



GUIDANCE FOR STAFF

2020/2021

The Malling School Way

CARING, DETERMINED AND REFLECTIVE

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Our school is built on traditional values where mutual respect is developed between students and staff. 'The Malling School Way' is the foundation of our school and can be shown by demonstrating our three core character values of being Caring, Determined and Reflective. We encourage all our staff and students to strive to show these character traits.

We use Positive Behaviour Strategies to manage our students' behaviour so we can establish high expectations whilst at the same time fostering fantastic relationships with our students which will in turn help develop their character.

Our approach to behaviour management, personal development and character education is Strict, Consistent and Caring.

**"Good character is making the right decisions
even when nobody is looking."**

Association of Character Education



High Expectations of Behaviour

'Strict, Consistent and Caring'

All staff at TMS work hard together to achieve disruption free learning in every classroom by being strict, consistent and caring. Through collective very high standards we support each other. This is the norm at TMS. We want a school where 'every classroom is disruption free'. This will allow every teacher and support staff member to ensure that great teaching occurs in every classroom, which, in turn, will ensure our students all achieve to the very best of their ability. We can help develop their character by always encouraging 'The Malling School Way'.

Setting and maintaining high expectations through consistent daily routines is essential. Without consistency, your words are meaningless and students will see this very quickly. Relationships need to be positive with students and this is only possible if staff are non-confrontational.

As adults working at TMS, we are responsible for the education, personal development and character education of the students whose parents have chosen for them to be educated here. As well as knowledge, our demonstration of our core character values will ensure that we educate our students with the 'cultural capital' that they will need to become the future citizens of their community. The adults who work here determine the culture in which students will become immersed at TMS. It is our responsibility to work consistently to implement the shared character of 'The Malling School Way'.

**"I've come to a frightening conclusion that I am the decisive
element in the classroom.**

It's my personal approach that creates the climate.

It's my daily mood that makes the weather.

**As a teacher, I possess a tremendous power to make a child's
life miserable or joyous.**

I can be a tool of torture or an instrument of inspiration..."

Haim Ginott, 1972

Managing Student Behaviour

All adults at TMS are responsible for managing student behaviour. Every adult has the authority to do so and has the full support of the school.

Our students are children and, as such, are still learning how to behave and as adults, we are responsible for teaching them how to do this. Good behaviour can be taught. Managing behaviour in a positive way is much more effective than doing so in a negative way. It is imperative that we reward students who exhibit good behaviours and uphold TMSW and our core character values. If you see evidence of good behaviour then acknowledge it – ensure the student knows their value in our school. Give TMSW reward points and do so with a positive comment and a smile! This will help develop our students' character.

When students do not follow our expected standards of behaviour, it is everyone's responsibility to address this.

“The standards you walk past are the standards you accept.”

David Hurley

In lessons, our behaviour management system is clear and simple. It is called SWAT. If you ask a student to do something, they should do it; if they do not then you must ensure this is followed up. SWAT can be used for 'the small stuff' such as a student speaking out of turn. This is how we ensure bigger issues do not develop.

SWAT system:

- S** – State what the student has done wrong – 1st warning. Tell the student what they are doing wrong so they can change their behaviour. Address the behaviour and not the student.
- W** – Warn the student for a second time – 2nd warning. Address the behaviour and not the student.
- A** – Apply a sanction. This is moving them to another seat. 3rd and final warning. Apply this sanction because they haven't changed behaviour.
- T** – Transfer the student. They are removed from your classroom by duty staff and taken to the Transfer Room.

Staff are expected to use SWAT rather than asking a student to stand outside their classroom. Our corridors are calm and quiet environments, and this will be maintained by consistently following this policy. Any warning given to a student should be recorded on the SWAT board.

If a student is transferred from your lesson this needs to be logged on SIMS and then you must make a phone call to the parents/carers of that student on the same day so a positive conversation can be held about what went wrong and how it can be avoided in the future.

Phone call pointers for notifying parents of a student transfer:

- 1) Emphasise that it is unfortunate to need to make contact based on poor behaviour but that the school and every teacher has very high expectations and standards because we want the very best for our students.
- 2) Be prepared to discuss with the parents how each tier of SWAT was issued and what effect the behaviours had on the individual student's learning, the learning of others or your own concentration and focus as a teacher. It is necessary that all behaviour that is not conducive to good learning is addressed and challenged immediately so that there should only ever be a maximum of 4 points to discuss. If some behaviours are overlooked or unchallenged, we may also struggle to remember which issues to discuss with parents.
- 3) It is essential to highlight to parents and carers the good qualities and achievements of the student. Every student gets it right more often than not and has numerous academic or character successes. Take this opportunity to discuss recent TMSW points, excellent behaviour, and maturity, acts of kindness and manners or academic successes.
- 4) It is good to reassure parents that the reason TMS and every member of staff has such high standards and expectations is because we are not only concerned about academic success but also developing the very best characters and the whole person.

