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HAVEN HIGH TECHNOLOGY COLLEGE 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 college community understands the need for consistency and fairness in the application of the Code.** This will help significantly in supporting our commitment to SEAL (Social and Emotional Aspects of Learning).

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

The Code of Conduct is made up of four components

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

The first component of the Code is the rules:

College rules in the classroom

Arrive on time

Be respectful

Listen to and follow instructions

Endeavour to complete your work

College rules on the college site

Respect ourselves and others through:

- No swearing, bullying or abusing others
- Look after our college and its equipment
- Wear the college uniform with pride
- Keep the college clean and tidy
- No eating in lessons or on the corridors
- No mobile phones to be seen around college
- Always be polite

Consistency in applying the Code is **essential**. Students have the right to expect rewards for appropriate behaviour and the same response to breaking the rules from all staff. This will ensure that the Code is respected by all stakeholders.

Where subject areas have additional rules for specific activities they will need to be explained fully and displayed clearly to ensure student understanding.

Failure to complete homework or issues with uniform do not constitute violations of the Code but must be dealt with according to other policies within college. Subject leaders will support homework issues in accordance with subject and whole college

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policies. All staff are responsible for highlighting issues with uniform and alerting Year Heads accordingly.

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

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

- ***Words of praise** – such a simple, easy and highly effective way of positively recognising good behaviour and ideal for building positive relationships
- ***Marking of work** – an ideal opportunity for positive comment on the work being done by a student
- ***Merit points** – accepted currency for rewarding good work and for taking responsibility
- ***Departmental postcards** – staff to send 2 postcards per class per term
- ***Headteachers' postcards**
- ***Phone calls and letters home** – simple and direct, students really appreciate these
- ***Stars for forms to collect** – specifically for Years 7 and 8 these should be given for good class behaviour and effort. Rewards for these will be issued in celebration assemblies.
- ***NT Club** – specifically for KS4 as a reward for students who have not received any ticks in the previous week
- ***Benefits and rewards for forms or year groups** – these could include trips
- ***Celebration assemblies**
- ***Free access to Extended School Clubs**

The third component of the Code is to encourage good choices

Prompts to encourage good choices

Breaking the rules must be challenged in a way that gives the students guidance and take up time to make good choices. Begin with a warning (explicit statement of reason why) and the name on the board, any further breach will result in the first tick (again with explicit statement of why), a further breach will result in the second tick and further statement of why (extra help to be called at this point for student to be refocused by a third party). A third tick will result in removal from the lesson. In the case of a removal work for the student must be provided. The teacher will then record the circumstances leading up to the removal on a red card that will be handed to the Year Head for the student file.

ALL TICKS GIVEN MUST BE RECORDED ON THE COLLEGE'S MIS

In the event of a removal the student will serve a 45 minute detention where it is a **requirement** that the student will be visited by the teacher to resolve the situation. This is key to building positive relationships and to ensuring that all involved have a fresh start in the next lesson.

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

Only in exceptional circumstances (for example a student under the influence a substance such as alcohol) or severe violations (for example violence to others, danger to others or self, swearing at staff) should the warning and tick system be circumvented.

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

In the event of a removal the student will then go on to Form Tutor Report so they can be monitored for 2 weeks. Parents will be informed by the Form Tutor or Year Head. Failure on Form Tutor Report will result in referral to the Year Head, Senior Teachers, Assistant Head, Deputy Head, Head of School or Executive Headteacher with penalties and restrictions at each level.

Two removals in a day will result in parents being informed and an hour's detention on the day.

Where a student has been removed from a subject area more than twice in a 6 week period it is the responsibility of the Faculty Head to ensure that a Subject Action Plan is drawn up. Discussion will take place between the teacher and student involved. The Action Plan will be drawn up and copied to the Year Head for the student file. Continued removals will result in an Individual Education Plan.

If a student receives 8 ticks 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. If another letter is generated within a 6 week period then the student's name will be added to the Special Educational Needs (SEN) Code of Practice (COP) Register under School Action and the SENCO will be informed. A letter will be sent by the Year Head requesting the parents to visit the college to discuss their child's situation. After discussions and agreement on a way forward, the Year Head will agree targets for an IEP, which could be with the SENCO, and set a review date. A yellow monitoring sheet will be established in the appropriate student file.

Students may be placed on a Retracking Scheme where they meet regularly with a Key Worker to discuss and set targets for their behaviour.

If there is little or no sustained improvement in the student's behaviour, further consultation between parents and staff may include representatives from outside agencies, primarily EBSS and EWS. This could result in an IEP/PSP being drawn up which may include in-college counselling by EBSS or the College's own Child and Family Counsellor, leading where necessary to a request for a placement in the college IEC or the PRU. The SENCO will be kept informed at all times and the student will move to School Action Plus of the SEN COP Register. At this stage the SENCO may liaise with the Educational Psychologist (EP) and request direct involvement by the EP if appropriate.

If the student continues to display emotional or behavioural difficulties the SENCO may deem it necessary, with the help of the Year Heads and external agencies, to request a multi-disciplinary assessment (MDA).

Anti-Bullying Policy

INTRODUCTION

- It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.
- DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

AIMS AND OBJECTIVES

- Bullying is wrong and damages individual children. At Haven High Technology College we therefore do all we can to prevent it, by developing a college ethos in which bullying is regarded as unacceptable. We have a pastoral team who provide a strong system of care, support and guidance for individual students, working in close partnership with parents.
- We aim, as a college, to provide a secure and safe environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent college response to any bullying incidents that occur.
- We aim to make all those connected with the college aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our college

The role of the Governors

- The governing body supports the Executive Headteacher in all attempts to eliminate bullying from our college. The governing body will not condone any bullying at all in our college, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors the policy regularly
- A parent who is dissatisfied with the way the college has dealt with a bullying incident can ask the chair of governors to look into the matter, if the Executive Headteacher has already been informed.

The role of the Executive Headteacher

- It is the responsibility of the Executive Headteacher to implement the college anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the college policy, and know how to identify and deal with incidents of bullying. The Executive Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

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- The Executive Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable in this college. The Executive Headteacher draws the attention of students to this fact at suitable moments.

The role of the teacher and other staff

- All the staff in our college take all forms of bullying seriously, and seek to prevent it taking place.
- If staff witness an act of bullying, they will either deal with it themselves or refer it on to the pastoral team. Teachers and Associate Staff do all they can to support a child who is being bullied.
- When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying and punishment for the student who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other students, then we invite his/her parents into the college to discuss the situation.

The role of the parents

- Parents who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying, should contact the college immediately. If they are not satisfied with the response, they should complain to the Executive Headteacher. If they remain dissatisfied, they should follow the college's complaints procedure and contact the Chair of Governors.
- Parents have a responsibility to support the college's anti-bullying policy, actively encouraging their child to be a positive member of the college.

The role of the student

- Students are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must continue letting people know.
- Students are invited to tell us their views about a range of issues, including bullying, via the College Council.

Monitoring and Reporting

- All incidents of bullying are recorded including the punishment given. The Heads of KS3 and KS4, report to the Head of School on bullying issues termly.

Review

- This policy is monitored on a day-to-day basis by the pastoral team, who report any major issues to the Executive Headteacher, who reports to the
- This policy will be reviewed in two years, or earlier if necessary.