

SCHOOLWIDE CULTURE PLAN – 2020-2021

Routines and Transitions - What To Dos

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1. Arriving at school – What To Do

- What is the member of staff on duty doing?

Stood at the relevant gate at 8:00 a.m./8:35 a.m. as per rota. Welcomes students and directs them to the social zone for their year group. Teacher is waiting there for them there on duty for that social zone. Throughout, senior leader is practising proactive, positive supervision: audible praise of behaviours that we expect; least-invasive interventions for those that are not meeting expectations (see 'Least invasive interventions What To Do' for guidance on this). Maintains social distancing throughout.

- What are the teachers doing?

Stood in their social zone at 8:00 a.m./8:35 a.m. as per rota. Stood to at distance of 2 metres monitoring the students. Greeting students and positively engages with students, asking how they are, welcoming them, encouraging them, giving examples of their own experience of lockdown etc.

- What are the students doing?

Arrive at either widened Shakespeare gate or Loughborough gate. Moves from gate to the social zone as per gate duty teacher's instruction. Greets senior leader/teacher; engages with teacher and senior leader's welcome, questions, etc. Remains in social zone.

- What will happen immediately if a student does not comply?

Senior leader or teacher goes through the following steps:

1. Stops the student/s
2. Repeated instruction(s) specifying exactly 'what to do'
3. Lightening quick correction
4. Asks the student to stand and wait near them but 2 metres away whilst they radio for support from On Call where another senior member of staff will speak to them and decide on next steps.

2. Morning line-up – What To Do

- What is the leader doing?

Stood at the line-up zone for the year group that they lead line-up for at 8:20/8:50 as per rota. Blows whistle at 8:20/8:50. Raises hand and explains to all students that they are to stand still in silence. Waits for all to do so. Praises students that are doing so. Once all are silent, leader begins calling out class groups to go to stand in front of their form tutor. Once done, at 8:25/8:55 a.m., leader stands on the step and reads out 'Morning Line-up - What To Do' to students (this includes positive messaging and welcome comments). Throughout, line-up leader is practising proactive, positive supervision: audible praise of behaviours that we expect; least-invasive interventions for those that are not meeting expectations (see 'Least invasive interventions What To Do' for guidance on this). Maintains social distancing throughout.

For year 8 and 10, if the teacher has a tutor group, the leader will hold the class in the line-up zone until that teacher comes to pick them up. The leader must have a printed/electronic timetable to support them with this.

- What are the teachers doing?

Stood at the line-up zone in front of their line-up line for the class/tutor group that they are with at that time. Raises hand when line-up leader blows whistle. Supports students to stand still and in silence using praise and clear instructions. Teachers check planners and uniform and correct where needed. Once line-up leader begins the 'Morning Line-up - What To Do', they support each stage as directed below. Walk students up in single file silent lines.

If a year 8 or 10 period 1 teacher has a tutor group in years 7, 9 or 10, they must finish promptly to allow for the time it takes to get to the year 8 or 10 line-up zone at 8:55.

- What are the students doing?

When the line-up leader blows their whistle, students stand still in silence. They then move to the correct line-up line as per teacher's instruction. Greets line-up leader/teacher; engages with teacher and leader's welcome, questions, etc. walks to class as directed by line-up leader. Walk up in single file silent lines.

- What will happen immediately if a student does not comply?

Line-up leader or teacher goes through the following steps:

1. Stops the student/s
2. Repeated instruction(s) specifying exactly 'what to do'
3. Lightening quick correction
4. Warning
5. Corridor detention
6. Asks the student to stand 2 metres away from the line where another senior member of staff will speak to them and decide on next steps

Identify what it should **not** look like:

- What would ineffective leaders be doing?

Late to line up; shouting and nagging; ignoring lateness and non-compliance; taking over role of teachers; ignoring poor teacher practice; not using the What To Do to give clear instructions; not staying with year 8 and 10 groups whose teachers are tutors elsewhere.

- What would ineffective teachers be doing?

Late to line up; ignoring non-compliance; focusing for too long on one student; shouting and nagging; shushing; not ensuring silence and single file; not maintaining social-distance; not finishing tutor time promptly if they have a year 8 or 10 class to pick up.

- What would the students be doing?

Not responding to greetings; not following corrections or instructions from teacher. Not being silent in single file.

Minute by minute: Morning line-up

08.20/8:50: Line-up leader blows whistle, raises hand and tells all students to stand still and in silence. Teachers stand at the front of where their group will line-up and support with students standing still and in silence.

08:25/08:55: Leader reads out Entering the Building What To Do. Teachers use positive reinforcement and least-invasive interventions (see below) to ensure students are still and calm.

Teacher leads the class to their classroom. Students walk to destination. Leaders of years 8 and 10 stay with groups if their teachers are years 7, 9 or 11 tutors until the teacher arrives.

Morning line-up - What To Do

Leader:

- [Leader uses whistle and hands up to get silence from the students and staff]
- [In a positive voice and with a smile]. “Good morning. It’s great to see you all! We are so pleased to be able to welcome you back into school. We have really missed you! It has been a challenging time for us as teachers and for you as students – we understand that. We know that some of you will have felt nervous coming in this morning – that’s perfectly normal. We are here to reassure you that we have done a lot of planning to make sure that everyone feels safe and secure across the whole day. A big part of feeling safe and secure is measuring that we maintain social distancing. This is so that we are able to be around people from outside of our household, our home, whilst minimising the chances of infection. Social distancing in school means maintaining a bubble. We will do this by keeping year groups separate. It also means washing hands regularly. It also means wearing a mask when transitioning in communal spaces. To help with this, we are going to give you clear instructions so that everyone knows exactly what to do. This will be a little slower than normal today, but next week and the week after, it will be quicker as you will have practised.

“Ok - We are ready to move into our lines. In a moment, I am going to call out your tutor group/class group. You will stand in front of your tutor/teacher who will have their hand raised. Make sure that you have your planner and pencil case out and your uniform is correct. We are going to do this in complete silence.

{Name of tutor group/class} walk over now to [name of teacher. Teacher raises hand. Repeat for all groups].

- “Good morning {name of student}. Thanks for following that so well, you’re doing that in silence” [Use non-verbal signs e.g. thumbs up, smile, hand indicating markings]
- “Good morning {name of student}. You’re waiting so patiently, I know it’s a little slow, but we will speed up after we have practised today.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]
- “Please have your planner and equipment ready for checking. Show me what you have.” [Use non-verbal signs e.g. arm out to right hand side for holding equipment, thumbs up, smile]

Once students are lined up:

“Now that we are all silent in our lines, I am going to ask your teachers to lead you in. You will walk in single file, in silence. When you get into the corridor, you will walk on the left in single file. Your teacher will lead you to your classroom. You will then be called into your classroom and told to stand around the side and back of your room. Your teacher will then read out where you are to sit. Remember to use the hand sanitiser on the way into the room, **not** the sanitiser/soap at the outdoor hand washing station. If you still have your mask on, we recommend that you take it off now.

“Ok, [1st tutor/teacher], take your class up now.”

If a student is not giving 100%:

- [Uniform] “{Name of student} Tuck in your shirt/do up your top button/lengthen your tie. Thank you.”
- [Facing front] “{Name of student} I know you haven’t been in school for a while, but it is really important that you stand still and be silent. Thank you”
- [Equipment] “{Name of student} let me see your planner/pencil case. Thank you”. [Walk along the line checking equipment in right hands, thumbs up, smile] “I am checking your planner and equipment.”

Teacher:

- [Stand to the side of the line, maintaining social distance, supporting students to get it right. Positive reinforcing social distancing.]
- “Good morning {name of student}. Thanks for following that so well, you’re silent with your equipment out.”
- “Good morning {name of student}. You’re waiting so patiently, I know it’s a little slow, but we will speed up after we have practised today.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]
-

If there is non-compliance:

- Everyone stop. [Name of student] “It is really important that we are following instructions exactly as given. I know you have not been in school for a while, but I expect you to get this right.”
- “Stop and stand still. I know it is a new routine for us, and it will take some getting used to! Some students are not getting this right. We will go again from here, in this way [repeat instructions].”
- “Stop and stand still. [Name of student] I can see you need a little more support to get this right. Stand over there [points to spot 2 metres away]. Another member of staff will speak to you in a moment. Everyone else, we are continuing.”

3. Entering the Classroom: Threshold and Do Now – What To Do

- What is the leader doing?

Stood in their year group's teaching zone (check timetable) so that they can support classroom entrances and the line. Audible positive praise for being silent and having planner and equipment in their hand ready. Least invasive interventions for those not meeting expectations.

- What is the teacher doing?

Use hand sanitiser on the wall outside the classroom. Stands in a position where they can see both the corridor and into the classroom. **(If it is the first lesson in the room, explains to students that they are to stand around the back and side of the classroom. If it is a room that has been used by another class that day, reminds students that they are to wipe down their desk and chair and leave wipe at the top of their desk to be collected by designated student with bin).** Once all are in, stands at the front of the room to maintain 2-metre distance. Use printed out seating plan to ensure that the students are clear which is their desk and that they go to it. **(If it is the first lesson of the day, ensures students stand and do the pledge)** Ensures that they sit down and do their Do Now immediately in the five minutes allotted. Teacher will greet every student and positively reinforce those students who are meeting expectations. Students not meeting expectations will have lightening quick corrections, asked to Do It Again to ensure they get it right. Teachers will have the Do Now ready with instructions on the screen along with title and date. Teachers will use a timer to set silent 5 minutes for the Do Now.

- What are the students doing?

Use hand sanitiser on the wall outside the classroom. Students enter the room when asked to and **(if it is there first lesson in the room, stand around the edge of the room. If it is a room that has been used by another class that day, reminds students that they are to wipe down their desk and chair and leave wipe at the top of their desk to be collected by designated student with bin).** They go to their allocated seat. Students sit down and complete their Do Now in the five minutes given. They write the title and date down in their books and underline them with a ruler.

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- What would ineffective leaders be doing?

They would not be placed well. Shouting at students or ignoring students who are not meeting expectations.

- What would ineffective teachers be doing?

Not using sanitiser. They would not be stood behind their desk. They would not have prepared a Do Now which was not on the screen and was not ready to give out to students. They would be grumpy with their students and fail to greet each individual student with a smile and a good morning or afternoon. Not reminding them to wipe down their desk and seat and leave wipe at the top of their desk. Would not have delegated a student to collect in the wipes by going round the class with a bin. They would not support the student to go the right route and to the right desk. They would let the 'Do Now' drag on beyond five minutes.

- What would students be doing?

Not using sanitiser. Talking as they entered the classroom. They would not go the right route. They would not be settling down and getting their equipment out or completing the Do Now.

