



Code of Conduct – Gosberton Academy

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 are the Values and Rules of the school

School Values

Honesty
Exceptional
Aspirational
Resilience
Togetherness

School Rules – Gosberton Goals

1. We take pride in everything that we do.
2. We show respect to everyone in our school and community
3. We aspire to reach our dreams and strive for excellence
4. We are tolerant towards other people's views and opinions
5. We show exceptional behaviour around school
6. We work together and support each other
7. We are committed to making our school a better place
8. We are honest and always tell the truth
9. We are enthusiastic about our learning
10. We always try our best

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
- ***Rewards Assembly** – each Friday, an assembly takes place to hand out a variety of awards for that week.
- ***Class Dojo Points** – accepted currency for rewarding good work and following the school values and Gosberton Goals (school rules)
- ***Headteacher certificates**
- ***Communication with parents** – simple and direct, pupils really appreciate this

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.

Each class will use a 'behaviour tree' with stages 1-5 to outline expected behaviour within class. All pupils start the session on level three. Good behaviour will be acknowledged by a move to 4 or 5. If a pupil ends the day on number 5 they will be rewarded with Class Dojo Points.

If a pupil displays undesirable behaviour begin with a warning about moving down the tree (explicit statement of reason why), any further breach will result in movement to level 2 (again with an explicit statement of why), a further breach will result in a move to level 1 and a further statement of why (Class Teacher to refocus the pupil at this stage). Should a pupil end the session on level 1 this will be logged onto school behaviour log.

The premise of the behaviour tree is that all children can move up the tree and it is possible to correct behaviour and move back up to three and above. Staff should remind pupils of this.

In the event that a pupil does not try to move up from level 1 and continues to display the undesirable behaviour the pupil may be taken to a member of the Senior Leadership Team to complete work. 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 behaviour tree system be circumvented.

Any incidents deemed to fall into the above, will be instantly reported to a member of the Senior Leadership to ensure this can be dealt with promptly.

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

Any behaviour that is more serious than a move to level 1 on the behaviour tree should be recorded on the school behaviour log. At this point the behaviour will be reviewed by a member of the Senior Leadership Team. An incident where the behaviour tree cannot be used, will be communicated with parents.

The sanctions and consequences for behavioural choices will try and support an improvement in behavioural choices. Sanctions and consequences will be determined on an individual case-by-case basis – the emphasis will be building an understanding for the learner and a plan to ensure behaviour now starts to improve.

If the pupil's behaviour does not improve, parents will be invited into school for a meeting with appropriate staff to enlist their support in encouraging their child to correct negative behaviour. The class teacher is expected to also contact the parent.

If the behaviour still does not improve a letter will be sent home requesting a further meeting with the class teacher and Headteacher.

A third letter would result in a meeting between the parent, teacher and Headteacher, where a Behaviour Management Plan will be put into place and regularly reviewed.

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 SENDCo may deem it necessary, with the help of the class teacher and external agencies, to request further assessments through a range of appropriate agencies.

Monitoring Responsibility	Headteacher
Next Review Date	July 2023
Approval Body	CEdO
Date Ratified	April 2022