Phone call script for notifying parents of a student transfer:

"Good afternoon,

My name is Mrs Smith and I am calling from The Malling School. I am John's German teacher and I am calling because unfortunately John's behaviour did not meet my high expectations and standards and resulted in him being transferred from my lesson today.

John initially received an S for not following my instructions as we entered the room, I explained that this is disrupting the class and reducing learning time for himself and his peers as it is delaying the start of the lesson. During silent work John was clicking his pen which led to the W and a reminder not to fidget and click the pen because it ruins the concentration of himself and his peers which leads to lost learning time. John received an A for talking to a partner during silent work which he knows is not our expectation and all other pupils were silent. I did gently remind John that as he is on an A now he really needs to concentrate on his self-discipline and concentration to avoid being transferred. Unfortunately, while I was engaged in questioning with another pupil John did call out some responses which then resulted in moving to the T for not raising his hand and waiting to be selected by the teacher.

John is usually fantastic in German, John concentrates and does not usually call out and I know that John can learn from his mistakes. I have been very impressed with and proud of John's improvements in his mini-assessment and he has received TMSW reward points for his excellent responses during mini-white board tasks. While John's behaviour did not completely disrupt or ruin the lesson, we have very high standards at The Malling School and I know that John can learn from this and work hard not to call out in the future. I do want John to learn lots of German but we also want John to develop a caring, determined and reflective character.

Thank you for your support."

To reduce workload, this is the only involvement a teacher makes. If a student is transferred from your lesson, they are issued with an after-school detention on the following day. We use a centralised detention system run by Pastoral Leaders and SLT. This is not to make it someone else's problem, but to ensure that the consequence system is applied efficiently and consistently. We want to reduce staff workload, too.

Positive Relationships

If you establish positive relationships it helps everyone in your classroom feel safe, respected and valued. It is also vital in being able to communicate trustable feedback that students will act on. It will help the QTLA within your classroom.

Emotional currency is a bank that we must all invest in, ready for the day that you need to make a withdrawal. Praise in the classroom, issuing TMSW points, writing a termly 'praise post-card' or phone call home, a nomination for the Gallery of Excellence in celebration assemblies can all be stored up ready for the day that you need to challenge that child's underperformance or poor behaviour.

In the busy day of a teacher rewarding positive behavior and children demonstrating academic and character values can sometimes be overlooked. At TMS it is really important that we pay attention to the 99% of students who work hard and try their best in every lesson every single day.

Tips for establishing and cultivating positive relationships:

- Learning all your students' names and using them – Knowing and using students' names during and outside of lessons is important in recognising that the student exists and can be a helpful tool to interactions and challenging behaviour outside of lessons. Learning students' names is fundamental in developing a sense of community inside and outside of the classroom. By calling on a child by their name, it gives them the impression that the teacher cares about their success and develops a sense of trust.
- Ensure you read student profiles – In order to understand your SEND or disadvantaged students and support them effectively, make sure you have read their Individual Student Profile and if necessary, speak to a member of the Excellence for All team or Pastoral team.
- Being kind to our students and showing them that you care – It is important that our students know that you care about them. This is the reason we have the rules, standards, routines and high expectations

that we have, because we want the very best for students. Explain to the children that the reason that we use SWAT, challenge and sanction poor habits, lateness or missed home learning is because we care about them and know that they can do so much better.

- Praise, praise and praise – Positive behaviour strategies are the most effective way to manage behaviour. Highlight the behaviour you want to see and do not focus on the behaviour you do not want to see. Regularly award TMSW reward points.

“What wisdom can you find that is greater than kindness?”

Jean-Jaques Rousseau

- Using assertive body language and tone of voice – Imagine the impression you give when students arrive to your classroom. Greet the children warmly making eye contact. You will appear welcoming but in charge. The children pick up on your sense of power and respond in a positive way. When you shout you have already lost. Instead of getting louder and increasing the volume of your voice, make your feelings clear through the tone of your voice.

Try these tips to improve the way you use your voice:

- Go low – Deliberately drop your voice. Your “3-2-1” countdown in a clear, low voice can work wonders.
- Go loud then quiet – Try a short loud command and then immediately get quieter. Once you have their attention you can modify the volume of the class by making them listen harder.

- Get the right tone - Avoid sarcasm and make sure your tone of voice matches your words.
- Avoid shouting - Unless safety is at risk, we do not shout at TMS. If you feel yourself losing control of yourself, stop and take a few deep breaths before speaking.
- Wait for quiet - Don't battle over the students' voices. Wait for a lull before carrying on.

“Raise your words, not your voice. It is rain that grows flowers, not thunder.”

