

BEHAVIOUR POLICY

CODE OF CONDUCT

This Code of Conduct was drawn up by student representatives and covers the rules that all students should keep to, so that the College is a safe place for students to learn.

- *We will not be racist, and we will report any incidents of racism.*
- *We will treat everyone fairly.*
- *We will not swear or use foul language - in any language.*
- *We will listen and try to understand other people's points of view.*
- *We will keep our college clean and tidy.*
- *We will respect and value all property and possessions.*
- *We will move round our college safely - no running or shouting.*
- *We will show respect and consideration for other people at all*

times, inside college and out.

- *We will not smoke in college.*
- *We will accept responsibility for our own valuables, if we choose*

to bring them into college.

Section 1 - Principles

Positive Behaviour Management

The College believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- Promoting good behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention;
- Providing a safe environment free from disruption, violence bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures

The Principal, in consultation with staff will undertake systematic monitoring and regular review of the Behaviour Management Policy, to ensure fair, consistent and effective operation.

We believe that we must keep a balance between reward and punishment. All students will learn best when they experience frequent, consistent, fairly applied rewards for commitment to hard work and positive behaviour. Students need to know that they can achieve the rewards, teachers must make it clear how students should do this, and everyone must ensure that these rewards are of value because they are based on our high expectations of excellence, effort, or improvement. They should be simple for teachers to use, and build up into an easily understood accreditation system.

Sanctions should also be consistently and fairly applied, and distinguish between minor and serious offences on a similar "build up" system.

Section 2 - Rewards

This behaviour policy states that positive behaviour, excellent work and significant effort are all to be consistently rewarded by:

- verbal praise
- tangible rewards for achievement
- contact with home
- publicity or presentations in a variety of settings.

In lessons this consists of:

- dialogue between teachers and students valuing their contribution,
- positive written comments on students' work (including constructive criticism and target setting where appropriate), returned as speedily as is feasible,
- a faculty agreed policy on marking academic achievement, effort or improvement of students' work, (stickers, stars, stamping or writing on *excellent* etc.) and recording this in the teacher's mark book (eg * or *E* for Effort),
- consistent achievement or effort (5 examples) is recognised by the award of a Faculty Certificate of Merit. Teachers should administer the whole process and spot the accumulation of 5 examples. Ideally students should take the examples of excellent work to the Head of Faculty to claim their certificate, and where possible this should be presented and the student praised for their work, in class.

Out of lessons:

We also recognise achievement, responsible or helpful behaviour out of class through a simple Pastoral or Citizenship certificate, awarded to students and kept in their RoA folder. These certificates may be used as units to gain a 'Principal's Commendation'.

Across the College:

Students gaining 5 Certificates of Merit should take them their Key Stage Leader who will then arrange for a Principal's Commendation and accompanying letter of congratulation to be presented during Tutor Time.

Snapshot Reviews.

Student effort in class is monitored termly through Snapshot Reviews. Students whose total subject grades average 4.5 – 5.0 will receive a Gold Effort Certificate and those achieving an average of 4.0 – 4.4, a Silver Effort Certificate. Key Stage Leaders are responsible for issuing these each term. The certificates can be used as a unit towards a Principal's Commendation.

Links with Records of Achievement: The Role of the Tutor

- Students who have been awarded a Certificate of Merit by a Faculty should bring this to registration/ tutor time, and record this for themselves on their ROA sheet.
- Tutors will discuss, ask to see examples of work if possible, and praise student.
- Tutors stress frequently that it is not the certificate itself that is the achievement, but the long term hard work/excellence which it represents. The certificate is simply proof to others

of how hard the student has worked.

- Students are encouraged to select some of this excellent work for inclusion in their RoA folder.
- Students review for themselves their own achievement over the term/ at reporting time/ at the end of each Year.
- Tutors monitor the whole tutor group and alert Key Stage Leaders of students who fail to achieve any rewards.
- Wall chart displays of achievement and reward are used with sensitivity.

Attendance and Punctuality

Students monitor their attendance and punctuality in their College Organiser. At the end of each term, students with the highest attendance or punctuality are awarded stickers for their Organiser and certificates. These can also be used as single units towards Principal's Commendations.

End of Key Stage Celebration.

