them to remove the jumper and cap. When they have done what you have asked, respond with a thumbs up and a smile.	E.G. Students passing notes to one another. Walk over to the student – the likelihood is that they will put the note away, as they do not want you to see it. Once they have put it away, remind them to keep it away or it will be confiscated.
Separate the Behaviour From the Person E.G. A student is being abusive. *'Mike, I don't like the fact that you are shouting at me.'*	**Role Models** E.G. *'Daniel, do you notice how Christopher is…. Do the same, thank*	**Reinforce Expectations** E.G. *'Susan…* (pause)…, *what is our agreement for when you want to ask a question? Use it, thank you.'*
Reinforce Individual Responsibility E.G. *'Sean, when you shout out then I can't hear other people's opinions. When you put up your hand, I will listen to your opinion.'* Thank them when they correct their behaviour.	**'I' Statements** E.G. A student is getting annoyed. *'I can see you are upset – when you have calmed down I will listen to what the problem is and see if I can help. I will give you a couple of minutes and return to you.'*	**Keep Calm- Avoid a 'Guts to Gob' Reaction** For low-level disruption, the key is to keep it low-level. Instead of stopping every time to deal with it, have a quiet word in their ear: *'Please show self discipline'*. The quieter the word, the harder they have to work to hear you. If you engage with them, you are teaching them how to disrupt the lesson.
Provide Opportunities To Show Self-Discipline E.G. Teacher: *'Eric, will you sit down on your chair.'* Student: *'No, I don't want to sit on my chair.'* Teacher: *'Good choice is you sit on your chair and there will be no problem. Bad choice is you choose not to sit on your chair and you will have a detention. You decide.'* The Teacher then walks away. When the student conforms, the Teacher says: *'Good choice, Eric.'*	**Avoid Chase Me / Secondary Behaviours** Resist the temptation to address secondary behaviours in the moment. Instead record them and deal with them later on. The fact that Darren has left the room means that he has followed your instructions; the dramatic trail of disruption that he has left in his wake can be dealt with when he is calm	**Jobs For Everyone** If Students are restless or up and out of their seat can we use that to help with some tasks in the lesson like handing out the books, worksheets or glue etc. This time out of their seat and praise from the teacher may then help them settle again into work.

PAUSE:

We use PAUSE to represent our basic routines:

	P PUNCTUALITY **A** ATTENDANCE **U** UNIFORM **S** STANDARDS **E** EQUIPMENT
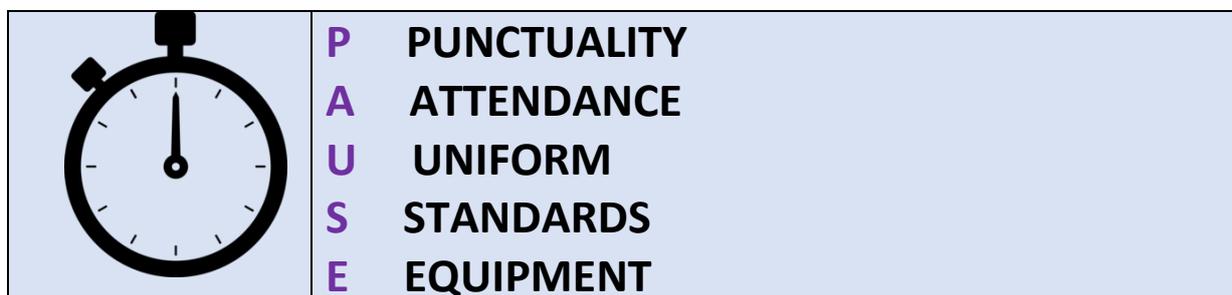
Being on time to every lesson is essential to ensure learning time is not lost. Tutors play a key role especially now tutor time is at the start of the day. Breaktimes and lunchtimes can be used to ensure students are making up the time that they owe. **Punctuality catch ups will be held twice every half term where students who have accrued a set number of lates/minutes late will be required to stay after school.**

Uniform must always be worn correctly, including on the way to and from school, and when representing the school (unless instructed otherwise). When non-uniform items are worn, they may be confiscated, and parents may be asked to collect them from school.