Rumi

One of the most effective approaches to classroom management is to build positive relationships with students. Making personal connections through, kindness, warmth, high expectations, consistency, fairness, humour and more is a powerful way to influence behaviour. We must be aware that there is a danger in building relationships with students and that there is a line that should not be crossed. If you try to connect with students on their level, in a peer-to-peer like friendship, then your efforts to influence behaviour can backfire and you can struggle with classroom management.

Students need an adult to look up to not a buddy to hang out with. You are not a peer and should never behave like one. When you use slang or try to be cool or overly familiar the students will lose respect for you. The respect for you should come from your position as the teacher not as their friend otherwise students could stop listening to you; they may begin to challenge you, think rules no longer apply to them and sanctions you apply can be taken personally.



Tips for building influence through positive relationships – It is important to build influential positive relationships with the students we teach without confusing them about who you are and what your role is. Follow the tips below and you will be the teacher that our students need:

- Be a teacher, mentor, and role model, but never a friend.
- Maintain a polite but caring level of professional distance.
- Engage in the same friendly conversation with all students.
- Do not use slang or terms popular with them.
- Model politeness and expect it in return.

Focus less on individual relationships and more on creating a classroom your students love coming to every day. Influence that is powerful enough to get your students to want to behave and want to learn is not born of peer-like friendship, casualness, or laid-back coolness. It is born of likeability and respect.

If your students like you because you are friendly and good-humoured, and they respect you because you always do what you say you are going to do, then influence will grow naturally.

Consistency

What we do is effective because we all do it. As with many areas of education, in-school variation is often the greatest barrier to achieving the things that make a difference. At 'The Malling School' we strive for a culture where all staff are equal.

There must be consistency therefore between every lesson in relation to standards, expectations, behavior, and pedagogy regardless of levels of teacher expertise, seniority, or personality. If you do not challenge, record or sanction lateness, do not record missed homework on SIMS, allow students to wear non-uniform, allow students to listen to headphones etc. then the next member of staff who does challenge our students will seem unreasonable.

Students have an acute sense of justice and fairness and will become confused as to why they can do these things in front of some staff and in some classrooms and not another. They will challenge and resent the teacher who is upholding 'The Malling Schools' standards and expectations, and this could cause damage to the child-teacher relationship.

Inconsistency undermines 'The Malling School Way' and the school culture and shows students that some adults do not care as much as others. Being strict, consistent, and caring is the kindest thing we can do for the students. Every adult at TMS has the same incredibly high expectations and challenges poor student behaviour and attitudes not because the students are bad, but because we know they can be even better.

"Consistent action creates consistent results."

Christine Kane

Teaching Manners through TMSW

In the same way that each student is different, we as adults are all different. Our own upbringing will determine what we consider 'good manners' to be. It is for this reason that we must be very clear about what our expectations of good manners are, and that we consistently reinforce these with our students.

We can teach our students how to behave and to respond to adults and each other. This begins at the start of the day and continues every time you meet and greet a student. As adults, we need to greet our students with a smile and a "hello/good morning/good afternoon". Students at TMS are expected to:

1. Say "good morning/afternoon" to staff
2. Hold doors open for others, especially adults
3. Say "thank you" when this is an appropriate response
4. Offer to help an adult whenever and wherever possible

The only response a student should make when they make a mistake and their behaviour is challenged is "sorry Miss/Sir". You can use your professional judgement to decide if "sorry" is enough of a response but the important point is that our students need to acknowledge they accept responsibility for their own behaviour.

"Good manners reflect something from inside – an innate sense of consideration for others and respect for self."

Emily Post

High Expectations at the start of lessons

Consistency is essential at the start of our lessons. It helps our students, as they know what to expect. This will ensure good behaviour in every lesson, in every subject, every day. By following the points below, we will support each other and the result will be consistently high standards across the whole school.

- Teachers must be standing in the doorway of their classroom at the very start of each lesson to greet students with a smile, using their names and a welcoming gesture to show they are ready to learn
- Students enter the classroom and sit in their allocated seat according to the seating plan
- Lessons should start with a low stakes test or other appropriate starter activity
- Students begin their starter activity immediately
- Students' books should be on their desks whenever possible so the starter activity can begin immediately
- Students sit and get out their equipment and begin their starter activity in silence
- Bags are placed under the desk and coats removed and placed on the back of the chair
- Starter activities are completed in silence
- Teacher to take register at the start of the lesson, ideally when the starter activity is being completed in silence. Students are to respond with "Yes Sir/Miss" without deviation (with the exception of MFL)
- Teacher to mark a student as late (L) if they are not present when the register is taken at the very start of the lesson
- Teacher to mark a student with 'insufficient equipment' if they do not have the correct equipment
- Teacher to mark a student with 'failed to complete homework' if they have not produced the required homework
- Planned Practice is completed in silence



- Teachers should take pride in their classroom and maintain a clear, clutter-free, professional workspace. The front-facing teaching wall should be free from distractions and busy displays or storage should be at the back of the classroom where it will not distract you or your students from the main point of focus – which is you.