Minute-by-Minute

Before the lesson

- Teacher sanitises hands
- Teacher makes sure laptop is switched on and ready with the pledge on the first slide, with title and Do Now showing on the next slide.
- Teacher makes sure they have the seating plan for the room printed out
-

At the start of the lesson:

- Teacher goes into the classroom and stands behind their desk to maintain 2-metre distance with the seating plan in their hand
- Senior leader is stood in the corridor so that they can see both into the classroom and the corridor whilst maintaining social distance.
- Teacher is ready to warmly greet each member of their class
- Teacher records attendance on bromcom whilst students are doing Do Now

Entering the classroom – What To Do:

- Teacher: “You did that so well! It is so great to have students and teachers back in school! In a moment, you are going to be called to enter the classroom. You will sanitise your hands, go through the classroom door [If this is a classroom used by others, **take a cleaning wipe**. If this is first lesson in this room: **and line up around the edge of the room. You will then walk to your desk that I direct you to.**] When you get to your desk, you should put your equipment on your desk ready for your equipment check and your bag under your chair. Your coat will go on the back of your chair. [If this is first lesson of the day: **You will stand in silence until all students are at their chairs, then we will do the pledge**. If this is a classroom used by others: **wipe down your desk and chair and put the wipe at the top of the desk ready for you to put in the bin brought round by the designated student**]. You will then have 5 minutes to complete your Do Now so please come enter the classroom in silence, sit down and get started straight away. This is your first piece of work since coming back into school, which is a big moment! Put your best effort in. There are lots of merits available for great effort, so make sure you put in your best effort and show your best self-discipline. We know you can do it!”
-
- Ok, {name of student}, walk down this side of the room and along the back of the classroom.
- Teacher greets every student by name and with a smile, whilst positively narrating:

- “Good morning (name of student), great to see you. That’s right, down that side and along the back.

Students who do not follow instructions:

Senior leader or teacher goes through the following steps:

1. Stops the student/s
2. Repeated instruction(s) specifying exactly ‘what to do’
3. Lightening quick correction
4. Asks the student to stand 2 metres away from the line where another senior member of staff will take them to the 1st floor hall holding space

If there is talking or noise in the line:

- Everyone stop. [Name of student}, I know you haven’t been back in school for a while and you are with your friends again after a long gap, but it’s really important to do this silently. Please do this without speaking.”
- “Stop and stand still. I know it is a new routine for us, and it will take some getting used to! Some students are talking. So that we can hear instructions, we move silently. Let’s go again.”
- “Stop and stand still. [Name of student] is talking. Stand over there [points to spot 2 metres away]. Another member of staff will speak to you in a moment. Everyone else, we are continuing.

If one student is deliberately and purposefully disruptive and refusing to fix their behaviour: on-call should be sent an email (with details of student name and what they have done) to collect this student

Once all students have been greeted and entered the classroom:

- **If this is first lesson in this room:** “It is so great to have you back in the classroom with me! We have missed teaching you and are really excited to see what you can produce today. Once I call your name, you will go to your seat, put your bag under your chair and coat on the back. You will stand in silence for us to do the pledge.
(If it is a room previously used, you will wipe down the seat and desk and put your wipe at the top of the desk to be collected). You will then have 5 minutes to complete the Do Now. I am going to cold-call you at the end to check your thinking and answers to the questions”
- Teacher stays at the front of the room and calls students to their seats.
- **If this is first lesson of the day:** Once they are all stood behind seats, start the pledge. If it is too quiet, get them to do it again.
- Then ask them to sit down, move onto the Do Now slide and start the timer.
- The teacher does not circulate the classroom.
- Student write the title and date and underline
- Students complete the Do Now in silence.
- At the end of the Do Now, students will say the pledge then do the equipment check (if this is the first lesson of the day)

Do Now: 5 minutes

- Teacher narrates the positive



- “(Name of student), has underlined their title and date”
- “(Name of student), is working well”

- Teacher reminds the students of expectations during Do Now
- “Answer in full sentences please”
- “Make sure that you underline your title and date”
- Move onto the stretch

Student who do not follow instructions:

Steps to challenge off-task behaviour:

- 1. Repeated instruction(s) specifying exactly ‘what to do’**
- 2. Lightening quick correction**
- 3. Do It Again**
- 4. Warning**
- 5. On-Call – see instructions below:**

If one student is deliberately and purposefully disruptive and refusing to fix their behaviour and focus on their learning, on-call should be sent an email to collect this student to take appropriate action. You must include the name and the reason as we do not want to be in a situation where you have to audibly explain what has happened as this could cause further disruption.

NB. If a student deliberately breaks social distancing guidelines (2 metre rule, touching other’s belongings, not coughing/sneezing into their elbow etc.) then immediately on-call them.

4. Transition between lessons – students remaining in the room – What To Do

- **What is the leader doing?**

Stands in their year group's teaching zone so that they can see into classrooms and also along the corridor. Moves in to support the rooms as per the rota where teachers are moving to another lesson.

- **What are the teachers doing?**

Stops the lesson 3 minutes before the end of the period. Awards merits on bromcom as necessary. Ensures that students pack away any materials from the lesson that are not required for the next lesson. Directs appointed students to collect in anything that needs to be collected in. Ensures that the room is tidy, desks are straight and that students have their class readers out in front of them. Unplugs laptop and wipes down desk, visualiser, seat, whiteboards, remote control and whiteboard pen.

If the teacher is not teaching next lesson, they stay and supervise students reading until the next teacher comes to the room.

If they are teaching elsewhere, they go to the next classroom.

What are the students doing?

Students pack away as directed. Those appointed to support with collecting things in, do so. All students take out their reading book and read in silence until the next teacher is ready with their Do Now.

What will happen immediately if a student doesn't comply?

1. Stops the student/s
2. Repeated instruction(s) specifying exactly 'what to do'
3. Lightening quick correction
4. Warning
5. 15 minute detention
6. 30 minute detention
7. On Call

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- What would ineffective leaders be doing?

Late to the teaching zone (be there 5 minutes before the end of the period). Not stood where they can see both classrooms and corridor. Nagging rather than challenging. Not giving live feedback/intervening with teacher instructions if the teacher is not using the What To Do.

- What would ineffective teachers be doing?

Not stopping the lesson with 3 minutes to the end of the period. Not leaving the classroom tidy. Not ensuring all students have their reading books out. Not staying to supervise if they don't have a lesson next period.

- What would students be doing?

MIN BY MIN

5 minutes from the end of the period

- Leader goes to the teaching zone for their year group 5 minutes before the end of the lesson.
- Teacher stops the lesson 3 minutes before the end of the period.
- Teacher reads out and completes the Transition Between Lessons – students remaining in the room - What To Do.

End of the period

- Senior leader monitors unsupervised rooms along with other staff scheduled in where needed. Teachers not teaching stay and supervise the class that they were teaching.

Transition between Lessons – students remaining in the classroom - What To Do

Packing students away

- “It was so great to teach you that lesson! You have been brilliant. I hope you feel motivated to keep working hard in your lessons both at home and in school. I’m looking forward to giving so many of you merits! In a moment, I am going to ask you all to pack away in silence. You need to leave on your desks your planner, your equipment and your reading book. You will hand in to [name of student] the following things: [list things that need to be collected in]. You need to then make sure that your desk and desk area are tidy, then silently read. I am going to be looking to see who is packing away silently and then reading silently. Ok, pack away your things in silence now, hand in [list items needed] and then silent read.”
- “That’s great, {name of student}. Well done for packing away in silence. You are doing that really well.” [Use non-verbal signs e.g. thumbs up, smile]
- “Great {name of student}. You did brilliantly today! Thank you for reading in silence.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]
- [If teacher has a lesson elsewhere, senior leader comes in to supervise, maintaining social distance with other member of staff leaving]

Senior leader on the corridor:

- “I hope you had a great lesson! Read in silence whilst you wait for the next teacher. Thank you.”
- [Not reading] “{Name of student}, it is really important that we use this time to silently read to improve our literacy. Thank you.”

5. Transitions between lessons – Moving to another Classroom – What To Do

NB. Year 7, 8 and 9 students should be collected from their classrooms by practical subject teachers. Years 10 and 11 will make their way independently to options/practical subjects.

If the transition is P6 to assembly on Tuesdays for year 10, students are walked by their class teacher to the West Terrace Shakespeare side (using the West Terrace Shakespeare stairs) so they can line up their in tutor groups ready for assembly.

- **What is the leader doing?**

Goes to the teaching zone 5 minutes before the end of the lesson. Stands in the corridor so that they can see both into the classroom and also along the corridor whilst maintaining social-distancing. Supports the students to line up outside the classroom. Reminds KS4 of the route to the options/practical subjects. Gives positive reinforcement to students.

KS4 route to options/practical subjects: use their allocated staircase. If going to the practical block, walk between the building and the astro to get to the line-up area for the practical block.

What are the teachers doing?

Teacher collecting: ensures that they are able to finish their lesson before in good time. Gets to the class that they are collecting on time. Uses the Collecting from a classroom – What To Do

Teachers staying/not collecting: reminds KS4 students of the route to practical/options subjects.

KS4 route to options/practical subjects: use their staircase. If going to the practical block, walk between the building and the astro to get to the line-up area for the practical block.

- **What are the students doing?**

Students exit the classroom as per the teacher's instructions. They line-up on the corridor if being collected. They then move down the corridor and correct staircase for their year group.

- What will happen immediately if a student doesn't comply?
 1. Stops the student/s
 2. Repeated instruction(s) specifying exactly 'what to do'
 3. Lightening quick correction
 4. Asks the student to stand 2 metres away from the line where another senior member of staff will speak to them and decide whether to take them to the 1st floor hall holding space

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- What would ineffective leaders be doing?

Late to the classroom (be there 5 minutes before the end of the period). Not maintaining 2 metres. Not stood where they can see both classroom and corridor. Nagging rather than challenging. Not giving live

feedback/intervening with teacher instructions if the teacher is not using the What To Do. Not reminding KS4 students the route to their options/practical subject.

- What would ineffective teachers be doing?

Not stopping their current lesson so that they can get to the lesson to pick up their class punctually. Not using the Collecting from a classroom – What to Do. Not reminding KS4 students of the route to their option/practical subject.

- What would students be doing?

Talking, not using the right stairs, not being in orderly lines, not leaving at the right moment.

MIN BY MIN

5 minutes from the end of the period

- Leader goes to the learning zone as per rota 5 minutes before the end of the lesson.
- Teacher stops their current lesson 5 minutes to support packing away and allows them the time to get to the class that they need to pick up punctually.

End of the period

- Senior leader maintains social distance and supervises class as per rota, engaging with students and ensuring all are meeting expectations, audibly praising silent reading and great discipline, using least-invasive interventions for those not meeting expectations.
- Teacher arrives punctually to collect class

Transitions - Collecting From a Classroom - What To Do

Getting students into the line in the corridor

- “I am really looking forward to teaching you this lesson! I know that you are going to be brilliant. We are going to move from this classroom to another room, so it is really important that we get this right. In a moment, I am going to ask you all to stand up. I am then going to call a row at a time. When your row is called, you will walk down this side of your row and out of the door.
- **KS3** - You will then form a line on the corridor as I direct you to. I am going to looking to see who is leaving the room silently. OK, first row: {name of student}. It is great to see you! Please walk down this side of the desks, out of the classroom and line up as directed by the senior leader.”
- **KS4** – you will then use your staircase to get to your option/practical classroom. If you are moving to the practical block, you will walk between the astro and the building to get to the practical block to line-up there.
- “That’s great, {name of student}. Well done for going the right side of the desks. You are social distancing really well.” [Use non-verbal signs e.g. thumbs up, smile]



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- “Great {name of student}. You did brilliantly today! Thank you for waiting patiently.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]
- [Once all are lined up] Now we are going to walk in single file on the left to the next point [indicate a point down the corridor/stairs]. Once we are there, I will say where we are going to walk to next. We need to do this slowly so we get it right. It will be slow, but it is important to do it well so we learn it.