Students are not allowed to wear nail polish or jewellery and students will be asked to take them off. Nose piercings are not allowed at Jack Hunt School.

At JHS we believe that our appearance needs to reflect a real work environment and we will check students' uniform every lesson as they enter the classroom. An alternative may be lent to replace an incorrect uniform item. A 'K' will be put into your register which will be monitored by the Pastoral Team and the tutor. House teams will implement consequences for students who are not meeting our uniform expectations.

Incorrect Uniform and K Codes:

- SLT and Pastoral Leaders will be on the school gates each morning from 8.30 am ensuring standards of uniform as students enter the school.
- All Staff should politely ask students to remove any non-uniform item or ensure that uniform is of the required standard, record with a 'K' Code if the student attends lesson in incorrect uniform. Inform SSO if the student is encountered outside of lesson.
- Non uniform items may be confiscated by staff (HOH offices can keep confiscated items) and students should be asked to collect them after school.
- TUTOR/SSO/HOH should monitor uniform issues with students within Houses. Report produced for Form Tutors at House Briefing each week.
- House teams will advise students of the consequences for failing to meet our PAUSE

MOBILE PHONE POLICY:

We have a no mobile phone policy in school and students should not have them out on school premises unless given direct permission by a member of staff. Mobile phones will be confiscated and given back to students using the following system. Each term there will be a reset and students will be given a fresh start.

Mobile phone confiscated for the 1st time- Phone will be handed in to the office by the member of staff and the student can collect it at the end of the day.

Mobile phone confiscated for the 2nd time- Phone will be handed in to the office by the member of staff and parent/carer can collect at the end of the day. If parent/carer cannot collect, then the phone will be given back at the end of the week.

Mobile phone confiscated for the 3rd time- Phone will be handed in to the office by the member of staff and the parent/carer will have to come and collect the phone at the end of the week. If parent/carer cannot collect the phone then students can collect at the end of the week. If a student has their phone confiscated for a 3rd time in a term then HOH will have a teams meeting with home.

Any further incidents in a term will result in a repeat of the consequences for having it confiscated for a third time and the house team may want to give further consequences.

If a student fails to hand over their phone, please contact the house team. House teams will arrange meetings with home and implement a schedule for students handing over their phone daily for a period of time.

COMMUNITY CODE:

Our Community Code is displayed around the school and focuses on reminding students to remain calm and respectful around the school.

THANK YOU FOR WALKING

USE THE BINS PROVIDED

THANK YOU FOR TALKING NOT SHOUTING

**ONLY EAT IN THE DINING HALLS or CANOPY AREA**

NO MOBILE PHONES

DUTIES:

At JHS we have set duties before school, during break-time/lunch-time and after school. Being prompt for duty allows us to keep our students safe and build on our positive relationships.

- **CHECK** your allocated duties and duty spot.
- **ARRIVE** to your duty spot promptly.
- **BE PROACTIVE** and patrol your area.
- **DE-ESCALATE** behaviour and warn students to show self-discipline.
- **LOG** negative behaviour.
- **ENGAGE** positively with students.
- if you are absent, email your **SLT DUTY MANAGER** and swap with another colleague when possible.
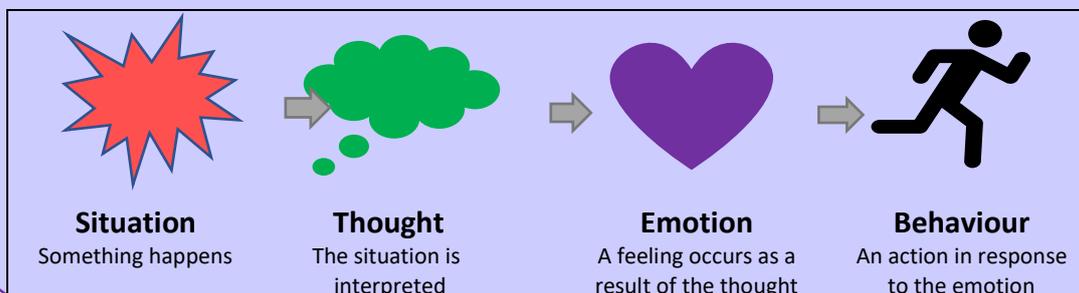
Classroom Reflection

At Jack Hunt School we want our students to show self-discipline at all times. From time to time we may need to modify our behaviour or may be upset by a situation, this is your opportunity to reflect on your behaviour, think about your feelings and manage your emotions.