Silent work has huge benefits. A scientific study showed that periods of silence could create new cells in the hippocampus region of the human brain that is linked to learning, remembering and emotions. Silent working also has psychological and emotional benefits such as improving creativity, awareness of self and environment and reflection. It also helps develop students' independent study skills. These have huge educational benefits and help develop character.

"Silence is a source of great strength."

Lao Tzu

Codes - we use simple codes to ensure our students know what to expect in every lesson, with every member of staff in every subject. This helps with the consistent approach that is central to everything about TMSW. These codes can be easily inputted in SIMS.

Reason	Late	Transfer	Equipment	Homework
SIMS	L	T	'insufficient equipment'	'failed to complete homework'
Detail	Staff should take their register at the very start of the lesson. If a student is not present when the register is taken they need to be marked late. 5 L marks across all subjects result in a detention. 10 L marks result in a parent meeting	If a student is transferred from your lesson a T is entered into SIMS. A follow-up phone call to parents/carers must be made by the teacher on the same day as the transfer. The student attends an after-school detention the following day. A 360 Support Meeting occurs after 10 transfers to discuss a student's future at TMS	If a student does not have the correct equipment, then a 'insufficient equipment' code is entered into SIMS by the tutor during Period 1. 5 equipment marks across all subjects result in a detention. 10 equipment marks result in a parent meeting	If a student does not complete a homework assignment, then this needs to be added into SIMS as 'failed to complete homework'. 5 'failed to complete homework' marks result in an after-school detention. 10 'failed to complete homework' marks result in a parent meeting



The number of codes will accumulate over the academic year and will not be re-set at the end of each term and will be reported to parents termly.

Equipment - we need to ensure our students come to school every day with the required equipment in order for them to successfully participate and produce work to the best of their ability in all of their lessons. Required equipment every day:

- Pens (Blue or Black AND Green)
- Pencil
- Ruler
- Eraser
- Sharpener
- Appropriate books
- Calculator (for mathematics and science)
- Mini-whiteboard and whiteboard pen
- A school bag sufficiently large enough to hold all the equipment

High Expectations during lessons

Consistency is essential during our lessons if we are to manage behaviour effectively. It helps our students as they know what to expect. This will ensure good behaviour in every lesson, in every subject, every day. By following the points below we will support each other and the result will be consistently high standards across the whole school.

“The secret of your future is hidden in your daily routines.”

Mike Murdock

- Establish high expectations – ‘You establish what you establish’ is a phrase borrowed from the Behaviour Guru, Bill Rogers. At TMS, this means if you tolerate mediocre standards in your classroom, then this is what you will get back from the students. On the other hand, if you establish that you will not accept mediocrity in your classroom, then students learn to function within these high expectations. You will establish high expectations by doing the following:
- Use SWAT
- No ‘hands up’ answering
- Always use the phrase “Pens down, eyes on me, 3,2,1” to gain student attention
- Planned Practice in silence
- Follow Great Teaching Model



- Front-load your questions and instructions, especially with the use of MWBs, always using the phrase “3,2,1...show me” when asking students to show their answers
- Re-boot your expectations whenever needed so students are regularly reminded of our high expectations
- Be a radar – always scan your class for full engagement and compliance
- Praise, praise and praise. Positive behaviour strategies are the most effective way to manage behaviour. Highlight the behaviour you want to see and do not focus on the behaviour you do not want to see.
- Use positive language and develop positive relationships with students

It is incredibly difficult for students to concentrate if we allow background noise to be the norm in our lessons. This is why we will insist upon silence as our default position. Silence supports all our students, but particularly our most vulnerable ones. Insist that your classroom is silent unless you have specifically said otherwise. Discussion is a perfectly valid part of effective teaching but it needs to be planned for, directed by you, and we must not allow misconceptions to develop. Positive Behaviour Support Lecturettes will be delivered throughout the year.

High Expectations at the end of lessons

Consistency is essential during our lesson dismissals if we are to manage behaviour effectively and ensure calm corridors. It helps our students as they know what to expect and will support the teacher of the next lesson. It will ensure good behaviour in every lesson, in every subject, every day. By following the points below, we will support each other and the result will be consistently high standards across the whole school.

- Finish your teaching with appropriate time allowed for clearing of your room before the end of the lesson, so the next class can enter quickly
- Collect books and store them in a tidy fashion at the back of the room and set the books of the next class at the front, wherever and whenever possible
- Students to stand behind their chairs before dismissal
- Students must be dismissed in an orderly fashion one row at a time
- Staff to address any uniform infringements before a student leaves their classroom
- Monitor the corridor outside your classroom to help support all staff maintain a strict, consistent and caring environment.

“High achievement always takes place in the framework of high expectation.”