Senior leader on the corridor:

- “I hope you had a great lesson! Please line-up here. Thank you.”
- [Not lining up] “{Name of student}, it is really important that we line up sensibly in the right place. Thank you.”

6. Transition - Break Time – What To Do

- What is the leader doing?

Arrives at the teaching zone 5 minutes before the end of the period. Ensures that any classes that are lining up on the corridor whose teacher has a duty elsewhere / has a lesson period 3 are walked down with the leader themselves or another member of staff. Praises face coverings being worn. Takes names of those not. Uses least invasive intervention to support students to get it right. Stays with the students in the social zone throughout break. Engages with students whilst maintaining social distance.

- What are the teachers doing?

Teacher who has just finished teaching reads out Break Time What To Do to get students onto corridor. If they do not have a duty elsewhere or a lesson P3, they will walk their class out to break down the correct stairs to the correct social zone. Praises face coverings being worn. Uses least invasive intervention to support students to get it right. Stands on corridor until all students have departed.

- What are the students doing?

Students exit the classroom in silence, following teachers Break Time What To Do instructions. They walk out with either their teacher or the leader, as directed.

- What will happen immediately if a student doesn't comply?

1. Stops the student/s
2. Repeated instruction(s) specifying exactly 'what to do'
3. Lightening quick correction
4. Warning
5. Corridor Detention

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- What would ineffective leaders be doing?

Not getting to the social space on time. Not engaging positively with students. Not social distance. Not modelling good mask etiquette.

- What would ineffective teachers be doing?

Not staying with the class to walk them out if they are not teaching P3 or have a duty elsewhere. Not engaging positively with students. Not keeping social distance.

- What would students be doing?

Being loud, and boisterous. Ignoring the teacher's/leader's instructions.

MIN BY MIN

5 minutes prior to break time starting

- Leaders go to teaching zone for the Break Time What To Do
- Teachers begin packing away their students then reading out Break Time What To Do

Break time starting

- Teacher stays with students to walk them out if not teaching P3 or on duty elsewhere
- Leader coordinates groups where their teacher walks them onto the corridor but does not stay with them

Transition - Break Time - What To Do

Getting students onto the corridor and out into their social zone

- “That was a great lesson! It was so good to see you all back in the classroom. We are going to enjoy our break time now. We want you to have a full 15 minutes for break, as you have earned it and I know you will want to catch up with your friends! We are a community at Evelyn Grace, and break times are a big part of that. In a moment, I am going to ask you all to pack away. You need to take your planer and equipment with you even if you are back in this room after break. This is so we all have what we need with us at all times. You can then put on your mask. Then, I will ask you to stand behind your chairs and exit row by row onto the corridor. I will stand in the doorway to support with this. You will stay on the corridor until either me or the leader on duty walks you to break. When you walk down to break, you will walk on the left, no more than two abreast, using quiet voices. You will use your staircase and go to your social zone. If you need the bathroom, you may use your designated toilets.
- Ok, pack away in silence and stand up behind your chairs.
- Now, the first row, move this way out of the room and line up on this side of the corridor.
- “Well done everyone, I am so pleased you lining up so well”
- “I know that we can exit in silence. Stand back behind your chairs and we will try that again.”

Social zones for break time:

Y7 – Line-up and outdoor social zone – East terrace Loughborough side (Eng/Bus 2nd floor), memorial garden and first 40 metres of running track

Y8 – Line-up and outdoor social zone – east Muga (Eng 1st fl) and playground in front of reception

Y9 – Line-up and outdoor social zone – west Muga (MFL) and playground in front of library

Y10 – Line-up and outdoor social zone – west terrace Shakespeare side (Maths), west astro, west orchard

Y11 – Line-up and outdoor social zone – east terrace Shakespeare side (Hums), east astro, east orchard

7. Break Time and P3 line-up – What To Do

- **What is the leader doing?**

Checking that all teachers are in position at the start of the duty time. Guiding students to the right places if they are unsure; ensures calm atmosphere is occurring in all areas; supports any behaviour management that needs following up, as requested by staff. Steps up onto the bench to lead the line-up. Blows the whistle at 10:50. Ensures that students stand still and silently. Anyone not doing so is given a warning and then a corridor. Calls one group at time to line up in front of their teacher. Ensuring that students line up sensibly at the hand washing station.

- **What are the teachers doing?**

Checks that students are in the correct social zone, dependent on duty spot. Is actively engaged with watching, looking, listening to students and intervenes early if students are being loud or aggressive to one another and separates them. Ensures that students are minimising contact (no hugging, shaking hands, high fives). Ensures student behaviour is calm, or if playing games, they are not being aggressive. Stops any students from entering the wrong zones/staircases. Checks any uniform infringements. Is based by the hand washing station. Ensures that students are lining up at the hand washing station sensibly. Challenges any loud or boisterous behaviour. When the whistle blows to signal students moving into lines, the member of staff supports with this unless teaching another year group, in which case, they go to the other year group zone. Teachers who are teaching that year group for P3 are ready at 10:50 to support with line-up, supporting students to be silent and in single file lines.

- **What are the students doing?**

Students are sat or stood with their friends. They are not running unless on the MUGA/Astro. They are playing table tennis. They are not shaking hands, hugging or high fiving so as to maintain good social distancing. They are not trying to go to any other social zone or enter the building. They are to use their designated toilets in their learning zone (7s and 8s may use toilets in either yr 7 or yr 8 learning zones at break/lunch). They are using the hand washing station in their social zone sensibly and lining up, following the staff members' instructions. At 10:50, when the whistle blows, they stand still and silently, waiting for their class group to be called. They remain silent and in single file as they go up to their learning zone.

What will happen immediately when a student doesn't comply?

Student will be given a warning to comply to the area they are in. If they continue to not comply, they can be issued a 15 min corridor detention (this must be recorded in their planner and in bromcom). If they continue to not comply, they will be passed onto the senior member of staff on duty who will issue them with a further sanction (logging this on bromcom) and inform their DOL.

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- What would ineffective leaders be doing?

Late to the beginning of duty. Talking to the students; meaning other things will happen, and they will not notice; not challenging students' poor behaviour. No detentions being set for non-compliant behaviour. Ignoring great or ineffective teacher practice. Not ensuring that students are using the hand washing station

sensibly by lining up and following instructions. Not blowing their whistle promptly at 10:50. Not waiting for students to be still and silent before moving onto calling groups to move.

- What would ineffective teachers be doing?

Late to the beginning of duty. Not stopping students going into the buildings. Ignoring non-compliance. Chatting to students or other staff, therefore missing students not doing the right thing. Not challenging students who are not complying to the expected behaviours. Not setting detentions when they are needed, so students do not learn to get it right. Not basing themselves by the handwashing station and ensuring that students line up in single file and use it sensibly. Not leaving to get to their period 3 line-up (if they are teaching) or not staying to support students getting into lines (if they are **not** teaching p3). Not arriving for 10:50 if they are to teach P3. Not insisting on silence and single file lines.

- What would students be doing?

Being loud, and boisterous in any area. Ignoring the teachers/leaders instructions. Being hyperactive and winding up or encouraging other students to do this. Not social distancing. Not asking permission to use the toilet. Not lining up in single file to use the hand washing station. Not standing silently and still at 11:00. Not remaining silent and in single file as they move from line up to their learning zones.

Minute by minute:

At duty spot 10.40

- Punctual (pack away punctually if teaching P2)
- Standing in the correct place where you can see the area you are to cover, angle yourself if required to be able to see both ways
- Using non-verbal cues for students to be less loud, or slow down
- Teacher is near the hand washing station managing the single file queue
- Asking students how they are, how their day is going
- Being vigilant for mobile phones or other items – if you do see them follow policy of taking it from them and setting the detention
- Ensuring any litter that you see being dropped is picked up and put into the bin “Please pick that litter up, we respect our school environment and community.”

Moving into lines - 10:50

- Teachers who are teaching that year group arrive at line up space
- Lead member of staff blows whistle at 10:50
- Students stand still and silent where they are
- Lead member of staff calls one group at a time to line up in front of their class teacher’s name
- Students move into lines for that period, standing in front of their teacher name
- Teachers not teaching P3 elsewhere support with students getting into silent lines
- Teachers who are teaching that year group support students to get into line
- Recommends that they put their face coverings on at this point

Moving up to lessons – 10:53-10:55

- Once all students have lined up in front of their class teacher, they will be instructed to go to their teaching zone by the lead on duty.
- They remain in single file and silence as they do this. They use the correct stair case.

Break Time and P3 Line-up - What To Do

Leader:

- [Leader uses whistle and hands up to get silence from the students and staff]
- [In a positive voice and with a smile]. “Good morning. It was great to see you all back in our playground! We are so pleased to be able to give you this outdoor time – it’s really important for your well-being so we made sure it was possible. To help with this, we are going to give you clear instructions so that everyone knows exactly what to do. This will be a little slower than normal today, but next week and the week after, it will be quicker as you will have practised.

“Ok - We are ready to move into our lines. In a moment, I am going to call out your tutor group/class group. You will stand in front of your tutor/teacher who will have their hand raised. You can put your face covering on at this point. Make sure that you have your planner and pencil case out and your uniform is correct. We are going to do this in complete silence.

{Name of tutor group/class} walk over now to [name of teacher. Teacher raises hand. Repeat for all groups].

- “Good morning {name of student}. Thanks for following that so well, you’re doing that in silence” [Use non-verbal signs e.g. thumbs up, smile, hand indicating markings]
- “Good morning {name of student}. You’re waiting so patiently, I know it’s a little slow, but we will speed up after we have practised today.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]
- “Please have your planner and equipment ready for threshold. Show me what you have.” [Use non-verbal signs e.g. arm out to right hand side for holding equipment, thumbs up, smile]

“Now that we are all silent in our lines, I am going to ask your teachers to lead you in. You will walk in single file, in silence. When you get into the corridor, you will walk on the left in single file. Your teacher will lead you to your classroom. **If it is your first lesson in that room:** You will then be called into your classroom and told to stand around the side and back of your room. Your teacher will then read out where you are to sit. Remember to use the hand sanitiser on the way into the room.

If a student is not giving 100%:

- [Uniform] “{Name of student} Tuck in your shirt/do up your top button/lengthen your tie. Thank you.”
- [Facing front] “{Name of student} I know you haven’t been in school for a while, but it is really important that you stand still and be silent. Thank you”
- [Equipment] “{Name of student} let me see your planner/pencil case. Thank you”. [Walk along the line checking equipment in right hands, thumbs up, smile] “I am checking your planner and equipment.”

