



## CTS Behaviour Code of conduct

A copy of the Brooke Weston Trust behaviour and discipline policy is also available from our school web-site. In addition, this code of conduct demonstrates in more detail the approach to behaviour and discipline at Corby Technical School.

Good behaviour and discipline are key foundations for effective teaching and learning. At Corby Technical School we expect and insist on the highest standards of behaviour throughout our school.

Courtesy, good manners and consideration for others, together with self-discipline and respect for each other, are encouraged at all times. Key aims for all students and staff at all times:

- Act with courtesy and consideration at all times.
- Always speak politely.
- Move quietly and sensibly around school.
- Extend all courtesies to out of school where the reputation depends on the way we conduct ourselves.

All students are expected to make a full contribution to the school and support the positive endeavours of all its members. High expectations are essential for the benefit of all in any community and we try to keep these as simple as possible, but we do expect them to be kept. They are:

1. School uniform must be worn in accordance with our uniform policy and guidance.
2. Students must be punctual to school and lessons.
3. No chewing gum is allowed on school premises.
4. Students are expected to behave in a safe manner on school premises at all times.
5. No laser pens.
6. No liquid tippex.
7. No mobile phones to be used on school premises. If brought into school they should be kept in the students locker and be switched off.



**Learning expectations**

In lessons, students are expected to follow our learning expectations:

LEARNING EXPECTATIONS	Readiness	Have your own equipment. Arrive on time. Sit in designated seat. Begin 'engage task' immediately.
	Positivity	Accept different viewpoints. Be an active participant. Support and encourage others. Self-motivate.
	Active listening	Follow all instructions. Be attentive. Listen when others are speaking. Think before responding.
	Effectiveness	Make good use of time throughout the lesson. Stay on task. Maintain your focus. Use all resources available.
	Ambition	Demonstrate resilience when a task is challenging. Work to your full potential. Use your initiative. Set aspirational goals.
	Commitment	Contribute to class discussion. Be an active participant. Hand in all homework on time. Consistently strive for excellence.

**Sanctions**

In order to get the behaviour we want it is vital that we have sanctions that:

- are immediate
- are seen as fair and consistently applied by all
- provide an opportunity to put things right
- are related to behavioural targets

Putting things right should include:

- acceptance of responsibility



- an apology (written or verbal as appropriate)
- acceptance of the sanction
- restorative practice
- conflict resolution

A return to appropriate behaviour will lead to a fresh start.

A range of sanctions may be applied:

- Involving parents early on
- Community Service appropriate to the offence
- Extra school work if the student can gain some positive achievement
- On student support plan to help students set targets and achieve them
- Withdraw privileges
- Withdrawn from the learning environment (Triple R: Responsibility, Reflection, Re-start)
- Exclusions only used when necessary

## Rewards

Celebrations of student achievement are featured in our weekly CTS Snapshot. The school operates an e-praise system where students are awarded points for exceptional performance. Exceptional performance is recognised in our annual Celebration Event.



Student discipline procedure

	BEHAVIOUR EVIDENCE	PROCEDURE	ACTIONS
LEVEL 1	Breach of learning expectations.	Student reminded of learning expectations. Class teacher uses classroom management skills.	Verbal warning. Move seat. Catch-up (Session 6). Phone call home from class teacher as necessary. Tutor informed. Behaviour added to log.
LEVEL 2	Persistent breaches of learning expectations.  Failure to comply with interventions at level 1.	Class teacher to inform tutor. Student to be placed on student support plan. Referral to level 3 if intervention is unsuccessful.	Tutor informed. Phone call home from teacher/ tutor. Student support plan (Level 2) - minimum of 5 days. Behaviour added to log.
LEVEL 3	Persistent issues unable to be resolved at Level 2.  Other serious breaches of school's discipline code.	Teacher to inform Director of Subject/Head of Student Support.  Staff to intervene as necessary.  Referral to SLT (level 4) if unsuccessful.	Tutor informed. Phone call home from DoS/HoSS and parent/carer meeting as necessary. Student support plan (Level 3) minimum of 10 days - to be monitored by Director of Subject/Head of Student Support. Behaviour added to log.
LEVEL 4	Persistent issues that are unable to be resolved at Level 3.  Other serious breaches of school's discipline code.	SLT to intervene as necessary.  Move to level 5 if unsuccessful.	Parent carer/ meeting. Triple 'R'. Student support plan (Level 4) — minimum of 10 days. Behaviour added to log. Offer external support where appropriate.
LEVEL 5	Persistent breaches of school's discipline policy that are unable to be resolved at Level 4.  <u>Serious</u> breach of school's discipline policy.	SLT to refer student to the Principal for fixed term exclusion.  Move to level 6 if unsuccessful.	Fixed-term exclusion. Triple 'R'. Re-integration as appropriate: Parent/carer meeting. Behaviour added to log. Exclusion added to log. Offer external support where appropriate.
LEVEL 6	Persistent breaches of school's discipline policy that are unable to be resolved at Level 5.  <u>Serious</u> breach of school's discipline policy.	SLT to refer student to the Principal for Principal's board.  Students, parents and relevant staff to attend.	Principal's board held to review student behaviour and school place. Offer external support where appropriate.
LEVEL 7	Failure to meet school's expectation following Principal's board meeting.  <u>Major</u> breach of school's discipline policy.	Assistant Principal to refer student to the Principal for Permanent exclusion.  Permanent exclusion.	Exclusion policy enforced.  Permanent exclusion.