

Staniland Academy

COVID-19 CODE OF CONDUCT

This Code of Conduct supports the implementation of our Behaviour for Learning Policy outlining the rules, rewards and sanctions that support positive behaviour. **It is essential that the whole school community understand the need for consistency and fairness in the application of the code.**

Celebrating good choices and giving positive recognition is the basic premise of the Code and it is essential that the time spent on this outweighs the time spent on irresponsible behaviour. This will ensure that the relationships are as positive as possible.

The Code of Conduct is made up of four components:

- Rules
- Positive recognition for pupils following the rules
- Encouragement of pupils to make good choices
- Sanctions and consequences to support a change in behaviour

The first component of the Code is the rules

School rules:

Resilience

Equality

Smiling

Pride

Exemplary

Compassionate

Tolerance

Consistency in applying the Code is **essential**. Pupils can expect that good behaviour should be recognised and rewarded. This will ensure that the Code is respected by all stakeholders.

The second component of the Code is positive reinforcement of good behaviour and compliance with basic rules

Pupils can expect rewards for good behaviour and compliance. Such rewards are the opportunity for staff to motivate and raise their self-esteem and must be seen as an essential part of the Code. There are several mechanisms to positively reward pupils:

- **Words of praise** – such a simple, easy and highly effective way of positively recognising good behaviour and ideal for building positive relationships
- **Feedback of work** – an ideal opportunity for positive comments and self-assessment
- **Class Points towards a class reward system**
- **Celebrating positivity on Weduc**
- **Phone calls and letters home** – simple and direct, pupils really appreciate these

The third component of the Code is to encourage good choices

Breaking the rules must be challenged in a way that gives the pupils guidance and time to make good choices.

- Begin with a verbal warning (explicit statement of reason why).
- A continuation of their behaviour results in a name on the board (explicit statement of reason why).
- Further breaches will result in a cross being given to that particular pupil (again with an explicit statement of why).
- A further breach will result in a second cross, along with a reason (Class Teacher to refocus the pupil at this stage).
- A third cross, within a lesson, will result in the loss of activity with peers (playtime).
- Where breaches of the rules occur and behaviour is extreme at playtimes e.g. deliberate physical violence, abuse of staff or absconding then up to 3 crosses can be given and the child/children will miss their next break.
- Where breaches of the rules occur and behaviour is extreme **in PODS** e.g. deliberate physical violence, abuse of staff or absconding then up to 3 crosses can be given- This will then be a phone call home, and a discussion with Pod adult and parents/carers to explain that repetition of this behaviour could lead to removal from the pod should the Head of Academy deem their child a risk. Decisions on this will be made by Rachel Hydes, Kerry Carr and Peter Knights.

ALL CROSSES GIVEN MUST BE RECORDED – include in actions the child’s name, detail of incidents and crosses given.

Positive application of this system will include clear instructions for all activities and lots of encouragement to behave appropriately, including appropriate verbal praise and rewards.

Only in exceptional circumstances or severe violations should the warning and cross system be circumvented this will be reviewed on an individual basis.

Rachel, Peter and Kerry can aid in discussions about behaviour but to reduce the risk of movement from PODS, Pod adults need to address the behaviour in the first instance.

Where the behaviour is more extreme, the school reserves the right to deal with this behaviour not following the components of the code and it could lead to isolation in school for a fixed period, or a fixed term exclusion. These instances will be dealt with by the headteacher referring to all the components from the incident.

Reviewed May 2020