Teacher:

- [Stand to the side of the line, maintaining social distance, supporting students to get it right. Positive reinforcing social distancing.]
- “Good morning {name of student}. Thanks for following that so well, you’re silent with your equipment out.”
- “Good morning {name of student}. You’re waiting so patiently, I know it’s a little slow, but we will speed up after we have practised today.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]
-

If there is non-compliance:



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- Everyone stop. [Name of student] “It is really important that we are following instructions exactly as given. I know you have not been in school for a while, but I expect you to get this right.”
- “Stop and stand still. I know it is a new routine for us, and it will take some getting used to! Some students are not getting this right. We will go again from here, in this way [repeat instructions].”
- “Stop and stand still. [Name of student] I can see you need a little more support to get this right. Stand over there [points to spot 2 metres away]. Another member of staff will speak to you in a moment. Everyone else, we are continuing.”

8. Transition - Lunch Time – What To Do

- What is the leader doing?

Arrives at the teaching zone 5 minutes before the end of the period. Ensures that any classes that are lining up on the corridor whose teacher has a lunch duty elsewhere are walked down with the leader themselves or another member of staff. Recommends that they wear their face coverings. Uses least invasive intervention to support students to get it right. Once students have gone to lunch zone, goes to social zone for their year group to supervise there throughout lunch. Engages with students whilst maintaining social distance.

- What are the teachers doing?

Teacher who has just finished teaching reads out Lunch Time What To Do to get students onto corridor. If they do not have a duty elsewhere, they will walk their class to the correct lunch zone (**year 7 are walked to social zone at the start of lunch**). Positively praises students putting their face coverings on correctly. Uses least invasive intervention to support students to get it right.

- What are the students doing?

Students exit the classroom in silence, following teachers Break Time What To Do instructions. They walk out with either their teacher or the leader, as directed.

- What will happen immediately if a student doesn't comply?

Stops the student/s

Repeated instruction(s) specifying exactly 'what to do'

Lightening quick correction

Warning

Sanction

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- What would ineffective leaders be doing?

Not getting to the social space on time. Not engaging positively with students. Not social distancing.

- What would ineffective teachers be doing?

Not staying with the class to walk them out if they are don't have a duty elsewhere. Not engaging positively with students. Not keeping social distance.

- What would students be doing?

Being loud, and boisterous. Ignoring the teacher's/leader's instructions.

MIN BY MIN

5 minutes prior to lunch time starting

- Leaders go to teaching zone for the Transition - Lunch Time - What To Do
- Teachers begin packing away their students then reading out Transition – Lunch Time - What To Do

Break time starting

- Teacher stays with students to walk them out if not on duty elsewhere
- Leader coordinates groups where their teacher walks them onto the corridor but does not stay with them

Transition – Lunch Time - What To Do

Getting students onto the corridor and out into their social zone

- “That was a great lesson! It was so good to see you all back in the classroom. We are going to enjoy our lunch time now. We want you to have a full 40 minutes for break, as you have earned it and I know you will want to catch up with your friends! We are a community at Evelyn Grace, and lunch times are a big part of that. In a moment, I am going to ask you all to pack away. You need to take your planer and equipment with you even if you are back in this room after lunch. This is so we all have what we need with us at all times. At this point, you can put on your face coverings. Then, I will ask you to stand behind your chairs and exit row by row onto the corridor. I will stand in the doorway to support with this. You will stay on the corridor until either me or the leader on duty walks you to lunch. When you walk down to break, you will stay in single file in silence. You will go to your lunch zone and line up immediately **[unless year 7, who will go to their social zone at the start of lunch via the central staircase]**. You will then go to your designated table spaces. If you need the bathroom, you need to ask your DOL.
- Ok, pack away in silence and stand up behind your chairs.
- Now, the first row, move this way out of the room and line up on this side of the corridor.
- Great, now we are in a single file line, we will walk down to our lunch zone.
- “Well done everyone, I am so pleased you are maintaining social distancing”
- “It is essential that you stay in your line. Stop and straighten up your line.”
- “I know that we can exit in silence. Stand back behind your chairs and we will try that again.”

Lunch Time Indoor Dining Zones:

Y7 – Lunch – 1st floor hall east (Eng/Bus 2nd floor) – eat second sitting (walked down science staircase and out onto east terrace 5 mins after end of P4 at 12:45– enter dining hall from East terrace Loughborough - at 13:00 line-up on running track halfway through lunch

Y8 - Lunch – 1st floor hall east (Eng 1st floor) – eat first sitting – eat east side – dismissed from lunch at 13:00 – exit via central staircase to social zone

Y9 – Lunch – 3rd floor hall west (MFL)

KS4 – partition in the corridor to keep them separate

Y10 – Lunch – 1st floor hall west (Maths)

Y11 – Lunch – 3rd floor hall east (Hums)

9. Lunch Time in Indoor Dining Zone – What To Do

- What is the leader doing?

Checking that teachers are in position at the start of the duty time. Checking that classes are walked down to the lunch zone by their teachers (unless their teacher has a duty elsewhere). Getting students into the line as they arrive calmly; checks uniform at this point if required; ensures no pushing or shoving in the line; ensures the entry into the line is calm and no pushing in; ensures the front of the line to the serving area is in an orderly manner. If any of these things are not happening students will be sent to the back of the line. If they repeat it, they will be given a warning and then a corridor detention. If they continue, then they will be spoken to.

- What are the teachers doing?

Walks students to their year group's dining zone. Ensures students do not walk out with food or drink. Checks any uniform infringements. Ensures students leave in a calm manner. Challenges any loud or boisterous behaviour. Directs students out of the building down the correct staircase. Ensures no one comes down the central stairwell.

- What are the students doing?

Students are walked to their dining zone and form a line where they queue. Move in the line forward towards the serving area. Voices are at a conversation level. Students are stood calmly and in an orderly fashion.

- What will happen immediately when a student doesn't comply?
 - 1) Step 1 – Non verbal direction and proximity
 - 2) Step 2 – Lightning quick corrections
 - 3) Step 3 – Do it again
 - 4) Step 4 – Warning
 - 5) Step 5 – Corridor detention

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- What would ineffective leaders be doing?

Late to the learning zone for the end of P4 (or 13:00 in the year 7 social zone if year 7 lead), so they can't support the lines coming from the learning zone to the dining zone. Need to be there 5mins before the bell goes. Talking to the students; meaning other things will happen, and they will not notice; nagging rather than challenging and therefore not moving students to the back of the line. No detentions being set for non-compliant behaviour. Ignoring poor teacher practice. Not clearing the year 8s by 13:00, or the other year groups by 13.15

- What would ineffective teachers be doing?

Late to the beginning of duty. Not stopping people coming from the wrong staircase. Ignoring non-compliance. Chatting to students or other staff, therefore missing students not doing the right thing. Not challenging students taking out food from the canteen and making them go back into the canteen to eat it. Not ensuring students leave by the right stair case (year 8s leave by central staircase). Not clearing the year 8s by 13:00, and the other year groups by 13.15.

- What would students be doing?

Being loud, and boisterous at either end of the dining hall. Ignoring the teachers'/leaders' instructions.

Minute by minute:

12.40 (12:45 year 7)

- Leader and supporting teachers walk students from learning zone to dining zone (unless year 7, who are walked from P4 down central staircase to their social zone)
- Leader ensures line up is orderly and calm
- Other duty staff are in the dining zone ensuring students are eating sat down, putting rubbish in the bin, being calm and leaving with their chairs tucked in down the correct staircase.

13:00

- Leader for year 8 and support staff in year 8 dining zone ensure all year 8s have left the dining hall
- Cleaners clean the tables and chairs ready for year 7s
- Remaining year 8s leave via central staircase with the support staff on duty and the lead
-
- Year 7 lead blows whistle and organises line-up for year 7s. They walk up the east terrace and enter the east dining hall via the English corridor

13:05

- Year 7 students arrive for lunch, lining up and then sitting at cleaned year 8 tables

13:15

- Leader and support staff ensure all students have cleared the dining area (except year 7s who have until 13:20)
- Leader and support staff follow them down their year group stairs ready for line-up in their line-up zone

10. Lunch Time in Outdoor Social Zone and P5 line-up – What To Do

- What is the leader doing?

Checking that all teachers are in position at the start of the duty time. Guiding students to the right places if they are unsure; ensures calm atmosphere is occurring in all areas; supports any behaviour management that needs following up, as requested by staff. Steps up onto the bench to lead the line-up. Blows the whistle at 13:20 (13:25 for year 7). Ensures that students stand still and silently. Tells them they can put their face coverings on. Anyone not doing so is given a warning and then a corridor. Calls one group at time to line up in front of their teacher.

Staff who are on duty must have a mask and gloves with them.

What are the teachers doing?

Checks that students are in the correct places, dependent on duty spot. Is actively engaged with watching, looking, listening to students and intervenes early if students are being loud or aggressive to one another and separates them. Ensures that students are maintaining good social distancing (no hugging, shaking hands, high fives). Ensures student behaviour is calm, or if playing games, they are not being aggressive. Stops any students from entering the buildings. Students may only go to the toilets if asking their permission. Checks any uniform infringements. Challenges any loud or boisterous behaviour. When the whistle blows to signal students moving into lines, the member of staff supports with this unless teaching another year group, in which case, they go to the other year group zone. Teachers who are teaching that year group for P5 are ready at 13:20 to support with line-up, supporting students to be silent and in single file lines.

What are the students doing?

Students are sat or stood with their friends. They are not running unless on the MUGA/Astro. They are playing table tennis. They are not shaking hands, hugging or high fiving so as to maintain good social distancing. They are not trying to go to any other social zone or enter the building. They are only to use the toilet if they have asked permission. They are to use their designated toilets in their learning zone. At 13:20, when the whistle blows, they stand still and silently, waiting for their class group to be called. They remain silent and in single file as they go up to their learning zone. They wear face coverings.

What will happen immediately when a student doesn't comply?

Student will be given a warning to comply to the area they are in. If they continue to not comply, they can be issued a 15 min corridor detention (this must be recorded in their planner and in bromcom). If they continue to not comply, they will be passed onto the senior member of staff on duty who will issue them with a further sanction (logging this on bromcom) and inform their DOL.

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- What would ineffective leaders be doing?

Late to the beginning of duty. Talking to the students; meaning other things will happen, and they will not notice; not challenging students' poor behaviour. No detentions being set for non-compliant behaviour. Ignoring great or ineffective teacher practice. Not blowing their whistle promptly at 13:20. Not waiting for students to be still and silent before moving onto calling groups to move.

- What would ineffective teachers be doing?

Late to the beginning of duty. Not stopping students going into the buildings. Ignoring non-compliance. Chatting to students or other staff, therefore missing students not doing the right thing. Not challenging students who are not complying to the expected behaviours. Not setting detentions when they are needed, so students do not learn to get it right. Not leaving to get to their period 5 line-up (if they are teaching) or not staying to support students getting into lines (if they are **not** teaching p5). Not arriving for 13:20 if they are to teach P5. Not insisting on silence and single file lines.

- What would students be doing?

Being loud, and boisterous in any area. Ignoring the teachers'/leaders' instructions. Being hyperactive and winding up or encouraging other students to do this. Not social distancing. Not asking permission to use the toilet. Not standing silently and still at 13:20. Not remaining silent and in single file as they move from line up to their learning zones.

