



<b>Policy</b>	<b>Behaviour Matters</b>
<b>Owner</b>	<b>DHT with responsibility for 'Behaviour for Learning'</b>
<b>Effective Date</b>	<b>September 2021</b>
<b>Review Date</b>	<b>July 2022</b>

**Principle:** The principle of our *Behaviour Matters* policy is that students should come to school and thrive in a rich learning environment. We want all students to enjoy success and be happy at school. This policy ensures that children are getting a consistent message about good behaviours. Edmonton County School is a calm, orderly place and we have high expectations regarding attendance, punctuality, attitudes towards learning, showing respect to members of the school community and the wearing of our uniform. We also expect students to behave well when travelling to and from school in our local community. Education is the means for us to change our lives for better. A good education gives us the chance to live longer, enjoy success, create life chances, provide for a family and much more.

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## **Edmonton County School 'Code of Conduct'**

In order for students to derive maximum benefit from school, we expect students to follow a 'Code of Conduct' which states that: *"Every member of the school community has the right to feel that they are in a safe and secure environment. Teachers have the right to teach, and students have the right to learn."*

### **All students agree to:**

- Attend school punctually
- Wear the correct uniform at all times
- Behave in a manner that shows respect for the community and for one another
- Work hard and enable others to work hard too
- Work cooperatively and to the best of their ability
- Do as they are asked and behave with dignity at all times
- Follow instructions the first time, every time
- Treat members of the wider local community with respect and consideration.

### **The school has 7 'Good Behaviours' that students are expected to 'show' at all times:**

1. Show me that you are ready to come into the classroom
2. Show me that you are ready for learning
3. Show me that you are listening (once the lesson starts and teacher instructs)
4. Show me that you are following instructions the first time, every time
5. Show me that it is your turn to speak
6. (For group work) Show me that you are listening to each other
7. Show me that you are (at the end of the lesson) ready to leave the room.

### **There are four behaviours that are unacceptable:**

1. Causing teaching and learning to be interrupted
2. Verbal abuse of another person
3. Physical assault of another person
4. Anti-social behaviour in the school or the community.

## **'Hands-off' Policy**

To support with the above behaviours, the school operates a 'hands-off' approach between students. This means students should not touch other students, particularly without their consent. This avoids any confusion around wanted or unwanted touching.

## **Edmonton County has the following expectations of all students each day:**

### **Before School**

- Students should ensure that they arrive at school by 8.25am in readiness for lessons.
- Good behaviour when travelling to school is expected. Students should be polite and respectful to members of the public.
- Students should arrive wearing the correct uniform as set out in the uniform policy). The identification card and lanyard must be fully visible at all times.
- All students should have a school bag which contains- workbooks, planner, pen (a black and green pen are both essential), reading book, pencil, calculator.
- Students should not bring valuables to school. The school accepts no liability for valuables (including mobile phones) lost unless they have been handed to a member of staff for safekeeping.
- If a mobile phone is seen or heard it will be confiscated. The 'Mobile phone acceptable use policy' sets out the school's expectations regarding electronic devices.
- If students arrive at school after 8.25am they will be marked late and issued with a detention on the same day.

### **During the day**

- Students in years 8-13 should go directly to their classroom so that the lesson starts promptly at 8.30am.
- Students in year 7 line up before period 1.
- Students in other year groups will line up after break and lunch.

- Students should write the date and title in their books and underline with a ruler.
- Each lesson begins with a 'Do Now' task. Students should go to their assigned place and work on the 'Do Now' task unless told to do otherwise by the teacher.
- In lessons, students are expected to pay attention and should not be talking unless the teacher has told them they may
- All students are expected to do their best in lessons. Unsatisfactory work must be repeated.
- Work should be neat and tidy (dates and titles should be underlined) and messy work must be repeated.
- The teacher will explain homework tasks, ensure it is on 'Show My Homework' and state when it must be done.
- Students should move through the corridors quickly and with consideration for others.
- Students must go to their next lesson, as quickly as possible.
- It is up to the teacher to decide where a student sits in class and what work is to be done. If a student is unhappy about what they are asked to do, they should speak to the teacher at the end of the lesson but must do what is asked.
- If a student behaves in such a way that this causes disruption to teaching and learning, then a sanction will be applied.

