



# **Meadowhead School Academy Trust**

## **Behaviour for Learning Policy including Rewards and Sanctions**



**This is a policy of Meadowhead School Academy Trust.  
Meadowhead School is a Foundation School  
and a member of the  
Meadowhead Community Learning Trust**

**‘Engage, Enjoy and Aspire’**

**Staff Responsible: Steve Bacon, Kate Miller, Sarah Johnstone**

**Proposed: May 2018**

## Rationale

---

For effective teaching and active learning to be at the heart of Meadowhead, there needs to be a happy, secure, well-ordered and safe working environment.

Promoting positive behaviour requires the commitment of all members of the school community, students, parents, governors and staff. It requires consistency and fairness of practice across the school to ensure that all students know the standards of behaviour that are expected of them.

As part of a positive, “can do” ethos we seek to promote good behaviour through rewards supported by the appropriate use of targeted sanctions.

## General Principles

---

### Aims:

1. To maximise the effect of the school to positively influence behaviour
2. To raise levels of self-esteem so that students feel good about themselves and achieve their full potential
3. To clearly identify what is meant by good and bad behaviour
4. To ensure that the application of rewards and sanctions is consistent and systematic
5. To give school staff and students a sense of direction
6. To ensure students’ attitudes are consistently positive to learning and behaviour in a range of different teaching groups and towards a range of staff including administrative, support, cover , new and inexperienced staff
7. To support students to make an exceptional contribution to a safe, positive learning environment where they make every effort to ensure others learn and thrive
8. To produce students with high levels of engagement, courtesy, collaboration and cooperation with an excellent, enthusiastic attitude to learning, enabling lessons to proceed without interruption. Students who are highly adept at managing their own behaviour.

## The Curriculum and Learning

---

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of the individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear learning objectives, understood by the students, and success criteria. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the student’s efforts are valued and that progress matters.

## Classroom Management

---

Classroom management and teaching methods have an important influence on student's behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the student to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Teachers should be fully aware of students who have particular behavioural issues and use agreed strategies to manage behaviour effectively to ensure positive outcomes. This would include rewards and sanctions as appropriate.

## Responsibilities

---

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school - parents, staff, governors and students - to ensure good behaviour.

Students' responsibilities have an essential part to play in relation to the policy. Students are to show respect for and co-operate with all members of the school community, who work among them and have charge over them.

**Staff** responsibilities are to:

- model leadership.
- seek to raise the self-esteem of all students and develop their full potential.
- work in close co-operation with parents in matters of behaviour management and to encourage students to take responsibility for their own behaviour.
- recognise and celebrate student's achievements.
- create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure.

**Students'** Responsibilities are to:

- abide by the School's Code of Conduct
- work to the best of their ability and allow others to do the same
- treat others with respect
- obey the instructions of school staff

- take care of property and the school environment
- co-operate with other student and adults
- complete work, homework and any coursework to the best of their ability
- wear uniform correctly at all times during the school day. Students should arrive and depart correctly dressed
- attend school and arrive on time
- be Good Citizens (see Appendix 1).

**Parents, Guardians and Carers** have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour for Learning Policy. The policy cannot be seen in isolation from the parent's task as being primarily and principally responsible for their child's education.

Under the policy, parents are expected to co-operate with Meadowhead School Academy Trust and work with teachers and other members of staff to help their child develop to their full potential.

**Parents / carers'** responsibilities are to:

- abide by the Home/School Agreement (see Appendix 2)
- support the Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- attend Parents' evenings and support school functions
- support the school in achieving a minimum 95% attendance rate for their child
- inform the school of any absence
- ensure their child arrives at school on time
- ensure their child is in full school uniform and wears that uniform correctly
- ensure their child completes homework and coursework to the best of his or her ability.

**Governors'** responsibilities are to:

- ensure that the appropriate policies are in place
- ensure that policies are being applied fairly
- support the Headteacher and other staff awarding rewards and presiding over sanctions especially exclusions.

**Acceptable behaviour:**

- can be defined;
- includes respecting others;
- includes listening to and responding to teachers;
- includes avoiding conflict with others.

Above all it means our students **accepting responsibility for their own actions and their own learning** and ensuring that they do not affect the education of others by poor behaviour.

## **What is 'Bad Behaviour'?**

Bad behaviour (also known as misbehaviour) are actions which are unacceptable to the teacher and other staff and contribute to causing any of the following:

- distress;
- disruption;
- destruction;
- disfigurement;
- interference;

to the School's community or property. Misbehaviour is also classified as acts that break the School's 'Code of Conduct'.

The School has defined 2 levels of Misbehaviour: Minor and Major.