Outdoor Social Zones:

Y7 – Line-up and outdoor social zone – East terrace Loughborough side (Eng/Bus 2nd floor), memorial garden and first 40 metres of running track

Y8 – Line-up and outdoor social zone – east Muga (Eng 1st fl) and playground in front of reception

Y9 – Line-up and outdoor social zone – west Muga (MFL) and playground in front of library

Y10 – Line-up and outdoor social zone – west terrace Shakespeare side (Maths), west astro, west orchard

Y11 – Line-up and outdoor social zone – east terrace Shakespeare side (Hums), east astro, east orchard

Minute by minute:

At duty spot 12.40

- Standing in the correct place where you can see the area you are to cover, angle yourself if required to be able to see both ways
- Encouraging students to make sure that they are social distancing
- Using non-verbal cues for students to be less loud, or slow down
- Asking students how they are, how their day is going
- Being vigilant for mobile phones or other items – if you do see them follow policy of taking it from them and setting the detention
- Ensuring any litter that you see being dropped is picked up and put into the bin “Please pick that litter up, we respect our school environment and community.”

Year 7 line-up for lunch – 13:00

- At 13:00, year 7 lead **only** blows a whistle for year 7s
- Students stand still and silent where they are
- Lead member of staff calls one group at a time to line up in front of their tutor group name
- Each tutor group is called to walk into lunch with support staff. Tutor groups are rotated by the line-up lead so it is fair.

13:15 – all students exiting their dining zone

- At 13:15, all remaining students will come down from their dining zones to join the rest of their year group in their social zones

Moving into lines - 13:20 (13:25 for year 7)

- Teachers who are teaching that year group arrive at line up space
- Lead member of staff blows whistle at 13:20 (13:25 for year 7)
- Students stand still and silent where they are
- Lead member of staff calls one group at a time to line up in front of their class teacher's name
- Students move into lines for that period, standing in front of their teacher name
- Teachers not teaching P5 elsewhere support with students getting into silent lines
- Teachers who are teaching that year group support students to get into line

Moving up to lessons – 13:23-13:25 (13:28 – 13:30 year 7)

- Once all students have lined up in front of their class teacher, they will be instructed to go to their teaching zone by the lead on duty.
- They remain in single file and silence as they do this. They use the correct stair case.

Lunch Time in Outdoor Social Zones and P5 Line-up - What To Do

Leader:

- [Leader uses whistle and hands up to get silence from the students and staff]
- [In a positive voice and with a smile]. “Good afternoon. I hope that you enjoyed your lunch! We are so pleased to be able to give you this outdoor time – it’s really important for your well-being so we made sure it was possible. To help with this, we are going to give you clear instructions so that everyone knows exactly what to do. This will be a little slower than normal today, but next week and the week after, it will be quicker as you will have practised.

“Ok - We are ready to move into our lines. In a moment, I am going to call out your tutor group/class group. You will stand in front of your tutor/teacher who will have their hand raised. Make sure that you have your planner and pencil case out and your uniform is correct. We are going to do this in complete silence.

{Name of tutor group/class} walk over now to [name of teacher. Teacher raises hand. Repeat for all groups].

- “Good afternoon {name of student}. Thanks for following that so well, you’re doing that in silence” [Use non-verbal signs e.g. thumbs up, smile, hand indicating markings]
- “Good afternoon {name of student}. You’re waiting so patiently, I know it’s a little slow, but we will speed up after we have practised today.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]
- “Please have your planner and equipment ready for checking. Show me what you have.” [Use non-verbal signs e.g. arm out to right hand side for holding equipment, thumbs up, smile]

“Now that we are all silent in our lines, I am going to ask your teachers to lead you in. You can put on your face coverings now. You will walk in single file, in silence. When you get into the corridor, you will walk on the left in single file. Your teacher will lead you to your classroom. **If it is your first lesson in that room:** You will then be called into your classroom and told to stand around the side and back of your room. Your teacher will then read out where you are to sit. Remember to use the hand sanitiser on the way into the room.

If a student is not giving 100%:

- [Uniform] “{Name of student} Tuck in your shirt/do up your top button/lengthen your tie. Thank you.”
- [Facing front] “{Name of student} I know you haven’t been in school for a while, but it is really important that you stand still and be silent. Thank you”
- [Equipment] “{Name of student} let me see your planner/pencil case. Thank you”. [Walk along the line checking equipment in right hands, thumbs up, smile] “I am checking your planner and equipment.”

Teacher:

- [Stand to the side of the line, maintaining social distance, supporting students to get it right. Positive reinforcing social distancing.]
- “Good morning {name of student}. Thanks for following that so well, you’re silent with your equipment out.”
- “Good morning {name of student}. You’re waiting so patiently, I know it’s a little slow, but we will speed up after we have practised today.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]
-

If there is non-compliance:

- Everyone stop. [Name of student] “It is really important that we are following instructions exactly as given. I know you have not been in school for a while, but I expect you to get this right.”
- “Stop and stand still. I know it is a new routine for us, and it will take some getting used to! Some students are not getting this right. We will go again from here, in this way [repeat instructions].”
- “Stop and stand still. [Name of student] I can see you need a little more support to get this right. Stand over there [points to spot 2 metres away]. Another member of staff will speak to you in a moment. Everyone else, we are continuing.”

6. End of Day Dismissal – What To Do

- **What is the leader doing?**

Goes to the teaching zone 5 minutes before the end of the last lesson of the day. Stands in the corridor so that they can see both into the classroom and also along the corridor whilst maintaining social-distancing. Ensures that students exit the classroom silently. Supports enrichment/mastery/detention students to line up/go to the right place. Encourages wearing of face coverings. If not leading detention, leads the remaining students down the east/west Loughborough stairs and out of the school gate to go home.

- **What are the teachers doing?**

Stops the lesson 5 minutes before the end of the period. Maintains 2 metres distance. Completes the End of Day Dismissal What To Do. If they have a duty/mastery/enrichment, they get their class onto the corridor punctually and then go to where they need to be. If they don't, then they walk their class all the way to the gate.

- **What are the students doing?**

Students exit the classroom as per the teacher's instructions. They line-up on the corridor floor-markings with support from the senior leader. Detention/enrichment/mastery students go to the relevant point on the corridor as directed by senior leader. All other students then move down their year group stairs and out of the school gate as per the senior leader's instructions.

- What will happen immediately if a student doesn't comply?
 1. Stop the student/s
 2. Repeated instruction(s) specifying exactly 'what to do'
 3. Lightening quick correction
 4. Sanction

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- What would ineffective leaders be doing?

Late to the classroom (be there 5 minutes before the end of the period). Not maintaining 2 metres. Not stood where they can see both classroom and corridor. Nagging rather than challenging. Not ready with the list of students who have detention/mastery/enrichment.

What would ineffective teachers be doing?

Not stopping the lesson with 5 minutes to the end of the period. Not maintaining 2 metres. Not staying to support the leader with the dismissal.

- What would students be doing?

Talking, not maintaining 2 metres, not leaving at the right moment, not moving to detention/mastery/enrichment line as directed by senior leader.

5 minutes from the end of the period

- Leader goes to the east/west-bubble classroom as per rota 5 minutes before the end of the lesson.
- Teacher begins packing away.

End of the period

- Teacher reads out and completes the End of Day Dismissal What To Do.
- Senior leader sends detention/enrichment/mastery students to the right classroom as per registers on bromcom.
- Teacher supports from the classroom then out on the corridor and then (if they don't have mastery/enrichment/duty) walks their class all the way to the gate

End of Day Dismissal - What To Do

Teacher in the classroom:

- “That was a great lesson! It was so good to see you all back in the classroom. In a moment, I am going to ask you all to pack away. You can put on your face coverings. Then, I will ask you to stand behind your chairs and exit row by row onto the corridor. I will stand in the doorway to support with this. If you have mastery, enrichment or detention, then you will be supported to go to the right place if you are not being collected. Those that don't, either me or the leader on duty will walk you out of school. You will stay in single file in silence.
- “Ok, pack away and stand behind your chairs in silence. First row, line up outside and wait for you instructions. Second row...etc.
- “That's great, {name of student}. Well done for going the right side of the desks. You are social distancing really well.” [Use non-verbal signs e.g. thumbs up, smile, hand indicating markings]
- “Great {name of student}. You did brilliantly today! Thank you for waiting patiently.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]

Leader moving students into detention/mastery/enrichment lines:

- Well done for lining up so well and in silence on the corridor. When you hear your name, you need to move to the line up space that I direct you to. This is because you either have detention, mastery or enrichment. Ok, the following students need to line up [direct them to space away from exit stairs]: {student names}... etc.

Leading from corridor down stairs and to the gate:

- Ok - We are ready to do our dismissal and walk to the gate. In a moment, we will walk to the foot of the stairs that we will use for our year group. We will walk slowly and ensure we stay together as a year group. If you leave by the Shakespeare gate, raise your hand now.
- [Walk to foot of the stairs, across the playground and out to the bottom of the stairs. Head towards Loughborough Gate. Any students that exit via Shakespeare Gate can do so with your permission]

7. Detentions – What To Do

- **What is the leader doing?**

Moves from supporting the end of day dismissal to focussing on students that they have asked to line up in the right place. Ensures that those students are in a single file line. Walks them to their detention zone. Does not engage with discussions about whether or not they have a detention. Seats them in an appropriate seat that will best support climate. Waits until all are seated and silent before asking everyone to SLANT the leader. Reads out the What To Do script. Registers the 15 minutes students, then dismisses them via support staff. Registers 30 minutes students, then dismisses them via support staff. Registers 60 minutes students and walks them off site.

- **What are the teachers doing?**

Teacher from the year group supporting is in the room working, ready to walk out students. Walks them out at the right time, down the correct stairs for their year group and all the way to the Loughborough Gate.

Other teachers who have students in the detention who were removed from their lesson come in to ask permission to speak to the student, then takes them to another room to do a self-discipline reflection conversation. Brings them back to the detention hall afterwards. Logs conversation and outcome on bromcom. Phones home to share with parent the outcome. Logs this on bromcom.

- **What are the students doing?**

Students walk in single file with the detention lead to the detention zone. They sit at their designated seat. They SLANT the lead when requested. They follow the lead's instructions at all times. They silently complete their reflection sheet. They leave to have self-discipline reflection conversations where necessary. They call their name clearly when registered. They hand in their reflection sheet and line up silently and walk out in single file with the support or lead when it is the end of their detention. They stay for the right amount of time.

- What will happen immediately if a student doesn't comply?

Stop the student/s

Repeated instruction(s) specifying exactly 'what to do'

Lightening quick correction

Asks the student to stand 2 metres away from the line where another senior member of staff will speak to them and decide whether to take them to the 1st floor hall holding space

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- What would ineffective leaders be doing?

Not insisting on single file. Not seating students to support climate. Not insisting on students SLANTing. Not waiting for silence. Not registering accurately. Not keeping to the timings of 15, 30 and 60 minutes. Not using the support staff to walk students out.

