

## 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 endeavors 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 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.
6. Learning will not be disrupted.

## LEARNING EXPECTATIONS

LEARNING EXPECTATIONS	Readiness	<ul style="list-style-type: none"> <li>Have your own equipment.</li> <li>Arrive on time.</li> <li>Sit in designated seat.</li> <li>Begin 'engage task' immediately.</li> </ul>
	Positivity	<ul style="list-style-type: none"> <li>Accept different viewpoints.</li> <li>Be an active participant.</li> <li>Support and encourage others.</li> <li>Self-motivate.</li> </ul>
	Active listening	<ul style="list-style-type: none"> <li>Follow all instructions.</li> <li>Be attentive.</li> <li>Listen when others are speaking.</li> <li>Think before responding.</li> </ul>
	Effectiveness	<ul style="list-style-type: none"> <li>Make good use of time throughout the lesson.</li> <li>Stay on task.</li> <li>Maintain your focus.</li> <li>Use all resources available.</li> </ul>
	Ambition	<ul style="list-style-type: none"> <li>Demonstrate resilience when a task is challenging.</li> <li>Work to your full potential.</li> <li>Use your initiative.</li> <li>Set aspirational goals.</li> </ul>
	Commitment	<ul style="list-style-type: none"> <li>Contribute to class discussion.</li> <li>Be an active participant.</li> <li>Hand in all homework on time.</li> <li>Consistently strive for excellence.</li> </ul>

## 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 for students to have a restorative conversation with their teacher where required
- are related to behavioural targets

Putting things right should include:

- acceptance of responsibility
- an apology and restorative conversation (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
- Withdraw privileges
- Withdrawn from the learning environment (The Hub)
- Exclusions only used when necessary or there are persistent breaches of the school behavior policy.

## REWARDS

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


The school operates a positive points system through our SIMS 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 badges 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.

Badge	Role	Requirements
	School Ambassador	Attended and represented the school in at least 3 school events. E.g. Open evenings, year6 transition, tours of the school, regional or national school competitions, perform in school shows, other notable school contributions
	Student Council	Be a current and active member of the CTS Student council.
	Subject Leader	Be a current and active member of the CTS Subject leader initiative.
	Sports Ambassador	Be a current and active Sports leader or House sports captain.
	Student Senate	Be a current and active member of the Student Senate.

How to  
Earn your  
**COLOURS**



# DISRUPTION-FREE LEARNING

## WARM-STRICT APPROACH

### One foot in – One foot out

Engage task is prepared on interactive whiteboard or given out, take register, orderly dismissal

### Reminder of Learning Expectations

Refer to PowerPoint slide and focus on one particular area of focus for rewards.

### Start Lesson

### Non-Negotiables-straight to hub

- Swearing/inappropriate language in classroom (directly/indirectly to teacher or other pupils)
- Refusal to sit in seating plan
- Rudeness to staff
- Deliberate unsafe behaviour
- Deliberate vandalism
- Physical aggression or threatening behaviour

“(Student Name) please go to the Hub, thank you”

## Learning is Disrupted

i.e. calling out, talking while teacher is giving instructions, , disrupting others.

## Warning is necessary

“(Student Name) you are not meeting the school’s expectations”. This is your warning. I need you to...(refer to one of the learning expectations).

**NO IMPROVEMENT?**

Teacher asks student to go to The Hub.

### Hub Action

Hub staff gives student appropriate work to complete. Parent/carer made aware via school

### Tutor tracks behaviour

Form tutor calls home where required.  
Subject concerns-HOD support teacher.

### Persistent Occurrences across subjects

Head of Year contacts home (Year 7, 8, 9)  
Form tutor contacts home (Year 10, 11)  
Meetings assisted by SLT as required.

## End of Day-Restorative Conversation

Students go to the class teacher

Restorative conversation with class teacher

Failure to attend. Inform student support team.