#### **At Break**

- Break times are varied by year group and set out in Student Planners.
- Students may purchase food from school catering service in the canteen or from the pod.
- Students should not wear coats in the canteen and may refused entry if not in full uniform.
- Students must queue up and there must be no pushing in.
- Anyone pushing in will be sent to the back of the line.
- Students must throw away any rubbish or uneaten food.

- At the end of break students in year 7 (and other year groups by direction) must line-up in their appropriate teaching group ready for their next lesson.

### **Tutor time**

- Tutor time is from 2.40-3:00pm every day.
- At the end of lesson 5, students must go straight to their tutor room unless it is a day for assembly.
- If it is assembly, students must line up in silence in register order in the playground.

### **End of School**

- Students should leave the school promptly unless working under the direction of a teacher.
- Students who gave a detention must go to the School Canteen for detention.
- Students must behave in a manner that shows respect for our community when travelling home from school
- If students go to the local shops after school, they must behave in a respectful manner
- If students travel home by bus, they should line-up at the bus-stop, behaving appropriately and following the instructions of staff.
- Students must leave the A10 terrace by 3.30pm

### **Mobile Phones**

At Edmonton County School we recognise that mobile phones, including smartphones, are an important part of everyday life for our pupils, parents and staff, as well as the wider school community. We understand parents may wish their children to carry a mobile phone for contact to and from school.

Mobile phones are not permitted to be used on the school site and should be turned off and always put away. Students should store their phones safely in their blazer pocket or their bag.

Phones will be immediately confiscated if seen on or in use on school grounds.



## **Rewards and Sanctions**

Edmonton County School seeks to recognise and acknowledge positive behaviour for learning and reward students who exhibit model behaviour and increase the motivation of all students to succeed. At ECS we seek to promote and reinforce our expectations of students by employing opportunities to celebrate and reward positive behaviour for learning.

Students will be rewarded when they are displaying positive behaviour for learning in class. Teachers are expected to monitor students' behaviour and catch them 'doing the right thing.' Praise teachers should employ includes:

- Positive feedback in students' books
- Verbal praise and thanks
- Communication home in the students' planners
- A 'well done' praise text home
- A positive phone call home
- A positive post-card home
- Recognition in the student celebration assemblies

## **Lesson Scores**

The school recognises effort in class through the use of lesson scores. An entry is made on the register for all students in all sessions.

To be given a lesson score of 3 students will have:

- Followed all of 7 good behaviours
- Challenged themselves and extend their learning
- Shown exemplary behaviour throughout the lesson
- Been a great role model by taking a lead in their learning and that of others

To be given a lesson score of 2 students will have:

- Followed the majority of the 7 good behaviours
- Completed all their work to the best of their ability
- Been respectful and polite to all members of the class
- Been actively involved in their learning and that of others

To be given a lesson score of 1 students will have:

- Not followed some of the 7 good behaviours
- Completed some of the classwork, but not to the standard expected
- Been issued a warning more than once
- Been off-task, or disrupted the learning of others

To be given a lesson score of 8 students will have:

- Not followed the majority of the 7 good behaviours
- Made little or no effort to complete their work
- Been issued a warning more than twice
- Been disrespectful or impolite to others

To be given a lesson score of 9 students will have:

- Been issued an '8' lesson score and not responded appropriately
- Been involved in a serious incident that disrupted learning

***Any student issued a '9' lesson score, will be removed from the lesson and placed into another classroom.***

Staff will indicate the reason for the student being awarded an 8 or 9 on the class register with a brief comment.