What would ineffective teachers be doing?

Not doing self-discipline reflections with students who were removed from their lesson. Not supporting the walk outs at the right times if required. Not insisting on silence from those lining up in the detention hall. Not walking them down the right stairs. Not walking them onto the playground and to the Loughborough gate.

- What would students be doing?

Talking, , not leaving at the right moment, not moving in single file, not conducting the reflection or self-discipline reflections in an engaged way.

MIN BY MIN

Years 7, 9, 11:	Years 8 and 10:
<p>15:15</p> <ul style="list-style-type: none"> • Detention lead walks students who have been asked to line up for detention to their detention zone • Seats students in a way that supports climate • Gets students to SLANT • Gives instructions • Takes 15 minutes register 	<p>15:40</p> <ul style="list-style-type: none"> • Detention lead walks students who have been asked to line up for detention to their detention zone • Seats students in a way that supports climate • Gets students to SLANT • Gives instructions • Takes 15 minutes register
<p>15:30</p> <ul style="list-style-type: none"> • 15 minute detention students line-up with support staff • Support staff walks them out • Detention lead registers 30 minute students 	<p>15:55</p> <ul style="list-style-type: none"> • 15 minute detention students line-up with support staff • Support staff walks them out • Detention lead registers 30 minute students
<p>15:45</p> <ul style="list-style-type: none"> • 30 minute detention students line-up with support staff • Support staff walks them out • Detention lead registers 60 minute students 	<p>16:10</p> <ul style="list-style-type: none"> • 30 minute detention students line-up with support staff • Support staff walks them out • Detention lead registers 60 minute students
<p>16:15</p> <ul style="list-style-type: none"> • Detention lead walks out 60 minute students • All self-discipline conversations to have taken place by this point 	<p>16:40</p> <ul style="list-style-type: none"> • Detention lead walks out 60 minute students • All self-discipline conversations to have taken place by this point

Detention - What To Do

Leader in the learning zone:

- “In a moment, I am going to ask you all to walk to the detention zone in single file and in silence. This is incredibly important as we expect detentions to be a calm, quiet, reflective space to support you to reflect on how to improve.



Ark Evelyn Grace Academy

- “Ok, [name of first student], walk to [name point on the corridor/stairs] and wait. Everyone else, follow in silence and in single file.
-
- “That’s great, {name of student}. Well done for being in single file” [Use non-verbal signs e.g. thumbs up, smile, hand indicating markings]
- “Great {name of student}. You are ready to reflect by being silent.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]

Leader in detention:

- “I am now going to seat you. It is not the time to have a conversation with me as we are getting everyone in quickly and sensible so that we all have time to reflect and registers can be accurate. I expect you to sit where I ask. It is really important that you get that right. I expect you to listen carefully and move silently to the exact seat. I am doing this so you can be successful in this detention and reflect so that you improve.”
- “[**When everyone is seated and silent**] SLANT me. We are here to reflect. On your desk is your reflection sheet. You will write your name at the top and your reflection in the boxes. Read it carefully and write thoughtfully to show that you have reflected and do not need more time today or tomorrow to reflect further.”
- **Read register.**
- [**When it is time for 15s/30s/60s to go**] If I have just read your name in the register, you may stand in silence. Now move to where the support staff is and make a single file line. Hand in your reflection sheets on the way out for me to read and to put in your file.

8. Assemblies – What To Do

Where and when:

Year 7 assemblies – Fridays, 1st floor hall – 8:25am
 Year 8 assemblies – Thursdays, 1st floor hall, 15:15pm
 Year 9 assemblies – Wednesdays, 3rd floor hall, 8:25am
 Year 10 assemblies – Tuesdays, 1st floor hall, 15:15pm
 Year 11 assemblies – Mondays, 3rd floor hall 8:25am

NB. For the transition P6 to assembly on Tuesdays for year 10, students are walked by their class teacher to the West Terrace Shakespeare side (using the West Terrace Shakespeare stairs) so they can line up their in tutor groups ready for assembly.

- What is the leader doing?

Uses the assembly template PPT. Plans in advance.

Standing at the front of the assembly hall, supervises silent arrival of students; greeting and calming as they fill empty rows from the front of the hall accompanied by teachers/tutors; uses non-verbal signals to guide students/teachers; checks actions of teachers; once all students and teachers are stood in silence, leads students in the pledge. Repeats it if students say it quietly and/or out of time. Asks students to sit in silence, reminds of expectations (SLANT, be silent, respond appropriately, have coats and bags off; goes through attendance slides for the week; introduces assembly lead; ends assembly with positive reminders about the learning day ahead; directs exit one group at a time, reminding all students to be silent to exit doors.

- What are the teachers doing?

Arrive with lines and then move to front of line to ensure students fill up the correct seats; ensures that all pairings are supportive of climate; uses non-verbal signals to guide and reinforce silence; stands and says the pledge with students clearly and in time; sits with students, scanning to check all students are silent, facing the front and attentive throughout the assembly; exits as directed with students maintaining silence to exit door(s). Gives a warning if spoken to once, logs 30 minute and emails DOL if spoken to a student twice.

- What are the students doing?

Arrive in line and in silence; sit as directed leaving no gaps; place bags and coats below seats; stand to say the pledge clearly and in time; face the front in silence and listen to/participate in assembly; join congratulation of individual or group achievements; exit as directed in silence to exit door.

- What will happen immediately when a student does not comply?



Senior leader uses non-verbal and verbal prompts to ensure compliance; teacher uses proximity and non-verbal; repeat direction and give time to comply; 30 minute sanction issued (teacher records on notebook and logs on bromcom); if student is still non-compliant, teacher refers to senior leader who will follow up (talk with student/parent + further sanction).

Identify what is should not look like:

- What would ineffective leaders be doing?

Late to assembly; shouting and nagging; ignoring lateness and non-compliance; ignoring noise or talking by students; not starting with the pledge; allowing the pledge to be said quietly and/or out of time; taking over role of teachers; ignoring poor teacher practice; not prepared; not delivering the attendance slides with enthusiasm.

- What would ineffective teachers be doing?

Arriving at the rear of the line; ignoring non-compliance; chatting with colleagues; focusing for too long on one student; shouting and nagging; shushing; giving unclear or inconsistent instructions; not allowing students to take seats without guidance; sitting away from group; not saying the pledge clearly and in time and checking that students are; standing during assembly; failing to scan for compliance; not using non-verbal signals working on laptop; not modelling the behaviour expected.

- What would the students be doing?

Not walking in single file line; talking in line; not facing front or straight; leaving gaps in rows; not saying the pledge clearly and in time; holding coat and/or bag on lap; not following corrections or instructions from teacher; standing to exit before directed; talking during exit.

Minute by minute: Assembly for years 7, 9 and 11

08.15: Leader checks that chairs and resources are set up and working. Ensures that they have

Minute by minute: Assembly for years 8 and 10

15:05: Leader checks that chairs and resources are set up and working. Ensures that they have the pledge on screen as first slide, then attendance

<p>the pledge on screen as first slide, then attendance slides, then circle/see value slide, then their assembly.</p> <p>08.25: Leader in place to greet and direct groups as they arrive</p> <p>08.30: Lines arrive and stand in front of seats in silence; DOL leads year group in pledge; uses non-verbal signals to direct; teachers sit with groups once all students are seated</p> <p>08.35: DOL goes through attendance slides and awards attendance award/s</p> <p>08.40: Assembly delivered; students remain facing front listening in silence or contributing/responding as appropriate</p> <p>08.55: Leader dismisses by group/row; students in silence to exit doors.</p>	<p>slides, then circle/see value slide, then their assembly.</p> <p>15:15: Leader in place to greet and direct groups as they arrive</p> <p>15:15: Lines arrive and stand in front of seats in silence; DOL leads year group in pledge; uses non-verbal signals to direct; teachers sit with groups once all students are seated</p> <p>15:20: DOL goes through attendance slides and awards attendance award/s</p> <p>15:25: Assembly delivered; students remain facing front listening in silence or contributing/responding as appropriate</p> <p>15:40: Leader dismisses by group/row; students in silence to exit doors/detention</p>
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Assembly – What To Do

Arriving with students to assembly:

- [Teacher walks with student line checking that this is single file and silent]
- [In a bright voice and with a smile]. “Thank you for staying in line and being silent. Well done everyone.”
[Use non-verbal signs e.g. thumbs up, smile, hand indicating a straight line]
- [Teacher moves towards the front of the line, stops the group and directs to seats} “Please put your bags and coats under your seats.”
- “Face forward and show you are ready for assembly” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]

If a student is not giving 100%:

- [Out of line] “{Name of student} stay in line/keep up/single file. Thank you.”
- [Talking in line] “{Name of student} face front and stay silent in the line. Thank you”
- [Turing or talking in assembly] “{Name of student} face front and stay silent in assembly. Thank you”. [Sit up straight, scan the row to check students are silent and facing front, thumbs up, smile] “I am checking that you facing the front and staying silent.”

Moving on to lesson 1/dismissal/detention:

- [Stand up, raise hand and move forwards making eye contact with the first student so he/she knows to lead off] “We are ready to go; lead off. We walk in silence [repeat several times]. “I will be at the middle of the line. Stay in a straight line and walk in silence. Thank you”

If there is talking or noise in the line:

- [Name of student] “I expect you to walk in silence. Step out and join the back of the line.”
- “Stop and stand still. Some students are talking. We will go again from here, in silence.”
- “Stop and stand still. Some students are talking. We will practise until we all get this right.”

9. Least-Invasive Interventions – What To Do

We want to continue to build a culture where we positively reinforce the behaviour that we expect to see. We want to make non-compliance less visible. If we do both these things well, we create a culture of compliance where students see and hear more examples of students getting it right, and so they are more likely to want to get it right, too.

Examples of positive reinforcement:

- “Good morning {name of student}. Thanks for following that so well, you’re lining up perfectly!” [Use non-verbal signs e.g. thumbs up, smile, hand indicating markings]
- “Good morning {name of student}. You’re waiting so patiently, I know it’s a little slow, but we will speed up after we have practised today.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]
- “That’s great, {name of student}. Well done for going the right side of the desks. [Use non-verbal signs e.g. thumbs up, smile, hand indicating markings]
- “Great {name of student}. You did brilliantly today! Thank you for waiting patiently.” [Use non-verbal signs e.g. fingers on lips and then thumbs up, smile.]

Examples of least-invasive interventions:

- Move towards the student along the line whilst maintaining social distancing
- Use hand gestures (e.g. point to the line/floor marking; raise your hand to stop a student)
- Show them what it looks like by making eye contact with the student and then completing the instruction in the way that they need to
- Saying their name
- What will happen immediately if a student doesn’t comply?
 1. Stops the student/s
 2. Repeated instruction(s) specifying exactly ‘what to do’
 3. Lightening quick correction
 4. Warning
 5. Sanction

Examples of lightening quick corrections:



- [Not facing the front] “{Name of student}, I know you haven’t been in school for a while, but showing you listening is really important as a lot of this will be new. To help you do that, face the front and stand still. Thank you.”

