



**Behaviour Policy  
Expectations and Code of Conduct**

# BEHAVIOUR POLICY

## Expectations & Code of Conduct

### Purpose

- To express basic expectations in clear and positive terms.
- To outline a process for rewards and sanctions that support and maintain the code of conduct.

### Introduction

We expect the highest standards of conduct in and out of school from our students. The Code of Conduct highlights our five key expectations and adherence to these is the basis for our Behaviour Policy.

### Monitoring and evaluation

This policy will be reviewed at least annually by senior managers and the full governing body.

<b>Policy lead:</b>	<b>Chris Leigh</b>
<b>Last review date:</b>	<b>January 2019</b>
<b>Next review date:</b>	<b>January 2020</b>
<b>Approval needed by:</b>	<b>Headteacher</b>

### Students are expected to:

- attend lessons on time with the right equipment
- be smart and wear correct uniform
- follow routines and instructions
- complete class and prep/follow up work to a high standard
- respect others and the environment

### Student conduct on the way to and from school

Students are expected to conduct themselves to a high standard on their way to and from school. They must not drop litter, use inappropriate language, smoke or act in a way that brings the Academy or Studio School into disrepute.

If students arrive by bus, they may not leave the site to go into town unless they are in Year 12 or 13. If they arrive by bus, but need to travel to the Westfield Drive site, then they must walk along the link path.

### **Tutor time and registration**

Staff will greet students as they arrive. Form Tutors should be at the door of their classrooms by 8.45am, in order to welcome students for a prompt start to registration. If a member of staff is delayed, then students should wait outside the room in an orderly and quiet way.

The morning registration session gives Form Tutors time to check that students are ready for school. Specifically, we will check for:

- Smart uniform
- Pencil case with writing pen, pencil, ruler and other equipment needed for the day
- Student planner
- Exercise books and folders needed for the day
- PE or other specialist kit
- Prep/follow up work completed that is due in

The session should be purposeful and orderly. Students are expected to answer the register without unnecessary talking and follow the Form Tutor's instructions. If needed, and where there is time, students can read or revise for a forthcoming test. In the School, students are expected to bring a reading book.

Students are encouraged to use the Teacher's, or other adult's, name (e.g. 'Mr or Mr Smith, not the generic 'Sir' or 'Miss')

### **Moving around the sites**

At the end of the registration period (and between lessons throughout the day) students are expected to move calmly and sensibly around the corridors, or between sites, to their next lesson. Staff should supervise this as a matter of course, as they are moving around, or between sites, or as they wait for students to arrive for the lesson. In the corridors and around the sites more generally, students are expected to be courteous and considerate.

In practice, this means older students make sure younger students are cared for and treated well, for example by opening and holding doors for one another. Students are expected not to loiter or engage in horseplay or unnecessary social chatter. If they use the toilet facilities, they should do so properly.

When they arrive at the next classroom or room, students should wait quietly and sensibly, forming a queue where there is sufficient space. In a very few instances, students may need to enter the room where the Teacher is late, or where there is insufficient waiting space outside the classroom. However, they should never enter a practical classroom or other space unaccompanied where there is an evident safety risk.

When they move to an assembly, they are expected to do so quietly and to enter the assembly space in silence and to follow instructions.

### **Conduct in lessons**

At the start of lessons, students are expected to stand quietly behind their desks or wait quietly for instructions in a practical lesson. If students (in those very rare circumstances) have entered the space because it is unsafe or impractical to wait outside, they must stand when the Teacher enters the room. We are revisiting arrangements to ensuring that a member of staff is there in all circumstances, even if the Teacher is unavoidably late.

Students are expected to follow an established routine once seated. This should include having books, pencil case, planner and other equipment on the table. In practical subjects, this will mean getting changed or preparing equipment as instructed and there must be consistent expectations within subject or faculty areas. In classrooms, children should never have their backs to the teacher - if they are seated in groups then the tables should be positioned so that students face forwards. No mobile telephones are to be used in classrooms or corridors. They may only be used in designated spaces during break and lunch times by agreement with School, College and Studio.

