



Caring about my achievement

Caring about others

Caring about our environment

We live out this vision in both our actions and words. For example, caring about achievement is understood to include turning up to lessons on time or concentrating on the teacher. Caring about our environment might include picking up any dropped litter, whilst caring for others includes the school expectations about how we speak to others.

Classroom management and environments for learning

Our vision: Achievement through caring

Consistency Across Sir John Talbot's School

<p>SJT Protocols</p>	<div style="background-color: #fff9c4; padding: 2px; text-align: center;">Caring about the learning environment. A calm atmosphere</div> <ul style="list-style-type: none"> Students line up in their year group area each morning. Students move between lessons following the one-way system. Mobile phone use is not permitted. 	<div style="background-color: #fff9c4; padding: 2px; text-align: center;">Caring about self and others. Movement around the school</div> <ul style="list-style-type: none"> Students move quickly and sensible without stopping when the bell rings. "Door in 4". Voices are quiet in corridors with appropriate language. Students socialise in year group areas. 	<div style="background-color: #fff9c4; padding: 2px; text-align: center;">Caring about others. Encouraging respectful relationships</div> <ul style="list-style-type: none"> Students follow instructions the first time from all adults Students demonstrate the values of 'caring' in language they use and demonstrate through actions wherever possible.
<p>At the start of the lesson</p>	<div style="background-color: #fff9c4; padding: 2px; text-align: center;">Establishing relationships and a calm start</div> <ul style="list-style-type: none"> Teachers use 'one foot in, one foot out' and greet students individually Students line up outside the classroom where possible Students are invited into the classroom and uniform is checked as they enter. 	<div style="background-color: #fff9c4; padding: 2px; text-align: center;">Setting the tone for learning</div> <ul style="list-style-type: none"> Students stand behind their chair in their allocated seating plan seat. Students take coats off and get out equipment and open planner on associated week. SMART cards signed where needed. Students sit down when invited by the teacher. 	<div style="background-color: #fff9c4; padding: 2px; text-align: center;">All students are ready to learn</div> <ul style="list-style-type: none"> When seated, students immediately do the DO NOW/starter activity. The register is taken and answered 'yes Sir/ Miss' The learning is contextualised by the teacher. The register is taken (7 mins)
<p>During the lesson</p>	<div style="background-color: #fff9c4; padding: 2px; text-align: center;">Triple A</div> <ul style="list-style-type: none"> Lessons centre around anchoring the learning, checking through AFL then adapting where needed to support all learners. 	<div style="background-color: #fff9c4; padding: 2px; text-align: center;">Every Minute Counts</div> <ul style="list-style-type: none"> Students do not leave lessons without a signed planner (toilet, appointments etc....) 	<div style="background-color: #fff9c4; padding: 2px; text-align: center;">An ordered ending</div> <ul style="list-style-type: none"> Teachers share lesson gradings Teachers dismiss in sections. Remind students of the one-way system.



Consistency Across The Classrooms

- **Consistency** is our key word
- We are all in this together and as one team we are collectively doing these routines
- You may have to change your working practice, but it is to **benefit all staff**

Start of the Lesson

- Door in 4 - all students should arrive within 4 minutes of the bell
- All teachers stand one foot in and one foot out of the room to meet students, ensuring a strong corridor presence.
- Students enter in silence and walk to their seating plan seats.
- Students **stand behind their desks** take coats off and take out their planner, open on today's lesson and equipment.
- If in the morning, the tutor checks equipment and signs SMART cards
- Teacher invites students to sit down.
- Students begin work immediately on a "Do Now" activity to start the lesson, which is displayed on the whiteboard.
- Teacher introduces the learning and takes the register within the first 7 minutes of the lesson.

End of the lesson

- Students stand behind their desks, with equipment packed away and coats on ready to leave
- The teacher **shares the lesson grading** with the students.
- The teacher dismisses in sections.

Teaching of learner behaviours

The PSHE and form time programme supports students to consider and demonstrate the three parts of the school achievement through caring values. Lessons and assemblies focus on:

Caring about my achievement:

- Being ready for my lessons (on time, uniform, equipment)
- High levels of engagement in lessons
- Follow instructions first time
- Revise to gain high scores in tests and exams
- Talk to teachers around the school about what you have learnt in their subjects

Caring about others:

- Greet others politely ('Good morning/ afternoon')
- Show an interest in others ('How is your day?' 'What did you teach/ study last lesson?' 'How was your weekend?')
- Hold doors open
- Win gracefully
- During discussion work listen and respond respectfully
- Look after others when they are unwell or injured

Caring about the environment:

- Pick up after ourselves and others
- Do things for others because it feels good
- Move around the school site by walking, quietly and directly
- Look after property
- Create a calm atmosphere by avoiding being loud or boisterous

PSHE/ and or RSE curriculum plans



The intent of our PSHE, CEIAG and wider curriculum provision is to provide the opportunity for students to develop their character and aspirations, through opportunities and experiences beyond the classroom. We intend to provide robust pastoral support for those pupils who need to overcome obstacles in their personal development. MATNAVs have been created to map this provision:

KS3 PSHE/RSE



KS4 PSHE/RSE



KS5 PSHE/RSE



Enrichment and extracurricular opportunities

The PSHE program is complimented by a broad combination of form time sessions, a coherent assembly plan, a varied range of extra-curricular opportunities, as well as an extensive set of co-curricular trips that supplement and embed learning. For example, well-being Wednesdays on the form time calendar supports the specific PSHE curriculum time, which is spent covering well-being content, including how to maintain good mental health. Well-being assemblies are held including those delivered by the school nurse team.