At Jack Hunt school we have a RAP card:
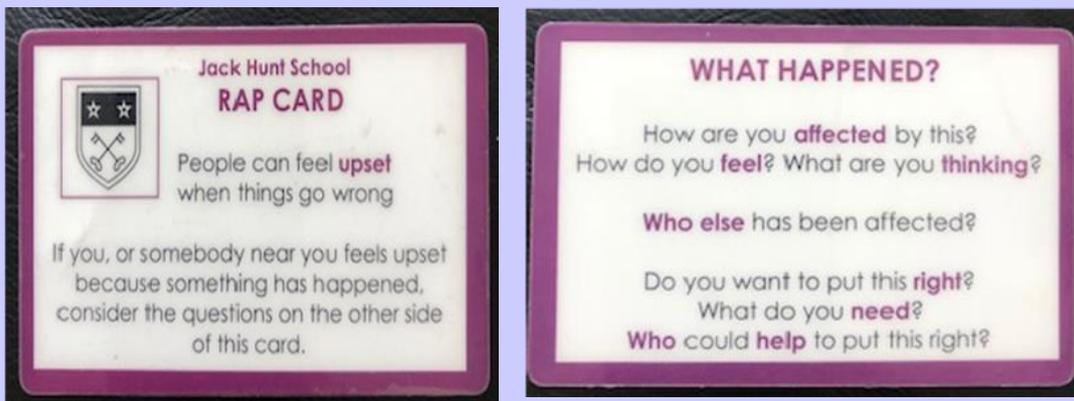
If you would like you to take a couple of minutes to reflect on your behaviour working with your teacher you can request a card, reflect and return to your learning and avoid any further escalation.

Questions to consider: Whilst reflecting you may also consider whether you need some support in how to deal with similar situations in the future. If this is the case please let you student support officer know so that they are able to help you get the right support.

Situation	Thought	Emotion	Behaviour
Something happens	The situation is interpreted	A feeling occurs as a result of the thought	An action in response to the emotion

Seclusion and Isolation:

Incidents which are referred to Seclusion are of a serious nature, at a level just below a suspension (previously referred to as a fixed term exclusion) . The categories of incidents are listed on the referral form. Senior Leaders and Heads of House may refer students to seclusion. Parents are contacted by telephone and letter to inform them of the decision. Generally students will spend one or two days in Seclusion, and they can stay for a long day until 4pm. Restoratives with students and members of staff can take place in seclusion to ensure a smooth transition back into lessons. If a student has been suspended from the school as part of their reintegration they will spend their first day back in the seclusion unit until 4pm.

Reports:

At Jack Hunt School we use online reports via sims that are only completed if there is an issue in the lesson. These reports are issued by the housed team and students will appear in red on the register with an R next to their name. These reports can be printed off at the end of the week to discuss with students and parents/carers.

Permanent Exclusion/Suspension

There are a number of anti-social behaviours that are of such a serious nature that they will result in serious disciplinary action including being Permanently Excluded (Expelled)from school. These maybe one-off incidents. These are behaviours that could put other students or staff at serious risk. These include bringing a weapon (or item viewed to be a weapon) or drugs onto the school site.
Long term low level anti-social behaviours could also result in a student being permanently excluded if following support and interventions they are unable to rectify their behaviours.
A student may be suspended (fix term excluded) from school in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

BEHAVIOUR INCIDENTS– ACTIONS/CONSEQUENCES AND RECORDING ON SIMS:

Points	Anti-social Behaviour Incident	Action	Consequences
1	**LC1** issued in a lesson when a teacher has tried all strategies to allow students to follow expectations and a student has still not done this.	Teacher enters an LC1 on SIMS and ensures that the **email is sent home** to parents/carers.	LC1 on the system Email home
2	**LC2** issued in a lesson when a teacher has tried all strategies to allow students to follow expectations and a LC1 has been issued recently.	Teacher enters an LC2 on SIMS and ensures that a **phone call home** is made to parents/carers.	LC2 on the system Phone call home.
3	**LC3** issued in a lesson when a teacher has tried all strategies to allow students to follow expectations and a LC2 has been issued recently.	Teacher enters an LC3 on SIMS and liaises with CAL to ensure student is **buddied out**. **TEAMs meeting** will be held with home, student, teacher, and CAL.	LC3 on the system Student buddied out TEAMs meeting with home
4	**LC4** issued in a lesson when a teacher has tried all strategies to allow students to follow expectations and a LC3 has been issued recently.	Teacher enters an LC4 on SIMS and liaises with CAL to ensure student is **buddied out**. Student will **attend after school restorative** where the teacher, CAL and HOH will be present.	LC4 on the system Student buddied out Formal restorative after school with CAL and HOH
5	When a student is placed in Seclusion, Admin automatically record it as behaviour incident.	See seclusion page.	Students spend 1-2 days in isolation in Seclusion Unit.
10	When a student receives an FTE, Admin automatically record it as a behaviour incident. FTE's are given by SLT line managers after discussions with HOH.	Paperwork is completed by SLT and home is contacted. Students will sometimes do an FTE in seclusion depending on circumstances. Reintegration meeting must be held before students return.	Students spend 1-5 days away from school, or in the most serious cases this can be a Permanent Exclusion. Long day in seclusion on return from FTE

Rewards

Achievement Points

At the start of the Academic Year all students start on 500 points, points are taken off when an 'Unresolved' Learning Conversation is recorded on SIMS but students can also build their Net Score with the awards in the table below. This gives them access to a number of rewards and prizes as they accrue a better Net Score.

Award	Criteria	Points
Community Award	Behaviour/Attitude/Community Spirit	1
Merit	Excellent attitude to learning and quality of work	1
Tutor Award	Achieved excellence in all aspects of school life	3
Postcard – Excellence in Lesson	Achieved excellence within a lesson	3
HOH Award	Outstanding contribution to all elements of school life	5
CAL Award	Consistent and outstanding work in a Curriculum Area	5
Attendance Award	100% attendance in a Term or fantastic improvement	6
SLT Award	Outstanding performance recognised by senior staff	6
Headteachers Award	Exemplary work/acts worthy of whole school recognition	10

Daily rewards are tallied to be part of the students overall 'Net Score':

- Raffle Tickets - Y11
- Achievement Points
- Phone calls home
- Postcards/Emails home
- Headteachers Postcard

Students can then achieve certain levels of Award depending on how many points they collect during the academic year. See below:

Bronze Award	
• 600 Net Achievement Points	Certificate sent home
	Raffle ticket into draw for Voucher at Celebration assembly each term
	Temporary Week Break/Lunch Pass

Silver Award	
• 700 Net Achievement Points	Certificate sent home
	Raffle ticket into draw for Voucher at Celebration assembly each term
	Temporary half term Break/Lunch Pass

Gold Award	
• 800 Net Achievement Points	Certificate sent home
	Raffle ticket into draw for Voucher at Celebration assembly each term
	Temporary Full Term Break/Lunch Pass

Platinum Award	
• 1000 Net Achievement Points	Certificate sent home
	Raffle ticket into draw for Voucher at Celebration assembly each term
	Permanent Break/Lunch Pass for next academic year

Half Termly Rewards:

Each half term the best performing students that meet certain criteria for that half term (e.g. best attendance, best P8 Score, most improved P8 score, most improved Net Score etc.) will receive a reward, this would ideally be based around fun activities away from the normal curriculum and we will get some Student Voice ideas on what they would like as rewards. Example activities could be:

- Movie Afternoon
- Pizzas
- Sports activities / 3G
- Cooking

Hot Chocolate Fridays:

To celebrate student success in school students have the opportunity to have Hot Chocolate and a snack with Ms Kilbey/Ms Simpson-Holley and a HOH. The HOH will nominate 10 students on a Year Group basis on a rolling timetable so each year group should get the opportunity once a half term.