10. On-Call and Self-discipline Reflections – What To Do

NB. If a student is removed from a learning environment for behaviour reasons, the intervening member of staff must limit their 1:1 contact time with them to a maximum of 15 minutes.

The after-school reflection routine has 3 purposes

- The new routines that are designed to ensure all staff and students are safe in school are adhered to 100%
- Teachers are empowered to have the highest of expectations as they know that students will be supported through the reflection process
- Students know what is expected of them, the rationale behind it and have clear targets in place so that they can learn successfully in the next lesson or the next time they are in school
- It creates a culture where students take responsibility for their actions

On-Call:

“We are going to run through the routine for self-discipline reflections. If you have had to use on-call for a student, this is how it will work for the teacher, the senior leader and the student.

- What is the leader doing?

Being on-call to remove students where necessary and contact parents if they have to be removed from a classroom. The senior leader will come to the threshold of the classroom. They will ask the student to come with them. They will not ask them to bring their things with them (as they may be put back into the room for the next lesson and it also often reduces conflict/refusal). If the student refuses to leave the classroom, the senior leader will wait for a couple of minutes whilst the teacher continues teaching. They will then ask the teacher to stop and repeat their instructions to the student. If the student continues to refuse, the senior leader can do one of three things:

1. Call for support from someone who has a better relationship with the student being asked to be removed.
2. Stay in the lesson for the remainder of the period, then wait for class to exit the room, then speak to the individual who refused to leave in the classroom itself (maintaining social distancing)
3. Ask the class to leave the room to go to another classroom/out to break early (depending on the severity of the incident)

Once the student has left the classroom, the senior leader will speak to them and either give them a clear target to complete then put them back in the classroom (depending on the seriousness of the incident) or tell them to walk to the relocation room for that period. They will wait at the door to the relocation room until directed to a socially distanced seat by the senior leader who is on duty.

• If a student is removed from a learning environment for behaviour reasons, the intervening member of staff must limit their 1:1 contact time with them to a maximum of 15 minutes. If there is a repeat with the same student, then this will need to be escalated and look to possible removal from the academy.

- What are the teachers doing?

Teachers email On Call with **the name of the student and a one or two word explanation for the removal** (e.g. not distancing, not working, rudeness). When the senior leader comes to the threshold, the teacher will welcome them but not say who needs to be removed or what has happened. Once the student has been given their instructions by the senior leader, the teacher is to resume teaching. If the student refuses to leave, the teacher will continue teaching until given further instructions by the senior leader.

Self-discipline reflection:

“We are going to run through the routine for self-discipline reflections. If a student has been removed from your room, this is how it will work.

- What is the DOL/SLT/detention lead doing?

Be at the classroom for the end of day dismissal. At the end of the day, anyone who has received a detention will have their name read out by the senior leader.

In the detention hall, the leaders on duty that day will ensure that students are silently writing out reflection sheets. Any member of staff who is there to have a reflection conversation with a student removed from their classroom must ask permission of the lead first. The lead must record names to support with registering them.

If the reflection conversation is unsuccessful, then the DOL will follow up the following day and before the next lesson.

- What are the teachers doing?

Any teacher who has had a student removed from their room will have a reflection conversation at the end of the same day that the removal happened. They will go the detention zone for that year group. They will ask permission of the detention lead to take a student, ensuring the detention lead is clear on who it is being taken (to support them with registering).

The teacher will then have a reflection conversation with each student. These will be brief (no more than 15 minutes). They will be made up of:

1. Remind the student of the expectations in relation to the reason for them needing a reflection.
2. Ask the student what made it challenging for them to meet those expectations.
3. Remind the students why those expectations are there
4. Determine a SMART target for the student to help them meet the expectations. This should be written in the notes section of their planner for that week. The teacher should then follow up with a phone call home to explain the target to the parents.

They will then bring them back to the detention zone. If the conversation was unsuccessful, they will let the DOL know via email and log on bromcom for the DOL to follow up.

16. Toilets and Toilet Duty – What To Do

Students have access to toilets within their year group bubble, meaning that we do not need to have allocated times for students to go to use the toilets. Instead, the onus is on them to use the bathrooms as required, washing their hands after them. We also have hand sanitisers in the learning zone for every year group and as part of the classroom entry routine, they are required to sanitise, meaning that students regularly are washing/sanitising their hands across the course of the day.

During lessons:

As ever, the response to a request to go to the toilet during lesson time should be: ‘it’s really important that you are in the lesson, so you need to wait until break/lunch/after school’. However, if a student is unable to wait, you need to write in their planner and send them to their learning zone toilets. Only one student may leave your class at a time (male or female).

Toilet duty:

What is the teacher doing?

Arrives at toilet duty on time (at 10:40 if break or 12:40 if lunch). Stands by the learning zone toilets and ensures that students are entering one at a time. Lines them up in single file whilst they wait. Checks that students are in the correct year group for that learning zone. Gives them an automatic 30 minute detention if they are not. Places themselves so that they are able to monitor the learning zone stairs for that year group, too. Is positive and engaging with students, asking them how their learning has been that day. Tells them to use the hand sanitiser on the corridor, to wash their hands thoroughly for 20 seconds and to wipe the seat and sink down. Tells them to be quick as others are waiting. Does not allow anyone to use the toilet after 10:50 or 13:20.

What is the student doing?

Students come from their dining zone or their social zone to use the toilet. They stand in single file and wait. They use the correct toilets for their year group. They sanitise on the corridor, wash their hands thoroughly and wipe the seat and sink down. They enter before 10:50 and 13:20

Learning zone toilets:

Year 7 – in 2nd floor English/business studies learning zone, use communal boys toilets for boys, disabled toilets for girls – **may use 1st and 2nd floor east at break and lunch**

Year 8 – in 1st floor English learning zone, use communal boys toilets for boys, disabled toilets for girls - **may use 1st and 2nd floor east at break and lunch**

Year 9 – in 3rd floor MFL learning zone, use separate girls and boys toilets

Year 10 – in 1st floor maths learning zone, use separate girls and boys toilets

Year 11 – in 3rd floor humanities learning zone, use separate girls and boys toilets

The Right Way to Wash Your Hands



Wet hands under running water



Apply soap and rub palms together



Spread the soap lather over the backs of hands



Make sure soap gets in between fingers



Grip fingers on each hand



Make sure to clean thumbs



Press fingertips into palm of each hand



Dry thoroughly with clean towel or paper towel



17. Hand-washing station use and water-bottle refills

Students may line-up in the social zone at morning arrival, break time and lunch time outside the hand-washing station or water-bottle refilling station. The member of staff on duty should stay near this area to support supervision.

Students should be in single file. Anyone cutting in, splashing, over-filling, over-washing hands (longer than 20 seconds) can be given a verbal warning and then a corridor detention.

All students will be given a free refillable bottle for water.

Students are not to use the social zone fountains to drink directly from. Students are not to use the indoor water fountains.

18. Face coverings

What would effective leaders be doing?

(If possible), modelling when to wear them and following the guidance on good use of coverings below and modelling when 'not' to wear them. Having 1:1 conversations with students who choose not to follow our recommendations below to support them to understand the rationale behind our stance. Speaking to parents to understand their concerns and again, trying to address those.

What would effective teachers be doing?

(If possible), modelling when to wear them and following the guidance on good use of coverings below and modelling when 'not' to wear them. Having 1:1 conversations **outside of lesson time, as tutors**, with students who choose not to follow our recommendations below to support them to understand the rationale behind our stance.

What To Do:

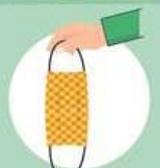
The government have issued guidance around the wearing of face coverings. These are our expectations relating to face coverings:

1. All students are encouraged to walk or cycle to school if they can. We have purchased additional bike racks to accommodate the additional demand. However, if they are to use public transport, the government require all children over the age of 10 to wear a face covering.
2. When not worn, face coverings used on public transport should be removed and placed into a plastic sealable bag if reusable, as per government guidance, or into the lidded bins by entrances if disposable.
3. Scientific guidance from the World Health Organisation suggests that face coverings can prevent the spread of infection as they block water droplets leaving the mouth. Face coverings do not protect the wearer, but those around them.
4. Students are therefore encouraged to wear a face covering in communal areas. Communal areas in our school are defined as places where students are not in lessons, tutor time or assembly, but remain in the building. The reason for this is because students will come into contact with students who are not in their protective bubbles (different year groups and teaching groups) when moving around the school building.
5. If a student chooses to wear a face covering in a communal area, the government have advised that for hygiene reasons, this covering should be different to the one worn on public transport. The face covering will remain the responsibility of the student.
6. Students are advised not to wear face coverings in classrooms or assembly. This is because they are already in their protective bubbles. Wearing face coverings for 6 hours a day is unlikely to be conducive to learning.
7. Face coverings will only be permitted if they are actual face masks, NOT scarves or bandanas, as these offer more protection. Face coverings should be plain in one of the following colours: blue, black, green, white or pink.

Do's →



Clean your hands before touching the mask



Inspect the mask for damage or if dirty



Adjust the mask to your face without leaving gaps on the sides



Cover your mouth, nose, and chin



Avoid touching the mask



Clean your hands before removing the mask



Remove the mask by the straps behind the ears or head



Pull the mask away from your face



Store the mask in a clean plastic, resealable bag if it is not dirty or wet and you plan to re-use it



Remove the mask by the straps when taking it out of the bag



Wash the mask in soap or detergent, preferably with hot water, at least once a day



Clean your hands after removing the mask

Don'ts →



Do not use a mask that looks damaged



Do not wear a loose mask



Do not wear the mask under the nose



Do not remove the mask where there are people within 1 metre



Do not use a mask that is difficult to breathe through



Do not wear a dirty or wet mask



Do not share your mask with others

19. Internal Exclusion – What To Do

What is the leader doing?

Leader in IE:

Ensuring all students are at a social distance. There will be a gap of one seat between all booths. There will be 4 exam desks in the middle of IE. It will be in the normal room. Supporting students to complete work. Taking them for lunch in the east 1st floor hall. Leaving the lunch hall by 12:35 to allow for cleaning time ready for year 8 entry.

Ensures that IE students have a return support plan in place as per behaviour policy.

Ensure any desks used for short term exclusions are cleaned before being used again. If this was limited to one desk and chair for example, along with the door handle, this will need to be communicated to operations/premises to target the cleaning of that area.

If a student is removed from a learning environment for behaviour reasons, the intervening member of staff must limit their 1:1 contact time with them to a maximum of 15 minutes.

Leader taking students to IE:

Bringing down a student for clear reason. Checking that there is capacity. Following IE protocol around informing parents. Logging on bromcom.

What is the teaching doing?

Setting work for any students that are in IE using SMHW or email. Going to see students for self-discipline reflection conversations when they have a free period or at the end of the day.

20. Library

What is the leader doing?

The librarian will prepare library before lunchtime starts- set up hand sanitizer by the door, ensure correct signage and prop open entrance doors. Librarian stands at entrance door for student arrival, makes note of no of pupils entering, guides students where to place themselves. The entrance doors will be closed when capacity reached and at that point the librarian can monitor and help students in the space. Students will be asked to leave 5 minutes before lunch ends.