#### **Lateness to lessons:**

- Students who are late to lessons should have this logged by the class teacher on the register including the number of minutes late.
- Late to lesson detentions will take place once a week during lunch time for each year group. Students will be entered for these by their Progress Leads.

#### **Detentions:**

A student issued an '8' lesson score will automatically be required to attend a 30 minute 'Central Detention' after school on that day.

A student issued an '9' lesson score will automatically be required to attend a 45 minute 'Central Detention' after school on that day. This will usually result in an additional School Detention or an Exclusion from Lessons'.

Parents will be informed of these detentions by text message and where necessary a phone call. The school will try to give you notice of these sanctions but are not required to do so.

The staff member who issued the '8' or '9' lesson score will contact the student's parents/carer to discuss the incident.

Where possible, teachers will attend the after-school detention in order to have a 'Restorative Learning Conversation' with the student, clarifying the expectations that have not been met, working to resolve any disputes and planning for future successful lessons.

### **Achievement and Behaviour Points**

Outside of classroom learning, students can be issued rewards and sanctions in accordance with the school's 'Code of Conduct'. These are referred to as 'Achievement Points' and 'Behaviour Points'.

Achievement Points are linked to the school's 'Reward Programme' which celebrates students for their commitment to improving the school community.

Behaviour Points are monitored by Year Teams and will automatically lead to a 45 minute 'Central Detention' after school on that day.

**Roll of honour:** Every half term, faculties and year teams will nominate a student from each year group for the roll of honour board, to recognise that they have consistently worked hard to improve their learning. These students will also receive a Year badge in assembly.

**Gold ties:** Year 10 students can apply for Head Boy/Girl and Deputy Head boy/ Girl positions in school. These students will become the Headteacher's ambassadors; they must exemplify model behaviour and as such have had no exclusions from school. They will be required to get a nomination form signed by a member of staff and write a letter of application to the Deputy Headteacher on each campus. If they are put forward, they will be interviewed by the Headteacher, who will make the final decision and appoint students to the role. Students will receive their ties in the final assembly at the end of the academic year.

Year 11 students can become prefects in school if their 'achievement points' and 'lesson scores' are in the top 10 per cent of the cohort. Prefects will be awarded in the reward and recognition assemblies. All students receiving gold ties will be expected to adhere to the code of conduct and they will sign a contract to that effect.

### **Monitoring of 'Lesson Scores'**

**Daily:** The Year Team will monitor lesson scores so that tutors can celebrate students doing well and support students where needed.

**Weekly:** The Phase Team will monitor lesson scores and use these to recognise and reward students in assemblies and offer short-term support for students who need this.

**Termly:** At each Data Window, effort grades are added to student reports and shared with parents for each subject. The Leadership Team will offer rewards and long-term interventions for to support students who need this.

The school has a 'Rewards Programme' which rewards students in the following ways:

- Tutor Time and Assembly recognition
- Praise phone-calls or text-messages home
- Praise 'post-cards'
- Certificates, badges and uniform items
- Rewards vouchers
- Inclusion in off-site rewards trip

The above list is not exhaustive and other rewards may be introduced throughout the school year.

### **Independent learning**

We believe that it is important to students' personal and academic development that we enable students to develop independent learning skills. The acknowledgement of these skills is important for students in recognising their own positive learning behaviours.

Process:

- All students have a section in their student learning journals that display the independent learning skills that we expect them to develop throughout their learning journey.
- Teachers will 'sign off' on students' evidenced independent skills throughout the year.
- When students reach each threshold, they receive a range of rewards, including recognition certificates in reward assemblies.
- The system operates alongside the Faculty reward structure, where a Faculty badge will be awarded for mastering all skills in a specific Faculty.

The acknowledgement of students' independent learning skills facilitates prompt and frequent recognition, as students will only ever be 10 signatures away from their next reward. All students have something to work towards.