Charles Kettering

- Calm Corridors – Quiet corridors ensure we maintain our calm and focused school. Students are expected to walk quickly and quietly through the corridors and not raise their voice for any reason. Confidential staff conversations should not take place in a corridor and all staff need to be aware of the level of noise they may be creating which may disturb the teaching and learning going on in a classroom in that corridor.
- Classroom doors open – Our school is an open door school. Teachers know that if someone wanders into their classroom, teaching will continue as normal. There is no sense of checking up but more a sense of checking in. Teachers will see that Leaders want to know about their teaching and this makes them feel supported and valued.

Pastoral Responsibility

We have fantastic pastoral teams at TMS. Our Pastoral Leaders and Guidance Managers are crucial in providing the strict, caring and consistent approach we use. However, the role of the Form Tutor is just as important.

“Every child deserves a champion – an adult who will never give up on them... and insists that they become the best they can possibly be.”

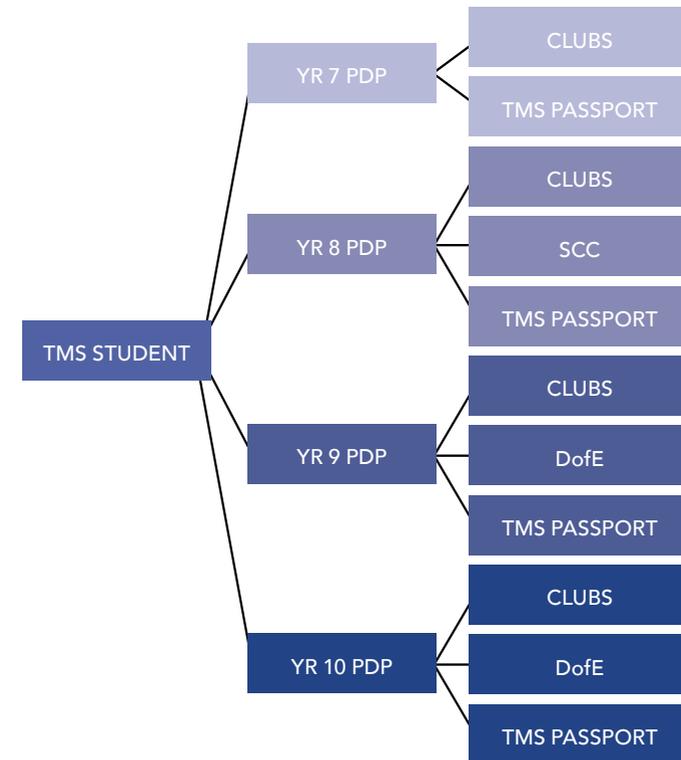
Rita Pierson

- The role of the Form Tutor - At TMS, most teachers have two equally important roles. The first is to pass on your exceptional subject knowledge to your students and teach high quality lessons using our Great Teaching Model and the second is to be a Pastoral Champion. If you are a Form Tutor, your students will need you to be their champion.

Chart – Personal Development Pathways at TMS

You have the opportunity to develop positive relationships with your tutees and their families. In developing these relationships, you have the opportunity to insist on the highest expectations while at the same time encouraging and developing our core values of being caring, determined and reflective. You are in the ideal position to ensure our students are ready to be the best person they can be every lesson, every day. You can do this by:

- Delivering high quality P1 lessons by following 'The Malling School Way' curriculum
- Awarding TMSW reward points through the 'P1 Malling School Way' lessons
- Checking uniform is perfect every day at the start of P1 and informing your Pastoral Leader and Guidance Manager if not
- Checking your tutees have the correct equipment and uniform every day at the start of P1 and putting a 'insufficient equipment' or 'uniform violation' code in SIMS if not
- Encouraging attendance of at least 96%
- Deliver messages that come from your Pastoral Leader or SLT to help with consistency across the school
- In Year 9, monitoring student participation and encouraging completion of the Duke of Edinburgh Award Scheme
- Regularly and consistently encouraging every student to consistently follow at least one 'Personal Development Pathway' throughout their school career



No student in your tutor group should be letting you down with poor standards. Make it your business to know their family situation so you can get to know your students as well as possible. If you understand your tutees well then then you can help remove any barriers to learning for them. The best tutors contact parents regularly. Speak to the SENCo and your Pastoral Leader if you feel there are additional needs your group may have. Your tutor group are yours to get to know, to nurture and to help grow. We are relying on you to know them well.

- Assemblies – These are an integral part of our school. We ensure that our assemblies consistently reflect the high standards of our school. It is one of the best methods to ensure both staff and students are immersed in the character education and values central to ‘The Malling School Way’. Every Form Tutor and other members of staff contribute to this by:
 - Taking the register promptly in your form room and then escorting your tutor group to the school hall for the start of assembly no later than 9.00am
 - Ensuring every student is wearing perfect uniform when entering the assembly hall (coats off, shirts tucked in, ties worn correctly, skirts not rolled, no incorrect uniform will be worn)
 - Entry to the assembly hall is in complete silence
 - Students enter walking in single file
 - Students sit and wait in complete silence for the assembly to start
 - Tutors and other support staff stand opposite their tutor group to monitor and scan their tutees to ensure they demonstrate very high standards throughout the whole assembly
 - Support and promote the content of assembly in subsequent Period 1 TMSW lessons
 - Students are dismissed one row at a time and students remain in silence
 - Pastoral Leaders - At TMS, our Pastoral Leaders set the tone with their expectations of students. They develop a sense of belonging and ensure that the ethos and culture of ‘The Malling School Way’ is understood and followed by every student in their year group.