Sanitize computers at the end of lunch.

What is the teacher doing?

Should a teacher need to leave the library or walk through to reception they will need to use hand sanitizer on entry.

What is the student doing?

Entering the library quietly, individually and complying to rules regarding capacity and timings. If using a computer, students are to work at every other computer, individually and not in groups. If working at a table or reading on soft seating, students are to be spaced apart. Students sanitize hands on arrival and be ready to exit at the end of the sessions.

Student will be given a warning to comply to the area they are in. If they continue to not comply, they can be issued a 15 min corridor detention (this must be recorded in their planner and in bromcom). If they continue to not comply, they will be passed onto the senior member of staff on duty who will issue them with a further sanction (logging this on bromcom) and inform their DOL.

What would an ineffective leader be doing?

Not preparing the library before lunchtime to welcome students safely at the start of lunch. Allowing students to be grouped together.

Not providing enough signage with information on rules and timings.

Not moving around the space for the duration of lunch to monitor and supervise students.

What would an ineffective teacher be doing?

Being a poor role model by not following the entrance and exit rules.

What would an ineffective student be doing?

Entering the library at the incorrect time or day.

Entering and using the library in a group.

Staying in the library past closing time.

Being loud, and boisterous in any area. Ignoring the teachers/leaders instructions. Being hyperactive and winding up or encouraging other students to do this. Not social distancing.

21. Offices / Work rooms

What would effective leaders be doing?

Ensuring they are tidy; resources are well organised and accessible if needed to be, or stored in locked cupboards if not; reminding staff to wipe down desk spaces and modelling good practice. Keeping social distance.

What would effective teachers be doing?

Ensuring the office/work room is tidy; resources are kept neat and replaced after use – alerting HOD to any shortages; wiping down desk spaces and modelling good practice. Keeping social distance.

[Full room list 2020-21.xlsx](#)

22. Triage room and students displaying symptoms

What is the leader doing?

Leader is ready for On Call request. Reads On Call email that states student has covid symptoms. Wears and provides PPE for student. Goes to classroom and asks student to leave. Takes them to **Triage Room on 2nd floor (room 2.24)**. Ensures that their parent is called to collect them (reception can call). Reassures them. Passes on the information to relevant DOL and all SLT.

What is the teacher doing?

Teacher either notices or is alerted to Covid-19 symptoms. Teacher remains calm and emails on-call with subject heading: covid-19 [student name]. Teacher carries on teaching.

What is the student doing?

Student will either be displaying symptoms or say that they are. They should remain seated until collected. They may wear a mask if they have one.

What would an ineffective leader be doing?

Is not ready On Call. Takes them to the relocation room instead of the triage room. Does not call or get reception to call to collect them. Does not reassure them. Does not pass on information to relevant DOL and all SLT.

What would an ineffective teacher be doing?

Ignores symptoms. Does not spot them themselves. Does not believe students' symptoms. Does not use On Call.

What would an ineffective student be doing?

Ignoring their symptoms. Pretending to have symptoms. Refusing to leave.

23. Late gate duty

- **What is the leader doing?**

Gets to the gate with the clipboard from reception (8:24 for years 7, 9, 11 / 8:54 for year 8 and 10). When the whistle blows, any students late (after 8:25 in years 7, 9, 11 / after 8:55 in years 8 and 10) are stood to one side in a single file line and asked to take their planner out. Their name and tutor group is taken and the detention is written into their planner. They then are sent to their assembly/tutor group/period 1 lesson depending on the year group and day).

They finish their duty at 8:50 (years 7, 9, 11) or at 9:20 (years 8, 10).

- **What are the teachers doing?**

Teacher on duty at 8:30 to welcome years 8 and 10 is telling students who are late after 8:25 from years 7, 9 and 11 to stand to one side and go to the leader on late duty with their planner out. Anyone that they are unsure of their year group, they are asking to see their planner.

- **What are the students doing?**

Any late students are going to the lead teaching for lates. They take out their planner and pass it to the lead teacher on late duty. They give their name and tutor group. They then go to their assembly, tutor group or period 1 lesson depending on their year group or day.

- **What will happen immediately if a student doesn't comply?**

Stop the student/s
Repeated instruction(s) specifying exactly 'what to do'
Lightening quick correction
Sanction

IDENTIFY WHAT IT SHOULD NOT LOOK LIKE:

- **What would ineffective leaders be doing?**

Not at their duty on time (8:24 for years 7, 9, 11 / 8:54 for year 8 and 10). Not ready with the clipboard. Not writing the late detention in planners. Not ensuring that they ask the right students to come to them who are late. Not asking to see planners for year groups if they are unsure. Not staying until the end of the duty 8:50 (years 7, 9, 11) or at 9:20 (years 8, 10).

- **What would ineffective teachers be doing?**

Not supporting the lead for lates by ensuring that students in years 7, 9 and 11 who arrive late as year 8 and 10 arrive on time go to the teacher in charge of late duties to receive their detentions.

- **What would students be doing?**

Not giving their planners over, not lining up, trying to pass themselves off as years 8 or 10 when they are in years 7, 9 or 11, not going to their tutor group/period 1 lesson.

- This will need 5 mins for modelling, practice and debrief.

24. Display boards – What To Do

Whole school:

All staff to have on display in their tutor room or their teaching room the following **compulsory posters** (attached and listed below) stuck up with blue tac (not on display boards) **all on A3 in colour**

- ✓ Curriculum Intent poster
- ✓ Answer model
- ✓ Circle strengths and values wheel
- ✓ SLANT poster
- ✓ PRIDE poster
- ✓ Codes in margin
- ✓ Marking shorthand
- ✓ Know it/Say It/Write It/Do It posters
- ✓ CIRCLE and SEE proxies posters
- ✓ Safeguarding leads poster
- ✓ Safeguarding concerns What To Do

Tutor rooms:

Form board with form champion and tutor group information

- Attendance league tables
- Merits league tables
- Photos of students/baby photos/birthdays
- Word of the week

Subject specific:

Display boards should be used to show outstanding work with labels indicating what makes it outstanding. This will be done on a rotational basis on display boards in tutor rooms. For MFL, they should use the wall space / have a board to themselves throughout the year. Practical subjects should use their own rooms.

KS3

Term 1 – English, History,

Term 2 – Maths, Geography

Term 3 – Science, RE

KS4

Term 1 – English

Term 2 – Maths, RE

Term 3 – Science

25. Fire drill / evacuation – What To Do

What would an effective leader be doing?

Ensuring all are silent. Taking names of those that aren't. Praising silence. Using proximity to support silence. Being in their required assembly point. Supporting silent tutor lines in the assembly point. Giving paper registers for tutors to take (having been passed these by admin).

What would an effective teacher be doing?

Ensuring all are silent. Modelling silence themselves. Using proximity to support silence. Taking names of those that are speaking. Taking it seriously. Giving clear instructions upon hearing the bell:

Fire drill - What To Do

“We are going to do this silently. I am looking for everyone to be silent. Anyone who is unable to do this silently will have their name passed to their DOL. In a moment, you will stand behind your chairs, leave your belongings and make a silent line on the corridor as directed by me. I will stand by the doorway to support with this. Ok, stand behind your chairs in silence. [First student], lead your row out and line up by [indicate spot away from door to allow room for others to file out and line up on the corridor].

“Fantastic silent exit, well done. You will now go to [indicate next spot on way to the year group's stairs].

[Once students are in their line up area] Move to your tutor line in silence. Maintain your silence whilst we call the register.

See below for guidance:

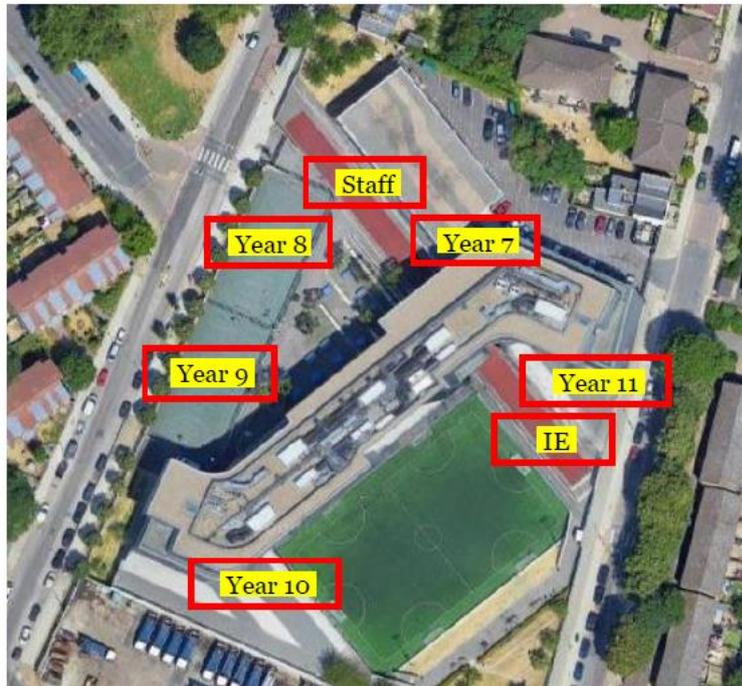
Emergencies and Evacuation

This updated guidance should be read in conjunction with the standard fire evacuation procedures. This is displayed in the corridor of each Fire Warden zone.

- A practice drill will be held under the new arrangements.
- The Fire Assembly points will be year group bubble social areas.
- The designated Fire Wardens may not be in their zones due to bubble teaching requirements. The Premises Team are all trained as Fire Wardens.
- The door should be closed by the last person vacating a room, corridor or lobby and leaving the building.

Upon hearing the alarm, everyone should leave the building following the procedure outlined below and make their way to the bubble assembly point:

- Year 7 in Second Floor English area to evacuate to East Terrace Loughborough via English Stairs
- Year 8 in First Floor English area to evacuate to East Muga via Central Stairs
- Year 9 in Third Floor MFL area to evacuate to West Muga via Maths stairs into the Tech Block underpass
- Year 10 in First Floor Maths area to evacuate to West Terrace Shakespeare via the West Terrace entrance
- Year 11 in Third Floor Humanities area to evacuate to East Terrace Shakespeare via East Terrace stairs and entrance
- Reception/Admin/Finance/Kitchen and other staff will evacuate onto the north side Running Track.
- IE will evacuate onto the south side of the Running Track
- Social distancing must be observed while evacuating the building. Floor markers are in place to inform distancing.



- **If a fire obstructs the proposed fire exit for each bubble, the nearest alternative exit should be used with every effort made to observe social distancing guidelines. The priority is to evacuate the building as quickly as possible.**

At the Evacuation Point

- Students line up in Bubble groups with the Teacher in front of the class.
- All students must be strictly controlled and quiet so that instructions can be heard.
- Teachers or designated substitute call roll from registers and notify the Director of Learning of any students who are missing.
- Director of Learning to check that all students are present and report to Chief Fire Warden and/or Deputy Chief Fire Warden.
- Designated Office Staff: Bring out class registers and distribute to Teachers.
- Evacuation Controller(s)/Premises Team: liaise with Fire Brigade on arrival and confirm all clear and re-entry.