

CTS Behaviour code of conduct:

Corby Technical School Expectations

A copy of the Brooke Weston Trust behaviour and discipline policy is 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. Definitions of misbehaviour, serious behaviour and bullying can be found in the BWT policy.

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.

Code of Conduct

1. Represent the **Core British Values** honourably within our community and beyond.
2. **Follow instructions** at the first time of asking and accept sanctions when given.
3. Follow learning expectations so that **learning is not disrupted**.
4. Behave in an **orderly and self-controlled** way, showing consideration for others.
5. Be **punctual** to school and to lessons.
6. Maintain a **clean and tidy** environment and respect property.
7. Always **wear school uniform** in accordance with our policy.
8. **No mobile phones** seen or heard – door to door.

All students are expected to make a full contribution to the school and to 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. Students must:

The expectations below have been made clear to students. We will always endeavour to address and correct poor attitude or behaviour immediately to ensure consistency and certainty of response.

In the classroom

- We work to our full potential on the tasks set by the teacher, always trying our best and taking pride in our work and embrace challenges with resilience.

During *Respectful Whole Class* activities:

- We wait for the teacher to invite us to speak, or contribute
- We sit up straight, eyes front, looking at the teacher to indicate that we are paying attention whilst they are addressing the whole class.
- We answer in full sentences and with a clear, projected voice.

During *Polite table groups* activities:

- We contribute, support and encourage others and show respect when working together.

When working in *Quiet Partners*

- We stay on task, supporting one another with the work

When working in *Independent Silent Study*:

- We work in silence so we are able to fully focus on our work.

At the end of the lesson:

- We tidy our workspace, wait to be dismissed by the member of staff, silently stood behind our chairs in correct uniform.

Around the school

- We address all school staff appropriately with 'Sir' or 'Miss' or their title and surname (e.g. 'Mrs Jones').
- We use the designated spaces made available to us during our breaks and lunch and do not interrupt others who are learning by moving into different areas.
- We eat our lunch in the restaurant or canopy area. Food cannot be consumed anywhere else.
- We tidy away plates from the restaurant and tuck our chairs in when we have finished eating.
- We move around the school at transition periods between lessons in calm a timely manner. We walk on the left-hand side in corridors and on staircases and follow one-way systems on stairs and specific corridors.
- We use toilets and water fountains responsibly during our break and lunch time and not during lesson times.
- We communicate politely and appropriately with other members of our school community. We do not interrupt other people's conversations.
- We respect our own and other's personal space and refrain from any physical contact with peers.

In our community

Even when students are outside of the school, they still represent Corby Technical School (particularly when wearing our uniform). It is therefore important that students should think about how their actions reflect on them and our school.

Students may receive sanctions for behaviour outside the school which will affect their education and can bring the school into disrepute. Corby Technical School will always co-operate fully with any police investigation or information request regarding behaviour incidents.

- We understand that if the school is made aware of disrespectful behaviour outside of the building, we will sanction the students concerned.
- We are especially polite to local residents, parents/carers and shopkeepers.
- When we have finished our school day, we go straight home.
- We do everything we can to give local residents a positive impression of our school.
- We use the footpaths and road crossings safely, considering others use of these spaces.
- We cycle sensibly and safely, always showing respect to other road users.

Code of conduct - Guidance for staff

Chewing Gum

Chewing Gum is banned in school, and we have a zero-tolerance approach.

Uniform

All students must wear full Corby Technical School uniform.

Please refer to the following link for full expectations on uniform at Corby Technical School: [Corby Technical School - Uniform](#)

We have a door to door policy on outside wear. Students are not permitted to wear coats, hoodies, non-school-uniform jumpers or jackets once they are inside the school, this includes wearing them underneath the school blazer.

Backpacks/bags

Bags are allowed to be carried throughout the day, they need to be stored underneath desks during lessons. . In a number of practical lessons alternative arrangements will be made for storing both bags and coats.

Mobile Phones and Electronic Equipment

Our school policy is no mobile phones door to door. Students should not have their mobile phone on them during the school day. If the mobile phone is visible, can be heard or is seen being used, it will be confiscated by a member of staff. The phone will be held in a secure environment until the end of the day when students can collect the device at reception from their Head of Year.

Achievement & rewards

Lesson Stars

One lesson star should be given out per lesson in celebration of the student who has achieved the most in relation to one of the learning expectations.

Achievement points

Corby Technical School rewards good behaviour and attitudes, as we believe that this will develop a culture of respect, kindness and co-operation in and around the school. Our rewards system is designed to promote positive behaviour and encourages students to support the school's values.

Achievement points are awarded to students who go above and beyond in their lessons and around the school.

Celebrations of weekly standout student achievement are featured in our weekly CTS Snapshot and also on our Twitter page too.

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

Expectations and the Corporate Board

The board pictured below is displayed in every classroom.

The Most Employable Students in Corby



DISRUPTION-FREE LEARNING

Warm Strict Approach

Maintain high expectations at all times in the school, including outside of lessons.

Transition routines

Prompt start. Engage task is prepared and ready to go as students enter. Take register.

Establish Learning Expectations

During transitions between tasks, use the dial to make the learning expectations clear. You might want to select one that will be a focus for rewards.

Immediate Removal

In some instances where extreme behaviour is displayed, it isn't appropriate to remind or warn a student before removal from a lesson is needed. Examples of such behaviour could include:

- Offensive language (directed at a member of the class or at the teacher)
- Deliberate unsafe behaviour
- Physical aggression or threatening behaviour

Send SST email and responder will determine whether to send student to another classroom or straight to the hub. **Teacher to record on SIMs**

Use '**Teacher toolkit**' to run the room, and reinforce the climate for learning

If learning is disrupted, remind student(s) of expectations

Remind student(s) of the learning expectations. This might mean addressing individual students, small groups or reminding the whole class of expectations **Be clear using language from the corporate board and allow take up time.**

Continue to use '**Teacher toolkit**' to run the room, and focus student attention on learning

If learning continues to be disrupted, issue warning

"(Student Name) you are not meeting the school's expectations. This is your formal warning. I need you to...[refer to one of the learning expectations]. I am recording this, and unless you meet our learning expectations, I will be requesting a removal so that others can be allowed to work without disruption". **Teacher to record on SIMs as 'Warning given'**

Continue to use '**Teacher toolkit**' to run the room, and **allow take up time for the warning**

Lesson Removal (text sent home)

If there is no improvement, send an SST email. The SST responder will remove student and relocate them to an appropriate classroom. **SIMs will be updated by the SST responder to 'Lesson Removal'**

Day Removal (text sent home)

- If this is the student's second removal of the day, they will be learning in the hub for the remainder of the day
- If students misbehave in the classroom they have been relocated to, teacher to send an SST email. This will be classed as their second removal, and they will be learning in the hub for the remainder of the day.

SIMs will be updated by the SST responder to 'Day Removal' **SIMs/Edulink will be updated by the SST responder to 'Day Removal'**

Restorative Conversations

It is important that restorative conversations take place after a removal to ensure that students are clearly offered a fresh start in every lesson, also so that any potentially ongoing issues are anticipated and resolved prior to this. **It is vital that this is framed positively** and focused on what a successful lesson would be.

Persistent Occurrences

Class Teachers, Form Tutors, Heads of Year, and Heads of Department follow the **CTS Whole School Behaviour System** to address persistent occurrences of disruption.