Students could be nominated for reasons including:

- Fantastic work ethic
- Improving attendance

- 100% attendance
- Contribution around school
- Mentoring of other students
- Showing empathy and community spirit
- Demonstrating fantastic self discipline

Pastoral Responsibilities:

Our Behaviour / Pastoral Policy is based on a restorative approach, our pastoral system combines elements of Jack Hunt's values along with the Cambridgeshire and Peterborough STEPS ethos. It focuses on building relationships but then also encouraging students to be able to take responsibility for their actions and repair relationships that may have broken down.

Teaching and Support Non Negotiables:
Restorative approach / Fresh start / Encouraging students to show self-discipline using warnings and school procedures
Plan to teach / Support for all learners including SEND and students who often display anti-social behaviour
Attend learning conversations using a restorative approach
Meet and greet / Transitions / Duties / Owning the corridor / Supporting colleagues
Reward students and build positive relationships
Make contact with home / inform students of consequences
Personal Tutors – Check PAUSE weekly, address pastoral issues, follow pastoral programme

Form Time Pastoral Programme:

At Jack Hunt school we run a vertical tutoring system where students are in smaller form groups of around twenty students. We find that our tutor groups become little families with students of all ages helping one another with various activities from homework, classwork, reading, GCSE and A-level choices as well as some of the older students acting as mentors. Students spend 30 minutes each day with their form tutor and will be following a timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
All Houses	Pastoral check in/PAUSE/Reading/ Homework	HPL	Current affairs quiz/ Assembly	HPL	Games and activities/ Competitions/ Reading

Pastoral Check in:

This is the opportunity to speak to students more informally and discuss any concerns or just as importantly any successes for that week. This time could also be used to address any ongoing or emerging issues.

Attendance data along with behaviour and achievement data can be used to aid these discussions as well as big points in the year for certain year groups like pre public examinations, option choices, parent's evenings etc.

It is important that you try to spot patterns in your tutor group. For example, discussions with students that have a negative overall behaviour score, an acknowledgement of those that have shown improvement, students who are always getting it right. It is also important to look for patterns when it comes to anti-social behaviour of students, is it always in a certain subject or with a particular teacher or could is it when they are in lessons with particular students.

Students can be rewarded weekly with a tutor reward if they have had a good week and are showing pro social behaviours in form and across the school. Regular contact with home via email or phone calls is crucial for key students in the form.

PAUSE:

PAUSE stands for punctuality, attendance, uniform, standards and equipment. These are checked in by staff in all lessons and this should also be followed up with a K code on the register with a description of the issue. As a form tutor it is important to follow these issues up with discussions with individual students as well as phone calls or emails home when needed.

Attendance:

A Form Tutor's role is absolutely vital in driving up and maintaining high attendance percentages. The Form Tutor must praise good attendance, notice improvements in

attendance, and to pick up (either with students or parents) if there is a decrease in attendance. Form tutors are asked to complete attendance sheets weekly that will be printed out and placed in pigeon holes for collection at Monday briefings. Please could all missing marks be discussed with students and any N codes where students may have missed lessons or been absent for an entire day and not called in.

HPL:

This time is very important to develop students social and emotional aspects of learning along with looking at key learning and thinking behaviours outlined in high performance learning. Tutor groups will be asked to complete work on a central theme decided by our Pastoral HPL Coordinator that will change every term. Students will then create a form scrapbook that is handed in and judged after each theme has finished.

Current Affairs Quiz:

The quiz is sent out weekly and can be run in a number of different ways, some forms like to do it in buddy groups whereas others will get a student to load it. Some form tutors like to print off the quiz whereas others like to use the projector. How a form tutor decides to do it is completely up to them.

Assemblies:

Assemblies will take place in the main hall regularly, they will either be led by a member of SLT or the HOH, and sometimes the student council or other groups will come in to lead assemblies. Students will line up outside in designated areas are to sit in form groups in allocated areas that the HOH will communicate.

HOH will also run termly celebration assemblies to reward students for their hard work throughout the term/year.