They will meet with their team of tutors to share information about the ‘P1 Malling School Way’ curriculum, discuss student achievements and concerns and ensure the personal development, character education and following ‘The Malling School Way’ is at the core of our pastoral work on a daily basis. They have the jurisdiction to visit students in their classes at any time during the day, but this will always be a last resort to avoid disruption to the quality of teaching and learning taking place.

- Guidance Managers – At TMS, our Guidance Managers have an essential role in supporting our students whose circumstances create a significant barrier to progress and learning.

The role is challenging due to the amount of emotional currency that needs to be invested in these students. They need to strike the right balance between being caring and supportive while at the same time developing resilience in these students. Guidance Managers are non-teaching members of staff, which means they have the time to deal with minor situations that teachers, Form Tutors and Pastoral Leaders do not. They are often the appropriate person to make a call home or speak to a student during lesson time, but it is important that our vulnerable students do not see them as more important than other staff. Staff should not send a student to see a Guidance Manager during lessons unless a serious health or safeguarding issue arises. Our students should not see a hierarchy in our behaviour management system as all adults are equally important. They have the jurisdiction to visit students in their classes at any time during the day, but this will always be a last resort to avoid disruption to the quality of teaching and learning taking place.

Pastoral Consistency

Any major behaviour incident will always be treated seriously. Time will be taken so that every detail is obtained to ensure the correct sanction is imposed. Abuse of any form directed towards a member of staff will never be tolerated and the most serious sanctions will always be considered.

Serious incidents should be reported immediately to the member of staff on duty (via radio contact from reception) to ensure the matter is dealt with. Please do not wait until the end of the school day.

The following consistent procedure is always followed by the Pastoral Teams regarding serious incidents:

- Students will be isolated pending completion of a full and thorough investigation
- Witness statements will be obtained from all relevant individuals
- A 'behaviour incident summary and recommendations' document is completed by the Pastoral Leader stating recommended action
- This is then considered by the Headteacher and Deputy Headteacher (Pastoral) before a final decision is made on the most appropriate sanction

Senior Leadership Team

Our role is to enable high quality learning at TMS.

We will always aim to support staff in all that they do, remove unnecessary workload and develop a culture that supports high quality teaching and learning.

We will demonstrate 'The Malling School Way' and maintain high expectations consistently. We will be caring of our students and staff and determined to maintain high standards. We will always take the time to reflect on our decisions and will not be afraid to change our minds if needed. We will ensure that students and staff know with certainty what is expected of them. We will always lead by example and never ask a member of staff to do something we would not do ourselves. We will be visible to staff and students on a daily basis and support what is happening in the classroom.

Senior Leaders in our school will:

- Lead by example
- Always smile and use positive language
- Praise wherever and whenever deserved
- Tour the entire school daily
- Have face-to-face conversations wherever possible and ensure that if direction is given it is clear and unambiguous
- Coach and develop staff through effective 1:1 meetings
- Not ask our staff to do anything that does not benefit our students and improve the quality of learning and teaching in our school
- Not spend our free lessons in our offices

"Setting an example is not the main means of influencing others, it is the only means."

Albert Einstein

Directors of Learning and Heads of Department

Their role is to enable high quality learning at TMS.

They will always aim to support staff in all that they do and remove unnecessary workload and will develop a culture that supports high quality teaching and learning.

They will demonstrate 'The Malling School Way' and maintain high expectations consistently.

Directors of Learning and Heads of Department in our school will:

- Lead by example
- Be present in their department corridor whenever possible to oversee student movement and behaviour
- Always smile and use positive language
- Praise wherever and whenever deserved
- Have face-to-face conversations wherever possible and ensure that if direction is given it is clear and unambiguous
- Coach and develop staff through effective 1:1 meetings
- Not ask our staff to do anything that does not benefit our students and improve the quality of learning and teaching in our school

Absence and Cover Lessons

All staff need to follow these procedures for planned absences.

If you have a planned absence, please either ensure that you have printed any worksheets that you are leaving as your cover work and give them to Sally Evans to pass to the person covering or alert Sally Evans to where you have left these.

- All cover work should be work that can be completed in silence without specialist teacher input.
- Textbook work is ideal for this as it is consolidation work that builds on previous learning
- It is better to set more work than too little
- A copy of your seating plan should be provided

Developmental Learning Walks



SLT and Line Managers conduct regular, ungraded, low-stakes learning walks. These will provide developmental feedback on specific areas of pedagogical practice.