Teachers should embed the explicit reference to the independent learning skills in their lessons and acknowledge the mastery of these so that students can be consistently rewarded. Progress Leaders and Student Managers will monitor the student learning journals and ensure that students are celebrated in reward assemblies for their efforts.

The Rewards Calendar for the year will be shared with staff and students at the beginning of each year.

## **Homework Improvement Programme**

The school runs a compulsory Homework Improvement Programme for students identified as consistently not completing Homework. Students will be required to stay after school for 30 minutes every day until their Homework submission record improves. Parents will be informed prior to the student beginning the Programme.

## **Interventions and Support**

Students struggling to follow the school's 'Code of Conduct' will be offered support through behaviour interventions. These include, but are not limited to the following:

- Behaviour Panels
- Report Cards
- Behaviour Mentoring
- Inclusion Support
- Behaviour Workshops
- Senior Progress Lead support

## **Exclusions**

### **Investigations:**

If a student breaches the Behaviour Matters Policy, or the Code of Conduct, there may be an investigation into what happened. The student will be asked to write a statement. The person investigating the incident will decide who else to talk to about the incident.

Where an investigation has been carried out, a member of staff will attempt to contact you to explain what has happened and to inform you if there is a sanction. The school makes every attempt to communicate exclusions with parents, but failed communication does not prevent the student from being excluded from lessons. A 'fixed-term' exclusion would not begin until communication with parents/carers had been made, but the student can be placed into the school's Exclusion Room.

***Exclusion from lessons***- This is a serious sanction. Your child will not be allowed to attend lessons for a period of time. They will be placed into the school's Exclusion Room. You will be asked to attend a readmission meeting, led by a senior member of staff and your child has to acknowledge what they have done wrong and agree to targets that will be set.

***Fixed term exclusion*** - This is a very serious sanction. Your child will not be allowed to attend school for a period of time. You will be asked to attend a readmission meeting, led by a senior member of staff and your child has to acknowledge what they have done wrong and agree to targets that will be set. Fixed period exclusions are issued by the Executive Headteacher. The authority to issue fixed term exclusions is extended to the Head of School and the Deputy Headteachers, under the Executive Headteacher's direction.

Where your child's behaviour continues to be unacceptable, a senior member of staff will invite you to school to discuss the way forward. This may take the form of a Behaviour Support Panel or a meeting with Dr Tranter, the Executive Headteacher.

## **Anti-bullying**

The school has a separate 'Anti-bullying policy' to ensure that students learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour that affects everyone involved; it is unacceptable and will not be tolerated in school. The school seeks to eradicate bullying, as far as possible and to ensure that the needs of the victims of bullying and those that bully are addressed. Everyone has the right to be educated in a safe environment, free from discrimination, harassment and bullying. Only when all issues of bullying are addressed will all students benefit from equality of opportunity.

The school's Anti-bullying Policy can be read in full on the school's website.

## **Uniform**

All students are required to present themselves to school wearing full uniform smartly and correctly; this includes coming to school and going home in the correct uniform. Students should be dressed smartly, fit for an educational environment and ready to learn. We have high expectations of our students and every student is expected to meet our high standards of dress and to take a pride in their appearance.

If students are missing part of their required uniform, such as blazers or lanyards, they will serve a 30 minute detention after school on the day they arrive without their uniform. Students will not be admitted to the canteen for lunch without their full uniform or a uniform slip if they have a uniform infringement.

If students are seen wearing any non-school uniform items, these will be confiscated and given to the student manager.

The school's Uniform Policy can be read in full on the school's website.

## **Peer-on-Peer abuse**

The school's 'Peer-on Peer abuse' policy states that every student should feel safe and protected from any form of abuse which, means any kind of physical abuse, emotional abuse, sexual abuse, neglect, and includes peer on peer abuse. All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs. No child or group of children must be treated any less favourably than others in being able to access services which meet their needs.

At Edmonton County School we will not tolerate sexual harassment nor sexual violence. Where the behaviour is classified as a criminal act we will support the complainant in referring the incident to the Police.