At the end of each Key Stage, there is a public celebration of student success. Formal prizes are awarded and, at the end of Key Stage 3, Principal's Commendations awarded to those students achieving five Principal's Commendations during the Key Stage. The Key Stage 3 evening includes an introduction to Key Stage 4 and advice for parents and students on ensuring maximum success during GCSE courses. The Record of Achievement evening celebrates students' achievement during Key Stage 4 up to the end of formal lessons in Year 11.

Section 3 - Sanctions

Introduction

The college has a Code of Conduct devised by representatives of the whole college; it is reviewed on a regular basis. All students and their parents are given a copy of the Code of Conduct and asked to sign it to show their agreement.

It has been agreed that each teacher will display a discipline plan in the form of an hierarchy. Each plan should have no more than 4-5 rules. The first 2 of these rules are common across the College

“Enter the room calmly and quickly”, and “Follow the teacher's instructions”.

Any other rules are area or subject specific, and are clear and unambiguous.

Typical discipline plans could use the following steps;

- 1 A first warning
- 2 Time out - a brief detention
- 3 Written explanation plus the above
- 4 Contact with home plus the above

SUPPORT SYSTEMS: ON CALL

Crown Hills, like all schools, needs a system to deal with incidents, which may arise in the classroom. Overall, students at the college behave better and there are fewer problems than in many other schools. However, the very existence of a support system which is commonly valued and appropriate often leads to increased self confidence in staff, and less need for its use. The prime objective of this system must be to put the undisturbed learning of students first, as a major means of raising expectation and achievement of our students.

The On Call system ensures that every period there is a readily available member of staff to deal with any problem that may arise in any lesson, so that the lesson may continue with the minimum possible disruption.

On Call is staffed primarily by SLT, Heads of Faculty and KSL, who escort students to the base to be supervised by the Behaviour Support Workers (BSWs). On Call Staff need to be available to assist BSWs in case of emergency, overload situations and/or BSW absence.

Procedure:

- If a member of staff is experiencing problems (which persist after applying set warnings and threats of own sanctions) which mean that the learning of other students is suffering, they will send a responsible student to the office (or phone if this can be done without leaving the students unsupervised) and ask for the “ON CALL” teacher.
- The office will contact the BSWs and they will alert the ON CALL teacher, using the radio-
phone. The on-call should then go to that area to remove the student/s concerned.
- Many problems arise, and not all are to do with disruptive pupils. The person ON CALL is there to help the learning to continue as quickly as possible, and not necessarily to solve the problem. It may be that they will remove the problem, and put it “on hold” until a more appropriate long-term solution is found.

The major uses would be:

- If one or more students are interfering with the learning of others.
- If a child is ill - the ON CALL teacher should establish if the child can stay in the lesson, or be sent home via the office.
- If there are health and safety problems in the classroom.

Our main aim is to produce caring, thoughtful young citizens with the skills to apply self - discipline in a variety of settings, both within college and outside.

Obviously students at times make mistakes, and break rules through thoughtlessness. This can be made part of the process of learning self-discipline. In punishing a student we aim to teach him or her how to behave better. We should make it clear that we disapprove of the behaviour,

not the person. Belittling a student does not assist in helping to deal with problem behaviour constructively. Self-respect is an essential component of good, responsible behaviour; as adults we must treat young people with respect, in order to show children how to respect themselves and respect each other.

Punishing a whole group because of the behaviour of one or some students is to be avoided, except where investigations are being carried out (e.g. in the case of theft) or where there is clear evidence that a whole group is to blame.

Section 4 - Some General Guidance for Students

The following is a set of rules for students' day-to-day guidance. They are specific rules that have been developed over a period of time and are subject to review, amendment, addition or deletion.

- 1 Before school, at morning break and at lunchtime students must remain outside, weather permitting, and should only enter the building if allowed to do so by a member of staff on duty.
- 2 We do not allow chewing gum in school because of the mess that it causes.
- 3 Students should only eat in the dining rooms for reasons of health and safety.
- 4 Radios/CD players/'Walkman'-type equipment should not be brought to school unless a teacher gives permission. Under no circumstances should a mobile phone be brought onto the school premises.
- 5 No students may leave the school without permission from a Key Stage Leader or member of the Behaviour Support Staff.
- 6 We do not allow students to bring Tippex or similar correcting fluids nor any aerosol sprays to school.
- 7 We expect all students to wear the appropriate school dress.