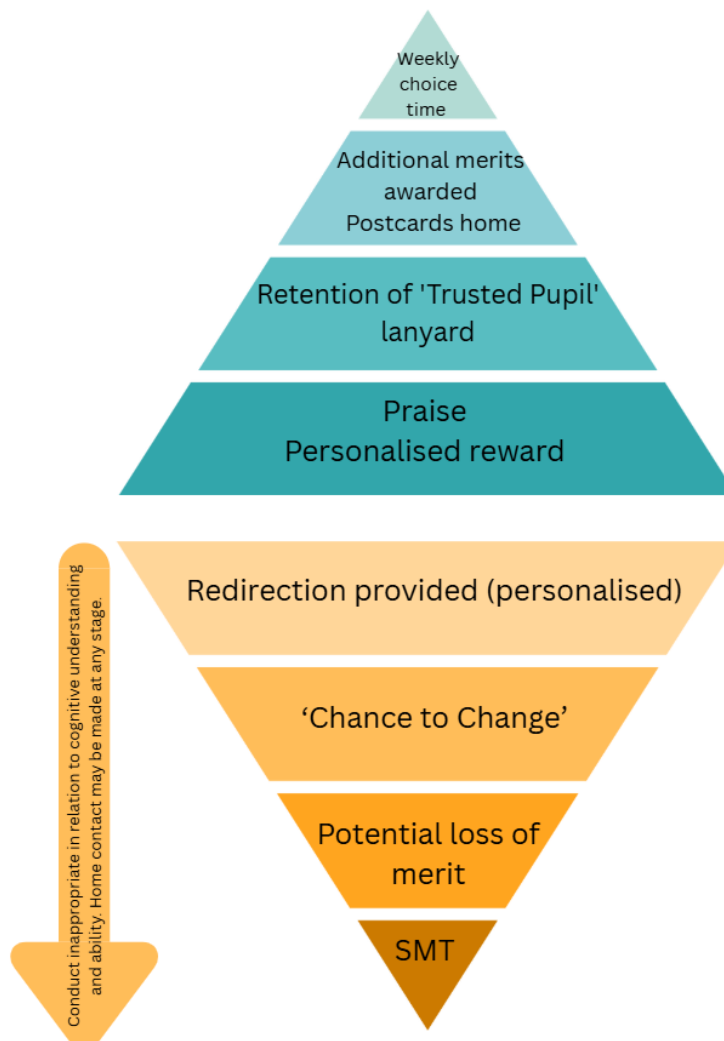




SECONDARY CONDUCT POLICY

Policy approved & adopted by	Headteacher & Governing Committee
Date approved	10/05/2018
Review cycle	Annual
Reviewed	11.05.20 JFP, 01.09.20 JFP, Feb 2021 JFP, Sept 22 AOB, Sept 25 EW/SO, Jan 26 EW/SO
Next Review	Jan 2027

Lesson Reward and Redirection System



Premise:

All pupils are always expected to model positive conduct for learning. This policy aims to support pupils in maximising learning time and ensuring at least expected outcomes. At all stages, a pupil's cognitive understanding will be taken into account to ensure the appropriate support is implemented.

Where pupils are making positive conduct choices:

Pupils will begin each session (lesson and breaks) with their merit for the session. They may earn extra merits for positive conduct choices, engagement, excellent work or any other reason the member of staff leading the lesson (Teacher, HLTA or on the occasion they are covering a lesson, the level 3 Teaching Assistant) deems appropriate. Pupils who receive extra merits will receive a certificate with the details in the weekly celebration assembly.

All pupils will begin by being 'trusted pupils' and wearing 'trusted pupil' lanyards (where appropriate). This entitles them to additional privileges such as leaving the room as soon as their lunch has finished and being entrusted to complete tasks with adults and be given some independence at break and lunch time.

Pupils will have a personalised number of merits they must achieve over the week in order to access 'choice time' during Friday lesson 5. Further accommodations may be made for learners supported by a Conduct Support Plan (CSP). Any pupil that does not achieve the agreed number of merits will access restorative support from their class team or Senior Management to reflect on their weekly conduct and put steps in place, appropriate to the pupil's cognitive ability and understanding.

Where pupils are not making positive conduct choices:

If the member of staff leading the lesson deems a pupil is failing to comply with the school rules, they will redirect the learner as appropriate according to their cognitive ability.

Should the poor conduct continue, this is indicated through writing the pupil's initials on an individual wipe board, indicated individually to the pupil involved according to their personal need. This is the 'chance to change' and pupils will be reminded of positive choices available to them to continue appropriately.

Should negative conduct continue, further opportunities will be provided, indicated through ticks, up to a maximum of two marks on the individual board.

A pupil may have their warnings removed through adhering to the school rules for an acceptable period of time (this may be agreed by teacher and pupil) and staff should seek to notice and recognise positive choices.

A loss of merit occurs if the pupil's initials are on the personal wipe board at the end of the session. However, a pupil has the opportunity to earn additional merits through active engagement in learning and positive choice making.

Should a pupil require a further opportunity/warning or cause continued disruption, this may result in them being asked to move to a quiet area in the classroom or leave the lesson. A staff member will then discuss their conduct and set conduct expectations

with them before continuing with the lesson. If, negative conduct continues then a member of SMT may be called, who will consider the next actions according to the situation.

If appropriate, the pupil will be expected to complete the work they have missed.

In the event of continuous disruption

Learners who require a CSP will be supported to follow this according to their need. Pupils may also be directed to leave the lesson under the following circumstances, for example:

- Inappropriate verbal and/or physical conduct
- Significant and/or continued disruption to the learning of others
- Damage to property

Following the event an appropriate action will be discussed between the Class Teacher present, Form Teacher and SMT. Sanctions and support will be proportionate to the situation and outcome sought.

In the event of continuous disruptive behaviour, interventions such as loss of break or reward time, afterschool detention, internal intervention or suspension may be used to promote reflection.

Pupils Supported by Conduct Support Plans

Where pupils are supported by Conduct Support Plans, teachers, pupils and parents/carers will agree a bespoke plan of support and staff will work according to this document. Pupils on Conduct Support Plans will also have access to choice time 'TGIF' (Thank Goodness It's Friday) in addition to any strategies outlined in the Conduct Support Plan.

Analysis:

The achievement and loss of merits will be monitored and analysed weekly by the level 3 Teaching Assistant in the form, supported by the teacher. Data will be collated weekly to ascertain who accesses choice time or pastoral intervention. Details will be gathered to monitor and track patterns of conduct on different days, times of the day or subjects and teachers. This will be used to support bespoke intervention where required.

Pupils will receive a merit for each lesson if they complete the work set and have had a positive attitude to the lesson. Additional merits can be awarded for exceptional conduct.

Learners will work to achieve additional rewards e.g. daily, weekly and half-termly based on their individualised targets for the half-term.

Summary:

This policy works in conjunction with the Whole School Pupil and Student Conduct Policy. It must work alongside rewards to promote positive conduct choices; we are looking for pupils to receive verbal praise, in addition to instant and delayed rewards and certificates. It is also important to bring a pupil's excellent and/or improved conduct to the attention of SMT and/or parents/carers.

The policy should also be followed at unstructured times.

Summary of Amendments:

Amendments to 3 warning system

Amendments to working towards reward trips – now weekly choice time and reward trips are now experience days relating to culture capital learning.

	Name/Initials:	Date:
Written By:		
Reviewed:	S DILLON	10.05.18
	J F-P	11.05.20
	J F-P	01.09.20
	JF-P	Feb 2021
	AOB	Sept 22
	EW and SO	Sept 25
	EW and SO	Jan 26