If a pupil makes an allegation of sexual abuse then the complainant will be supported to provide a full account of what has happened. The incident will be referred to a member of the Leadership Team. Parents will be informed of the allegation and a risk assessment undertaken to establish the best way to achieve best evidence. The subject of the complaint will normally be removed from lessons and a statement taken.

The school's Peer-on-Peer abuse policy can be read in full on the school's website.

## **Reporting concerns**

### **Students:**

Students should take responsibility for their behaviour and the consequences of their actions.

All students are expected to behave with dignity at all times.

*If there is a problem, there are a number of people who will help:*

**Student Welfare**- *if students are feeling unwell but only with their planner signed by the class teacher.*

**Student Manager**- *if there is a general problem*

**Progress Lead** - *if the problem is about learning or progress*

**Assistant Headteacher** - *if you are unhappy with what your Progress Lead has said*

- Ms Younes- Head of KS4 (Cambridge)
- Mr Delbourgo -Head of KS4 Phase (Bury)
- Mrs Alibhai – Head of KS3 (Bury)
- Ms Jean-Baptiste- Head of KS3 (Cambridge)

**Deputy Headteacher** - *if you are unhappy with what your Assistant Headteacher has said*

- Ms Panayi- Cambridge
- Mr Lloyd- Cambridge
- Mr Christie - Bury

*If you have tried to resolve the problem but are unhappy after speaking to one of the Deputy Heads speak to Mr Miller- **Head of School**. If you have tried to resolve the problem but are unhappy after speaking to Mr Miller make an appointment with Dr Tranter – **Executive Headteacher***

## **Parents and Carers**

### **If there is a problem:**

Please contact the school by email or telephone. Please ask for your child's Progress Lead or Student Manager and explain the problem.

We will try to return your call within 24 hours. If you have not had a response from the school by 48 hours, please contact us again and ask to speak to a member of the Leadership Team.

**Student Welfare**- *if your concern is linked to a medical condition*

**Student Manager**- *if there is a general problem*

**Progress Lead** - *if the problem is about learning or progress*

**Assistant Headteacher** - *if you are unhappy with what the Progress Lead has said*

- Ms Younes- Head of KS4 (Cambridge)
- Mr Delbourgo -Head of KS4 Phase (Bury)
- Mrs Alibhai – Head of KS3 (Bury)
- Ms Jean-Baptiste- Head of KS3 (Cambridge)

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## **Meetings**

If as a parent or carer you wish to have a meeting with a member of staff, please telephone or email for an appointment. Teachers are working with classes during the day and so are generally unavailable.

If you arrive at school without an appointment, we will meet with you if possible but it is more likely that there will be no-one available to meet with you.

If you are unhappy with the decision to sanction your child, you should first of all contact the person who made the decision. If the issue is unresolved, please contact the Deputy Head (as noted above) or Mr Miller, Head of School.

Dr Tranter is always happy to meet with parents to discuss any concerns. If you wish to meet with Dr Tranter, then please telephone the school.

Our policy is that meetings are with the person (s) who have parental responsibility only. We will not hold meetings with members of the extended family (brothers, sisters, aunts, uncles etc.) unless agreed in advance. If a translator is required, we will arrange this.

**Our core value is that staff, students and visitors must be treated with courtesy and respect. We ask that you treat everybody with respect. We adopt a zero tolerance approach to anyone who interacts with students or staff in an intimidating, aggressive or threatening manner. We expect parents and carers to be polite and considerate to the staff at the school. If parents or carers verbally abuse, shout or in any other way behave in an unacceptable manner, they will be asked to leave. The Executive Headteacher will be informed . The Executive Headteacher has the power to ban a person from the school site and its locality.**

**This policy should be read in conjunction with:**

- Safeguarding policy
- Uniform policy
- Anti-bullying policy
- Peer-on-Peer abuse policy
- Mobile phone acceptable use policy
- Therapeutic Model policy