



Staniland Academy **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.

Where possible we encourage the children to regulate their behaviour and emotions by using strategies to support these, teachers can refer to these when needed and children can access them freely around school (see appendix).

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
- **Regulation activities**- the children will be encouraged to use self-regulation activities to support their choices.
- **Marking of work** – an ideal opportunity for positive comments on the work being done by a pupil
- **Whole school reward (House Points)**
- **Assembly rewards**
- **Celebrating positivity on Weduc, Facebook and Twitter**
- **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 pupil being removed from class.
- In the case of a removal, work must be provided by the teacher. The pupil must be taken to a partner class.
- Where breaches of the rules occur and behaviour is extreme **in class** e.g. deliberate physical violence, abuse of staff or absconding then up to 3 crosses can be given and removal from the **next session (usually one lesson)** must be adhered to regardless of time given morning or afternoon sessions.
- Where breaches of the rules occur and behaviour is extreme **at playtimes and lunchtimes** 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 or lunchtime**. The class teacher will be informed immediately at the end of break or lunch of the incident.
- Under no circumstances should house points be removed for negative behaviour.

ALL CROSSES GIVEN WILL BE RECORDED – crosses include in actions the child's name; detail of incidents and how many crosses were 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.

The SLT team can aid in discussions about behaviour, however in the first instance the class teacher and TAs need to address the behaviour before disrupting SLT teaching time.

The fourth component of the Code is the use of sanctions and consequences to support a change in behaviour

The class teacher will inform parents if they have concerns about behaviour. If the pupil's behaviour does not improve during that time, then the parents will be invited into school for a meeting with appropriate staff.

- If a pupil receives **8 crosses in a week a letter will be sent to parents** explaining the situation and requesting their support in encouraging their child to correct negative behaviour. The class teacher is also expected to contact the parent regarding the letter.
- If another letter is generated within a 6-week period, the Assistant Head or Deputy Head and class teacher will meet with the parent.
- A third letter will result in a meeting between the parent, the Deputy Head or Headteacher and the class teacher where a Behaviour Management Plan will be implemented and reviewed.

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.

The SENCo will always be kept informed and may liaise with the EP (Educational Psychologist) and request direct involvement by the EP if appropriate.

If the pupil continues to experience difficulties the SENCO may deem it necessary, with the help of the class teacher and external agencies, to request further assessment through a range appropriate agencies.

Reviewed September 2019

To be reviewed September 2020