



Behaviour Policy

ETHOS

The Behaviour Policy for the Leek Federation is a statement of good practice that covers all aspects of the schools that contribute to the development and maintenance of good behaviour and a positive and inclusive ethos. All members of the schools are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

AIMS

1. To support effective learning and teaching
2. To encourage adherence to an agreed set of principles of behaviour by students
3. To contribute to mutual respect
4. To gain the agreement and support of teachers, non-teaching staff, governors and the community

IMPLEMENTATION

- The behaviour policy has been introduced following consultation with teaching and non-teaching staff, ancillary staff (including midday supervisors), parents and governors;
- A copy of the code will be sent home and parents asked to sign it as an indication of support;
- The Code of Conduct will be displayed in classrooms and other parts of the schools as appropriate;
- The basic code is designed to be brief and easy to learn. It will include only those rules, which our schools will enforce. The reason for each rule will be obvious;
- The basic code will be capable of application to an infinite variety of situations and is designed to encourage students to develop responsibility for their own behaviour;
- All rules and their examples will be expressed in constructive terms;
- An elaborated version of The Code of Conduct will be available and similarly displayed so that examples of appropriate behaviour can be clearly seen and act as an aid to consistency;
- The schools web sites will contain a link to the policy.

THE BASIC CODE OF CONDUCT

1. Attend
2. Be punctual
3. Work hard and always do your best
4. Act sensibly
5. Treat everyone and everything with respect
6. Come prepared with correct equipment and materials

MAKE IT EASY FOR EVERYONE TO LEARN AND FOR THE TEACHER TO TEACH

This includes:

- Attend every lesson
- Arrive on time
- Bring all the equipment you need in a suitable bag
- Put bags and coats away
- Begin and end the lesson in a polite and orderly way
- Listen carefully
- Follow instructions
- Work hard and always do your best
- Ask for help when you need it
- Help each other when it is appropriate but don't distract or annoy anyone
- Answer questions in a manner acceptable to the class
- Be sensible at all times
- Do your homework as well as you can and hand it in on time
- Finish eating before coming into a classroom
- Think ahead in terms of toilet visits and filling water bottles
- Mobile phones must be switched off and not used in any classroom situation
- Music players must not be used in lessons

SPEAK POLITELY TO EVERYONE

This includes:

- Using a quiet / calm voice – as shouting can be rude
- Using language which is neither abusive or offensive (in whichever language you are speaking)
- Offering to help others
- Being polite to visitors

LISTEN TO OTHERS AND EXPECT TO BE LISTENED TO

This can include:

- Trying to understand other people's point of view
- Not interrupting anybody or being interrupted by others
- Being silent when required
- Not answering back

KEEP THE SCHOOL CLEAN AND TIDY SO THAT IT IS ALWAYS A WELCOMING PLACE, WHICH WE CAN BE PROUD OF

This includes:

- Taking great care of our displays
- Keeping the walls and furniture clean and unmarked
- Putting all litter in bins (even if this means carrying it until you find a bin)
- Wear the correct uniform at all times
- Respecting other people's property and equipment
- Reporting any damage you see to a teacher
- Using toilets and showers in an acceptable way

MOBILE COMMUNICATION TECHNOLOGIES (inc. mobile phones and wireless technologies)

The Leek Federation has determined that mobile telephones are permitted on the schools sites but should be switched off and not used in any classroom situation. In making this decision the schools have considered the following:

- the safety of students on the journey home
- examination board and school rules about the use of such technologies in examination settings, including supervised coursework
- the unacceptability of students using phones or other technological equipment to humiliate or bully other members of the schools community in line with the Schools' Anti-Bullying Policy (e.g. sending abusive text messages, emails, cyberbullying or using camera-phones to record and transmit inappropriate images)
- whether, and in what circumstances, the schools judge it appropriate to inform parents about the confiscation of such items.

Mobile telephones being used inappropriately or during a lesson will be confiscated and given to the relevant Senior Learning Mentor for collection at the end of the school day.

OUT OF CLASS

MOVE QUIETLY AND SENSIBLY ABOUT SCHOOL

This includes:

- Lining up sensibly outside classrooms when required and it is safe to do so
- Walking to lessons rather than running, pushing or barging past others
- Being ready to help by opening doors
- Being ready to help by offering to carry things
- Please move safely when moving around crowded corridors and on stairways
- This pattern of behaviour should also apply outside school

REWARDS

STATEMENT

We consider it is important that praise and rewards should have a considerable emphasis within the Schools and students will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the code of conduct. The attention of our schools should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the rewards system.

AIMS

To develop a consistent pattern of rewards, which are known, understood and agreed to by all.

To support the code of conduct.

IMPLEMENTATION

This may be achieved in the following ways:

1. To distinguish between **informal** rewards (such as giving praise for appropriate behaviour in and outside the classroom) and **formal** rewards such as the giving of merits, for further agreed aspects of school life.
2. Examples of situations and circumstances in which formal rewards (such as merits, certificates, good conduct slips) may be awarded will be reviewed, drawn up and agreed upon in consultation with staff as and when appropriate. Departments may wish to consider whether or not rewards need to be differentiated for different age groups. (You may also wish to consult and gain the agreement of students).
3. A list of rewards, both formal and informal, may be drawn up in consultation with students, in order to support the development of consistency and encourage student democracy.

Examples of informal rewards which staff are encouraged to use for achievement, appropriate behaviour and outstanding effort include:

- General praise and encouragement in lessons, which should be used as much as possible
- The Executive Principal, Headteacher or other appropriate members of the school leadership teams to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate
- Recognition to be given to success of differing kinds in assemblies or in tutor time. (Current practice to be reviewed and any modifications to be agreed upon and incorporated into this document)
- Students' work to be displayed as much as possible in order to give recognition to it.
- Communication with parents to be used more frequently covering a wide variety of academic and non-academic achievements

STATEMENT

Students have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate students.

There is a relationship between the principles of our Equal Opportunities Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equal Opportunities Policy and these sanctions also have a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should be avoided.

AIMS

To develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the School community.

To support the code of conduct.

CURRENT PRACTICE

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to Subject Leaders. The third line of referral is to the House Group Tutor, the House Learning Mentor or the Senior Learning Mentor.

The present policy has the following types and levels of sanctions currently available to:

A Individual members of staff

1. Detentions (either 30 minutes at lunch-time without notice or 1 hour after school with 24 hours notice)
2. Punishments 'to fit the crime' e.g. clearing up litter and removing graffiti (appropriate Health and Safety equipment will be provided)
3. Referral to the Subject Leader who, after consultation with the Senior Learning Mentor, may wish to contact parents.
4. Referral letter to the Senior Learning Mentor for further sanction i.e. a letter to be sent home
5. Sending students to the Senior Learning Mentor by prior arrangement
6. In an emergency situation, a senior member of staff may be called for

B Senior Learning Mentors / Senior Leadership Team

1. Putting students on report
2. Sending letters home
3. Arranging meetings with parents
4. Removal from lessons to complete supervised work

C Headteachers / Executive Principal

1. Fixed-term exclusions
2. Permanent exclusions

ADOPTED BY THE GOVERNORS ON: February 2015

POLICY REVIEW DATE: February 2017