Teachers should expect students to follow instructions. Students are expected to do as they are requested. We do not expect students to be inattentive or to be disrespectful. Students' classwork and prep is to be done to a high standard. Teachers and other staff should insist on all written work being set out properly, using a blue handwriting pen or other suitable materials in practical lessons (with dates and titles underlined) and high standards of presentation. Prep must be set as agreed in the timetable and recorded in planners.

At the end of lessons, students are expected to follow instructions. Students are expected to tidy away and organise themselves quickly at the end of a lesson and, in classrooms, stand behind their chairs when asked to do so by the teacher or other member of staff. All staff should check that there is no litter and that the room is left tidy.

If a visitor, Headteacher or the Executive Principal comes into classroom, then students should stand up and be quiet.

### **Lunch & Break Times**

At break and lunch times, students must not drop litter or interfere with another's space or lunch. They are expected to conduct themselves well.

### **Mobile Phones**

Mobile phones must be switched off, kept out of sight and are the responsibility of the student and not the school.

Misuse of mobile phones will result in confiscation and may result in parental collection.

### **Student Dress Code**

Students should take pride in their appearance and wear appropriate Academy or Studio uniform. Sixth Formers must dress smartly, according to the Sixth Form dress code.

## **Lesson Monitor Level**

For every lesson a student receives a Lesson Monitor Level. Lesson Monitor quantifies behaviours allowing us to monitor behaviours and to target meaningful improvements through:

- providing students with a clear framework by which they can improve their behaviour in lessons
- making more effective use of staff time in tackling behaviour
- encouraging parents to take an increasingly active role in managing their child's behaviour
- creating a system that will enable parents, teachers and students to work in partnership.

## **Lesson Monitor Levels (LML)**

### **Lesson Monitor Level 1**

***The student's behaviour and attitude towards learning 'exceed expectations'***

For example: students complete outstanding classwork or homework, their work is beautifully presented; they are fully attentive, well-focused and notably engaged throughout the lesson.

Staff, may at their discretion, increase a LML following the marking of homework.

### **Lesson Monitor Level 2**

***The student's behaviour and attitude towards learning 'meet expectations'***

For example: students arrive at the lesson on time and are fully prepared with equipment and homework. Throughout the lesson students remain on task, follow instructions, and display evident commitment to their learning.

Staff may, at their discretion, retrospectively decrease a LML following the marking of homework.

### **Lesson Monitor Level 3**

***The student's behaviour and attitude towards learning are 'below expectations'***

For example: students may not have completed their homework satisfactorily, or brought the correct equipment; behaviour and attitudes are not as expected; they do not respond quickly and sensibly to instructions; the quality and quantity of work does not meet expectations.

In cases of students not meeting expectations they will receive a demerit, and possible further sanctions, including contacting home.

Staff may, at their discretion, retrospectively decrease a LML following the marking of homework.

Form Tutors monitor demerits / 3s every day

## **Average Lesson Score**

We currently set a target level of 1.5. An average lesson score provides us with data to reward as well as to sanction behaviours and attitudes.

## **Out of Class Behaviour**

Staff record inappropriate behaviour on SIMS and issue a relevant sanction and may involve the Head of Year, as appropriate

### **Rewarding Positive Conduct /Praise Assemblies**

Heads of Year and Sixth Form organise Achievement/Praise assemblies each half term to recognise the achievements of students in the Year group. Achievement/Praise assemblies occur on a half-termly basis and students receive awards for:

- Excellent or improved attendance
- 100% excellent effort grades
- Most PU1's – boy & girl
- Excellent Behaviour (Years 7-11) - high LML average
- Positive referrals (Sixth Form) – boy & girl
- Most improved behaviour (between LAPS) – boy & girl in Years 7-11

Faculties also reward outstanding academic / subject progress and achievement

### **Sanctions**

If a child does not demonstrate the expected levels of behaviour or attitude (breach of the Code of Conduct), then a LML3 is recorded on SIMS and a demerit issued. The teacher issuing the LML3 / demerit / sanction should explain the reasons for this to the student. Inappropriate behaviours include lack of homework, poor quality work, disregarding instructions, uniform breach, corridor misbehaviour, and repeated lack of equipment. Teachers and faculties are responsible for their own classroom discipline and sanctions. Serious incidents should also be referred to Heads of Year or Senior Leaders.

Continued poor behaviour across a series of subjects will also be addressed through the Year Teams and the LML continuum.