

The Boston Witham Academies Federation

WYGATE PARK 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

***Marking of work** – an ideal opportunity for positive comments on the work being done by a pupil

***Phone calls and notes sent home** – simple and direct, pupils really appreciate these

The Boston Witham Academies Federation



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 take up time to make good choices.

In Years 1-3, a visual reminder is used such as a “Traffic Light”. A warning is given (explicit statement of reason why) and the child’s peg is moved to “Amber”. Any further breach will result in the peg being moved to “Red” (again with an explicit statement of why) and a first cross being issued. Any further breach will result in the second cross and a further statement of why (Class Teacher to refocus the pupil at this stage). A third cross will result in a removal from class. In the case of a removal, work must be provided. The pupil may be taken to a partner class or a member of SLT to complete work.

In Years 4-6 a similar routine to behaviour is adopted:

Begin with a warning (explicit statement of reason why) and the name on the board. Any further breach will result in the first cross being issued (again with an explicit statement of why). A further breach will result in the second cross and a further statement of why (Class Teacher to refocus the pupil at this stage). A third cross will result in a removal from class. In the case of a removal, work must be provided. The pupil may be taken to a partner class or a member of SLT to complete work.

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.

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 parents will be invited into school for a meeting with appropriate staff.

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 class teacher and Teaching and Learning Lead will meet with the parent. A third letter would result in a meeting between the parent, teacher and the Head, where a Behaviour Management Plan will be put into place and regularly reviewed. However, if there is no marked improvement in behaviour, then a fourth letter will be sent to parents, requesting a meeting with the Head of Academy and Head of Primary Division/Vice CEO.

This could result in a placement in the federation IEC (In School Education Centre). The SENCo will be kept informed at all times and may liaise with the EP (Educational Psychologist) and request direct involvement by the EP if appropriate.



The Boston Witham Academies Federation

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 assessments through a range of appropriate agencies.

January 2019