

## CODE OF CONDUCT QUICK VIEW

This is a summary - much more detailed information can be found in the Handbook.

### Overview

- Positive behaviour management is the basis of our Code of Conduct
- Behavioural limits and common standards must be fairly and consistently applied
- Positive recognition is the basic premise of the Code, more emphasis on rewards than sanctions
- Sanctions at teacher level include asking a student to stay at the end of a lesson, to return at break or at the end of the day, to complete work and/or discuss issues
- Each day and each lesson is a fresh start
- Our commitment to SEAL requires that staff model appropriate behaviour for students to emulate.

### Classroom rules

- Arrive on time and be ready to learn
- Be respectful
- Listen to and follow instructions
- Endeavour to complete your work

Breach of a rule results in a warning and a statement of the rule being broken, ticks are applied following further breaches with a statement of the rule being broken

Two ticks will result in a call for extra help and the student refocused. A further tick following this will result in a removal and a red card must be completed

**Issues over jewellery and homework should not result in the tick system being used - other policies outline the appropriate action**

### Rewards in the classroom

- Words of praise
- Quick notes home
- Merit points
- Stars
- Departmental postcards

### Recording student breach of Code

Any ticks given must be entered onto the system

2 ticks may mean the teacher wishes to speak to the student at the end of the lesson

3 ticks must be recorded on a red card and the teacher must visit the detention room to speak to the student. Work should be provided for students who are removed from a lesson

### Persistent offenders

Any student with two removals in a term in one subject needs to be discussed with the HoD and an action plan drawn up - copy to the HoY. These may eventually feed into an IEP or PSP.