These learning walks will be discussed in 1:1 meetings with your Line Manager and are used as a reflective tool for teacher development.

"If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve."

Dylan William

Duty Protocol

Duties are an essential part of our role in keeping students safe and ensuring positive relationships are developed. Therefore, the following guidelines should be followed to ensure we make the most of our duty time:

- Wear your high vis jacket – it creates a safer environment when you can be seen, it is as simple as that.
- Be on time - SLT and PL duty leaders will plug gaps where necessary, but please do not fulfill a task that could be done later if it delays you. It is important that every duty area is covered by a member of staff.
- Take the opportunity to talk to students – this is time well spent and means positive relationships can be built with students who you do not ordinarily speak to.
- Be vigilant – make sure you are standing in the correct place and be a radar, always scanning the students in and around your duty area. Ensure your presence is felt and know who is on duty close to you should you need support.
- Confiscate mobile phones – they are not allowed to be turned on or seen during the school day. If they are and you see this, confiscate the phone in a calm and non-confrontational manner and give to a member of that student's pastoral team. The phone confiscation rule also applies if a student is seen wearing earphones. An ideal conversation to have if confiscating a phone is:

"Brian, you know the rules about mobile phones. Please give the phone to me and you will be able to collect it at the end of the day from me/ Guidance Manager/Reception. Please turn your phone off and hand it to me. Thank you."

TMS Staff Workload Charter

If a student refuses to hand their phone over, then inform the relevant SLT/Duty Lead.

- Duty time is not social time – we need to keep our students safe so please do not congregate with other staff but remain vigilant. Encourage students to clear litter, challenge inappropriate language if you hear it and discourage boisterous play.
- Sense changes in atmosphere and act quickly to de-escalate – if you spot an issue, do not run to it (unless safety is at risk) as this highlights an issue to other students. Inform SLT/Duty Lead. First Aid is a priority and support must be asked for if needed. Send a student to ask for this if another member of staff is not around to support.
- Do not tolerate play fighting – In the lower school, students are often keen to 'wrestle' and play fight. This is not appropriate as it often leads to injury or raised emotions. Be very clear when on duty – no touching or handling.
- If you are to be absent, ensure that your duty is covered along with your lessons – if it is an unplanned absence, ensure Sally Evans is aware your duty needs to be covered as well.
- Finish your duty in time to return to your lesson – this means you can be at the door of your classroom at the very start of your lesson greeting your students by name and with a smile.

We have a TMS Workload Charter because we take a firm view that TMS staff are professionals in their classrooms who all want to improve and therefore we provide training in accordance with this ambition.

We ensure that staff workload is taken seriously, issues are acted upon promptly and we aim to make TMS a great place to work.

We support staff to use their time efficiently and effectively, so it has a real impact on the pupils and families of TMS.



Malling School - Workload Charter

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TIME matters

- **Data:** Two data drops per year group within the academic year (exam classes will also have one additional point during the year to update predictions) enables analysis for staff, with key actions as the focus. Regular Post-Assessment Reflections take place in department meetings to review & evolve subject curricula.
- **Assessment:** Misconceptions are tackled through effective formative assessment tasks throughout lessons. Cumulative assessments are followed by DIRT lessons giving students the opportunity to work on specific areas of weakness. One full set of mocks in Key Stage 4 and Key Stage 5 reduces pressure on students, the volume of marking increasing invaluable curriculum time in the classroom.
- **Marking & feedback:** A pragmatic approach to feedback has virtually eliminated home marking apart from assessments. With autonomy to decide how they will effectively feed back to their classes, teachers are encouraged to use a range of strategies including whole-class marking, live marking and visualisers to highlight common misconceptions & model exemplar answers. Marking is not signposted in books – we give feedback for children not for an external eye.
- **Homework:** is based on self-study/self-quizzing; Knowledge Organisers; explicitly taught revision skills. Departments provide full revision packs for pupils who, in turn, complete a bespoke programme. Hegarty for maths & Tassomai for science which have automated feedback.
- **Lesson Planning & Schemes of work:** All subjects have excellent centralised curriculum plans and termly schemes of work significantly reducing staff workload. Alongside purposeful planning during department time teachers engage in collaborative planning within departments to develop their skills and knowledge, to share their expertise, and to benefit from the expertise of their peers. Low stakes quizzing in every lesson allows for everyday retrieval opportunities ensuring knowledge is fully embedded throughout the curriculum.
- **Centralised detentions:** All detentions are centralised and after school, as is all the follow up with students and parents. Parental questioning of sanctions and process is all handled by the pastoral team.