The school uses a coherent approach where the school pastoral support team, the school behaviour systems, and the curriculum work together. For example, the school's approach to vaping. A preventative approach is employed which aims to educate pupils on the dangers of vaping through several sources, such as specific assemblies, PSHE lessons and form time activities. This is further supported by clear protocols where vaping has taken place including the referral of pupils who are known to be vaping to specific support (via the safeguarding team) e.g. 'We are with you'. There is also a robust consequence system to reinforce the school's expectations.

A calendar of competition events works in conjunction to increase student awareness of needs and causes. This allows pupils further opportunities to contribute to the wider school community. Students are regularly involved with the local town and surrounding area, looking to contribute wherever possible e.g., a group of students were able to go to see the Great She Bear, an event put on by the Caldecott festival. Each year students engage in the Whitchurch Christmas lights switch on and the Christmas Tree Festival at St John's. Profits raised from the annual 10K support good causes locally including. Macmillan Cancer Support, Blackberry Fair and the Whitchurch Whippets. Students are encouraged not just to run but to Marshall and support the event in other ways.

The school House system allows students to join together as a team and support each other to be successful. House competitions run every half term and are led by a different faculty each time. The school offers a variety of leadership opportunities from mentors, reading mentors, maths tutors, School Council, House captains, sports captains, and Eco Council.

Social Routines and Behaviours

At the start of the school day students are expected to line up with their form group in silence. They are expected to be in full correct uniform, have their planner and their equipment ready for checking.

At break and lunchtimes students are taught and encouraged to:

- Socialise in their own year groups designated social space. Unless otherwise given permission pupils are expected to spend social time in their designated space.

The Astro is also open at lunchtime. To play football at lunchtime students must be in possession of a football license. Students holding a football license agree to:

- Show respect to all users of the Astro.
- Ensure everyone feels included.
- Play safely e.g., no sliding tackles.
- Use appropriate and polite language e.g., no swearing.
- Follow the instructions of the teacher on the duty.
- Bring their trainers.
- Leave the Astro at 1.45pm.

There are consistent expectations of transition movements and behaviour at social time. Students are encouraged by the presence of staff around the school site and in corridors. Staff deliver expectations with the same consistent message: 'Walk, quietly and directly' to your lessons.

Behaviour Structures and Procedures

On a day-to-day basis students receive pastoral support from their form tutor. Each year group has a dedicated progress leader who support the teams of form tutors. There is a Senior progress lead in each of the key stages as well as a Deputy Headteacher responsible for raising standards.

During the school day students are further supported by the lesson support team, whose primary role is to de-escalate situations and support students to emotionally regulate and make positive and rational choices.

At the end of each lesson students are awarded 'Attitude to learning scores' by their teacher. These are graded 1-4. With 1 being the highest.

Each day at both 1pm and 3.15 progress leaders and senior leaders are sent a behaviour report containing incidents that have happened that day. Incidents are then resolved with appropriate conversations, consequences, and interventions.

Reports are also generated on a weekly basis to collate attitude to learning scores and behaviour incidents so that there can be further conversations, consequences, and interventions.

Attitudes and Systems

Our aim is to ensure that all students experience personal success in their journey through our school. We use Arbor as a tool to RECORD, MONITOR and TRACK student attitudes to (AtL), and behaviour for (BfL) learning.

Lesson Grading System

Lesson Grade 1	Lesson Grade 2	Lesson Grade 3	Lesson Grade 4
Student has produced work ABOVE teacher expectation.	Student has produced work TO teacher expectation.	Student has produced work BELOW teacher expectation.	Student has FAILED to meet class teacher expectation and as a result has been exited or has LEFT without permission.

NB. Communication home will be made by the class teacher or faculty director/lead to discuss the reasons for exiting a student (telephone conversation or email).

Recognising Positive Behaviours and Rewards

Star Student: Each week the student with the highest average lesson grade and best weekly attendance (from each form) is awarded a 'Star Student' pass. This entitles them to a treat (from Student Services – sweets or chocolate) and early entry for themselves and a friend to the canteen each day for that week. In addition, all star student passes are placed into a draw at the end of each half term for the chance to win an Amazon gift voucher. The Star Student award is communicated via text message through Arbor to parents and carers.

