



The Boston Witham Academies Federation

Fishtoft Academy

CODE OF CONDUCT

This Code of Conduct supports the implementation of our Behaviour for Learning Policy outlining the rules, rewards and sanctions that support positive behaviour. **It is essential that the whole school community understand the need for consistency and fairness in the application of the code.**

Celebrating good choices and giving positive recognition is the basic premise of the Code and it is essential that the time spent on this outweighs the time spent on irresponsible behaviour. This will ensure that the relationships are as positive as possible.

The Code of Conduct is made up of four components:

- Rules
- Positive recognition for pupils following the rules
- Encouragement of pupils to make good choices
- Sanctions and consequences to support a change in behaviour

The first component of the Code is the rules

School rules:

- Arrive on time
- Be respectful
- Listen to and follow instructions
- Endeavour to complete your work

Consistency in applying the Code is **essential**. Pupils can expect that good behaviour should be recognised and rewarded

This will ensure that the Code is respected by all stakeholders.

The second component of the Code is positive reinforcement of good behaviour and compliance with basic rules

Pupils can expect rewards for good behaviour and compliance. Such rewards are the opportunity for staff to motivate and raise their self-esteem and must be seen as an essential part of the Code. There are several mechanisms to positively reward pupils:

- **Words of praise** – such a simple, easy and highly effective way of positively recognising good behaviour and ideal for building positive relationships

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- **Marking of work** – an ideal opportunity for positive comments to be made on the work being done by a pupil
- **Disney cards are earned which relate to team points** - Points are recorded to recognise both individual and team achievements.
- **Headteacher's Disney Cards**
- **Phone calls and letters home** – simple and direct, pupils really appreciate recognition for good work and behaviour choices.

The third component of the Code is to encourage good choices

Breaking the rules must be challenged in a way that gives the pupils guidance and time to make good choices.

- Begin with a verbal warning (explicit statement of reason why).
- Further breaches will result in moving down the zone board in the classroom for that particular pupil (again with an explicit statement of why).
- A further breach will result in moving down the board again, along with a reason (Class Teacher to refocus the pupil at this stage).
- A third reminder, within a lesson, will result in the pupil being on red on the zone board and therefore a 5 minute time out is given in the classroom in Starfish or in Dolphins/ Sharks the time out is banked and given at playtime. *Time out is recorded as a cross on the class sheet and monitored weekly.*
- If a pupil requires time out, more than 4 times a day then they will be sent to complete their work independently in another room.

ALL CROSSES GIVEN MUST BE RECORDED

Positive application of this system will include clear instructions for all activities and lots of encouragement to behave appropriately, including appropriate verbal praise and rewards.

Only in exceptional circumstances or severe violations should the warning and cross system be circumvented. Staff are expected to use their professional judgement when giving out sanctions and consideration of the individual and the circumstances surrounding the poor behaviour also need to be given.

The fourth component of the Code is the use of sanctions and consequences to support a change in behaviour

The class teacher will inform parents if they have concerns about behaviour. If the pupil's behaviour does not improve during that time then the parents will be invited into school for a meeting with the Head of Academy.

- If a pupil receives 8 crosses in a week a letter will be sent to parents explaining the situation and requesting their support in encouraging their child to correct negative behaviour. The class teacher is also expected to contact the parent regarding the letter.
- If another letter is generated within a 6 week period the Head of Academy and class teacher will meet with the parent.

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- A third letter will result in a meeting between the parent, the Head of Academy and the class teacher where a Behaviour Management Plan will be put into place and regularly reviewed.
- If there is no marked improvement in behaviour a fourth letter will be sent to parents requesting a meeting with the Head of Academy. This will result in a placement in the federation IEC (In School Education Centre).

The SENDCo will be kept informed at all times and may liaise with the EP (Educational Psychologist) and request direct involvement by the EP if appropriate.

If the pupil continues to experience difficulties the SENCO may deem it necessary, with the help of the class teacher and external agencies, to request further assessment through a range of appropriate agencies.

February 2017

To be reviewed: February 2018