

## CTS BEHAVIOUR CODE OF CONDUCT

A copy of the Brooke Weston Trust behaviour and discipline policy is also available from our school website. 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 student's locker and be switched off.

## LEARNING EXPECTATIONS

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

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

## 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

The school operates a positive points system through our Progresso service where students are awarded points for exceptional performance and involvement in house competitions. This will be fed back to form tutors to allow for further acknowledgement.

As a student builds up positive points they will achieve certificates recognising their achievements.

Students who are involved in wider school activities such as; student council, sports captains, school ambassadors and peer mentoring will have the opportunity to receive and wear badges on their left lapel in acknowledgement of their contributions to the school.

Celebrations of weekly standout student achievement are featured in our weekly CTS Snapshot.

Consistent exceptional performance throughout the year will also be recognised in our annual Celebration Event.

# STUDENT DISCIPLINE PROCEDURE

## SCHOOL DISCIPLINE PROCEDURE

	BEHAVIOUR EVIDENCE	PROCEDURE	ACTIONS
<b>LEVEL 1</b>	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.
<b>LEVEL 2</b>	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.
<b>LEVEL 3</b>	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 Sub-Head of Student Support. Behaviour added to log.
<b>LEVEL 4</b>	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.
<b>LEVEL 5</b>	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.
<b>LEVEL 6</b>	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.
<b>LEVEL 7</b>	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.

## STAFF DISCIPLINE PROCEDURE GUIDE

### BEHAVIOUR CODE OF CONDUCT

LEVEL	BEHAVIOUR DEMONSTRATED	POSSIBLE TEACHER ACTIONS	POSSIBLE NEXT STEPS	
LEVEL 1	Teacher deals with inside the classroom. Liaises with the tutor.	Breach of learning expectations e.g. calling out, swinging on chair, throwing objects around the room, refusal to sit in seating plan, answering back, use of inappropriate language, head on the desk, failure to follow instructions, failure to comply with basic expectations, talking over the teacher, general chatting, answering back, rudeness to staff and students, completing little or no work.	Verbal warning (max 2). Take up time given. Refer student to school expectations. Ask student to stay behind at the end of the lesson. Move seat. Student spoken to outside of classroom (60secs max). Tutor informed. Progresso behaviour log entered. Phone call home class teacher.	Tutor informed Phone call home class teacher. Session 6 agreed with parents/carers
LEVEL 2	Teacher can refer to the director of subject or subject lead teacher. Parents/guardians must be contacted.	Persistent breaches of learning expectations. As above despite level 1 interventions.	All as above. Director of subject or lead subject teacher to speak with student. Student to be sent/collected by director of subject or subject lead teacher. Progresso will be checked by tutor leading to student support plan.	Sent to work with the director of subject or subject lead teacher. Parent/carers will be contacted via telephone or email. Tutor to monitor Progresso report. Level 2 support plan. Student support card given Student invited to engage in PB workshops. Additional internal support offered
LEVEL 3	Persistent behaviour continues and is unable to be resolved at level two. SST become involved and parents/guardians will be invited to attend a behaviour meeting.	Continued persistent breaches of learning expectations despite level 2 interventions. Disruption to lessons effecting the learning environment.	All the above strategies must have been utilised. SST involvement Parents/carers attend meeting. Steps are outlined to move forward.	Level 3 student support plan. Parents/carer will be invited in for a meeting with tutor, subject teacher and or Head of Student Support. Period of time in Triple R.
LEVEL 4	Persistent failure to meet school expectations continues despite intervention. SLT will intervene at this stage.	Continued persistent breaches of learning expectations despite level 3 interventions. Persistent disruption to lessons effecting the learning environment. Progress of other learners is being effected.	Ensure all behaviour is logged on Progresso. Inform tutor, MOMO and LOFE.	Level 4 student support plan Extended time in Triple R Short fixed term exclusion Involvement in weekly mentoring scheme. Introduced to external agencies for support.
LEVEL 5	Serious breach of school's discipline policy Unresolved at level 4.	Little to change in behaviour within the classroom environment, despite level 4 interventions. Persistent failure to meet learning and behaviour expectations across the whole school.	SLT will refer to the Principal for a fixed term exclusion.	Fixed term exclusion Parent/carer meeting for re-integration. External support offered where necessary.

LEVEL 6	<p>Persistent failure to amend behaviour.</p> <p>Failure to engage with support put in place by the school.</p> <p>Additional fixed term exclusions have occurred.</p> <p>SLT to refer to Principal for Principal's board.</p>	<p>Serious and continued failure to meet school expectations.</p>	<p>Students, parents and relative staff to attend Principal's board</p>	<p>Principals board held to review student behaviour and school place.</p> <p>External support offered where necessary.</p>
LEVEL 7	<p>Complete failure to meet school expectations following a Principal's board.</p> <p>Permanent exclusion.</p>	<p>Failure to meet the school expectations</p>	<p>Assistant Principal to refer student to the Principal for permanent exclusion.</p>	<p>Exclusion policy enforced.</p> <p>Permanent exclusion.</p>