Top 25%: On the last day of each half term the 'Top 25%' of students based on average lesson grades and attendance are selected and are eligible for a FREE luxury hot chocolate (served by a senior leader) at break time.

Achievement through caring award: Students that produce work of 'exceptional standard', or that are recognised for 'caring for others or their environment' are rewarded with an 'Achievement through caring' award'. This award is communicated electronically via email through Arbor to parents and carers.

House Tokens: Throughout the year, various behaviour focuses are held. For example, kindness to others. Where staff see these qualities shown, house tokens are awarded. Tokens are then placed in the 'sir-

johtalb-o'meter'. The house with the most tokens at the end of the academic year is declared the winner and points are added accordingly to each house for the chance to win the 'House Cup'.

Whole School Recognitions: At the end of each term, a celebration assembly is held for each house with certificates and prizes. At the end of each year an awards evening is held for students who are nominated in each year group, to attend with their parents or carers to receive certificates and trophies for effort and achievement.

Recognising negative behaviours, including consequences

SMART Cards: We expect all students within this community to take pride in their appearance. Students who are dressed smartly think smartly.

SMART cards will be signed if a pupil:

- Wears their uniform incorrectly
- Wears make-up, nail varnish, false nails, or jewellery
- Chews gum
- Does not have the correct equipment
- Has their mobile phone on their person rather than in their bag
- Drops litter

NB. Students who receive a FULL SMART card (3 signatures) in a week will be placed into an SLT detention after school on a Wednesday (3.15pm – 4.20pm)

Lesson Grade 4 (Exited): Where high standards of work/behaviour are not met and are causing disruption to the learning of others, pupils may be sent to work in another classroom for the remainder of that lesson. Pupils may only return to future lessons once a restorative conversation with the class teacher has taken place. Students that receive a lesson grade 4 will be issued with a 'faculty detention'. Students that receive multiple lesson grade 4's in a day will be placed in IE the following day as a result of their persistent poor behaviour.

Recognising negative behaviours, including consequences

Pink Room Lunch Detentions: We expect all our students to arrive to lessons ON TIME and fully prepared for their learning. Students that arrive late (without a valid reason) will be placed in a lunch time detention.

We also expect students to behave appropriately during lesson transition and at break and lunch time, failure to do so will result in a lunch time detention.

As identified under 'SMART' we expect students to come to school dressed in the CORRECT ATTIRE (as published on the school website). Students that come dressed incorrectly (SMART card signed) will be offered correct uniform to borrow for the day (students must leave a personal item as collateral). Refusal to wear this will result in loss of social time (lunch time detention).

Faculty/Department Detentions: Students that receive a lesson grade 4 (exited) will be placed in a faculty lunch time detention. Students will receive two chances to attend. Failure to attend for a 2nd time will result in an SLT detention on the following Wednesday after school (3.15pm – 4.20pm).

SLT Detentions (Wednesdays 3.15pm – 4.20pm): Students that receive a FULL SMART card (in a week), fail to attend a faculty detention (following a 2nd chance) or present behaviour deemed to be highly unacceptable will be issued with an SLT detention (Wednesday after school).

IE: Sometimes it is necessary to remove a student completely from mainstream school for a period of time following an incident(s) of poor behaviour. Students in IE will have access to learning materials and a computer.

Detention Stamp

As part of our school systems, you are expected to have your planner out and open on the relevant days page in the morning whilst lining up preparing to go to tutor rooms.

Progress leaders will have a list of students that have been issued a detention for that day. If on the list, your planner will be stamped and the detention time will be marked (break, lunch, after school).

It is essential that you attend your detention promptly. Failure to do so will result in further consequence.

You will be required to open your planner on the relevant days page for each lesson.

School Teams

Form tutors

Progress Leaders

Lesson Support

Attendance

Safeguarding

Access Leaders

Appendix P

Support

School- specific support

Wave 1

- Academic Mentoring
- Mentoring
- Pastoral learning space
- Time out cards
- Supervised social times
- Alternative social spaces
- Class moves/ seating plan changes
- Person Centred Plan (PCP)
- Girls on Board
- Fidget toy
- Friendship support/restorative practice
- Leadership responsibilities
- Homework support group
- Parental meetings
- Phone calls home
- Movement breaks

Wave 2

- Wave One Support
- Meet and Greets each morning
- Referral School nurse, Beam, Kooth, Listening ear (Rev. Deb Walton), Branch, Climb, Purple leaf.
- Progress leader mentoring, report, meet and greet.
- Elsa
- Bespoke timetables
- Time out with lesson support team.

Wave 3

- Wave one and two support
- Referrals: Bee U, school counselling
- Alternative Provision: Bright Star Boxing, college placement (alternative curriculum), Crossbar, Fordhall Farm, Online learning within DJ.
- Work Experience.
- Personalised Learning Plans (PLP).

Wave 4

Wave one, two and three support

- Pupil Planning Meeting (PPM)
- Specialist Pupil Planning Meeting
- Personalised Learning Plan (PLP)