CPD matters

- **Increased Faculty Time:** Department meetings most Monday are led by the middle leader in charge of that faculty/department who dictates the agenda with a focus on developing the curriculum, sharing subject expertise and enhancing subject knowledge.
- **Faculty Planning Time:** All faculties receive time together as a team in Term 6. This allows any given faculty a real block of time to work on their strategy for the forthcoming academic year.
- **Bespoke CPD Programme:** Our CPD is based around staff need, identified through Developmental Learning Walks, line management meetings and Appraisal. The programme is flexible and suitable, focuses on sharing good practice and enhanced by 1:1 meetings which are an opportunity to develop teaching practice further.
- **Developmental Learning Walks:** The DLW model, inclusive for staff at all levels, ensures that feedback & improvement of teacher skills is accelerated within a low-stakes, regular cycle. The DLWs reflect our whole school Great Teaching Model embedding a language for learning to develop. This transparent whole school approach fosters an ethos of sharing and improving. DLWs are not linked to performance management.
- **No formal lesson observations:** Formal lesson observations are not undertaken as they are not seen to be a good representation of day-to-day practice. If concerns arise around a colleague's performance, a carefully structured staff support programme is available
- **SLT:** The Senior Team model the school's values and high standards. They strive to avoid being the source of unnecessary work and tasks. All tasks for middle leaders and teams are collated on a centralised 'task sheet' along with deadlines. This is used to ensure fair deadlines are set and there is clarity and balance over the workload on staff.
- **COVID-19 measures:** Staff are coached and supported by line managers; Department time is adapted to suit the needs of the faculty; personalised 1:1 welfare checks with the Headteacher and HR and all COVID concerns are dealt with promptly with staff care in mind. Our CPD provision continues, supported by recommendations of high quality CPD available in the wider sphere.

School PRIORITIES matter

- **Improvement Planning:** The Headteacher and senior leaders have written a self-evaluation of the school identifying strengths and weaknesses. A clearly laid out Improvement Plan details priorities and is shared with staff.
- **Resisting fads:** TMS seeks to keep things simple and focused driven by the School Improvement Plan. The impact on the stakeholders is always considered, and decisions are explained for any changes or innovations.
- **Agreed SLT messages:** Daily SLT meetings ensure consistent and clarity of message to contribute to effective operational running of the school.
- **Effective Staff briefings:** Briefings focus on training staff and sharing key/important messages.
- **Working with Unions:** The Headteacher has open communication with Unions.
- **Being flexible:** Where possible we aim to meet the needs of family life, ensuring emotional and family well-being are supported and work/life balance
- **Staff Survey:** Staff surveys are carried out twice a year giving staff the opportunity to have an input in many areas of school life. Governors work with senior leaders to structure questions, the results of which guide further changes and planning.
- **Ethos:** Staff are able and encouraged to present issues and concerns through Subject Leads, SLT and the staff survey. SLT maintain a high presence around the school to support staff.
- **COVID-19 measures:** The Headteacher continues to work with all stakeholders to ensure that the school maintain a clear trajectory, at a reasonable pace that is mindful of the current climate.

Culture and ETHOS matters

- **Culture and ethos matters:** Our core values are used to stress-test decisions and priorities and woven into the Improvement Plan, personal development, the Character Education programme and our wider offer. This influences the behaviour and ethos of leaders, teachers, support staff and pupils.
- **PBS:** TMS promotes a culture of Positive Behaviour and Character development through P1 lessons & staff CPD.
- **Disruption-free Lessons:** with almost no exception lessons are free from high and low-level disruption. The strong, effective systems and support make this possible. This ensures colleagues to work on pedagogy and individual support for students with their learning. Senior staff visit every lesson, every day in a purely supportive capacity.
- **Lesson expectations are high:** classes often work in silence or speaking quietly about only the work. Teachers present themselves as experts and encourage students to consider hard concepts and learn knowledge by heart. Students are met at the door and are expected to begin a low stakes quiz task immediately upon entry to the lesson, usually in silence.
- **Pedagogical Approach:** We emphasise that there is no preferred learning style, traditional teaching methods; retrieval practice; the use of curriculum booklets; knowledge organisers; co-planning and direct instruction are to be embraced. Classes working in silence, making notes or being lectured are not viewed upon negatively. Masterclasses are used and in writing the Masterclasses staff have to work collaboratively and they are used as a means of subject knowledge CPD for staff.
- **Co-planning:** There is a clear commitment to co-planning which upskills staff, provides a platform to share expertise and saves staff time.
- **Pastoral team:** Exceptional practice by our team ensures that our students are safe & well-looked after. Every barrier is addressed using external agencies to eliminate every barrier to attendance and learning. Data around safeguarding, attendance, managed moves and in-year entries suggest the community know the school supports children who have faced difficulty and challenges to thrive.
- **COVID-19 measures:** the school remains focused on the underpinning of effective pedagogy as opposed to the potential fads of remote learning. Subjects elect to centralise planning, teaching in a mode and with the flexibility that suits the needs of their subject.



THE
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