### **Minor acts of Misbehaviour**

Minor acts of misbehavior include:

- talking in the classroom when the teacher is talking to a class;
- not doing what a teacher has asked to be done;
- not doing homework;
- shouting out answers in the classroom;
- having mobile phones in school;
- chewing gum on school premises;
- wearing clothes (including shoes) that are not within the school uniform guidelines;
- bringing unnecessary items to school (e.g. toys and accessories);
- pushing into lines;
- throwing anything in the air (unless appropriate for a lesson);

### **Major acts of Misbehaviour**

A major misbehaviour is when a pupil:

- talks to a teacher in any of the following ways:
  - disrespectful;
  - argumentative;
  - rude;
  - confrontational;
  - intimidating.
- lies or answers back to a teacher;
- walks away from a member of staff (who is addressing the pupil);
- disrupts a class, making it difficult for the teacher to teach or for other pupils to learn;
- refuses to hand something over to a member of staff when asked;
- refuses to fulfil a reasonable request from a member of staff;
- leaves the classroom or the school without permission;
- does not attend lessons;

- does not attend detention;
- brings any hazardous item to school (e.g. matches, lighters, superglue, etc) or any item that can be used as a weapon to school (excluding normal stationary);
- uses any of the School's items or equipment as a weapon;
- throws any items with the intension of intimidation, harming or causing damage;
- damages the School's property or property of another pupil or member of staff;
- sticks chewing gum under chairs or furniture;
- does any form graffiti;
- intimidates another pupil (see anti-bullying policy);
- fights with other pupils;
- faces up to another pupil in readiness for a fight;
- swears (including use of swear words in conversations);
- displays any form of racist, sexist or homophobic behaviour;
- makes up stories (rumours) about others;

This is not an exhaustive list but does show clearly the types of behaviour which are considered to be unacceptable under any circumstances.

### **Other Incidents**

Other incidents which will cause concern are pupils who:

- regularly arrive late to School;
- regularly do not bring in required items to school (e.g. pens, books).

## **Rewards**

---

It is part of our policy at Meadowhead School Academy Trust that every student will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, our Behaviour for Learning Policy has been developed to contain Classroom Rules and Corridor Rules - each student is entitled to be taught in classrooms free from disruption and to be able to walk about school free from harassment.

We also have a system that brings reward to those who behave well. The foundations of our Behaviour for Learning Policy at Meadowhead School Academy Trust are the following 3 elements:

- Rewards
- Rules of the school
- Consequences.

Students should always be commended for good behaviour. At Meadowhead School Academy Trust we believe that students learn by praise, reward and celebration of achievement.

The list below illustrates the various rewards that are given out in school:

1. Verbal and non-verbal praise by staff.
2. Stamps and comments in books and planners.
3. Positive letters home / Postcards.
4. Comments on SIMS
5. Public recognition of achievement: assemblies, newsletters, annual and termly Celebration Assemblies.
6. Group achievement recognition: rewards and trophies based on attendance and punctuality, sporting and other competitions.
7. Individual effort / achievement recognised by Phoenix Awards.
8. Learning Manager Awards
9. Head of Year Awards.

### **Phoenix Awards**

One of our key values as a school is to 'Engage and Inspire All' and we believe that to do this we need to recognise all of the successes that students have, using systems that enable us to reward the contributions of all.

We have branded our positive support acknowledgments structures as the 'Phoenix Awards'.

The aim is to reward students in lessons and around the school on a frequent basis to foster an atmosphere of success.

The smallest denomination of award in the Phoenix system is valued as 'silver'.

The silver award is often issued to students for one off contributions, such as a particularly good piece of work or an involvement in an activity supported by the school.

Silver awards are recorded by teachers, support staff and students and build up to form higher currency recognitions.

The recording system works as follows:

10 'Silver' awards equates to 1 'Gold' award

10 'Gold' awards equates to 1 'Platinum' award

Pupils are awarded a Phoenix badge once they achieve 50 Golds

And 10 'Platinum' awards equates to 1 'Diamond' award.

} these are recorded on SIMS and are available for parents/carers to view on the Parental Portal.

In the older year groups rewards are linked to "competencies" which have been developed with business partners. The competencies help students recognise the skills they need in order to be successful in our sixth form and in the work place.

The competencies can be awarded in the following areas:

- Attitude and Determination
- Creativity and Imagination
- Independence and Initiative
- Leadership and Teamwork
- Planning, Preparation and Organisation
- Reliability and Responsibility.

To enable competencies to be part of the overall Phoenix awards structure we have given each competency a value that equates to one 'gold' award. Students combine their lower school 'gold' awards and 'competencies' to achieve the higher platinum and diamond awards in the hope that they can reach the prestigious 'diamond' award.

For the students to attain the 'diamond' award they will have had to work consistently hard over a significant period of their time at Meadowhead School Academy Trust and will have made a real contribution and impact to their community. We acknowledge their achievement by proudly displaying their names on our honours board. The board sits at the very heart of the school building, in the Rosling and is a permanent reminder of the success that any student who manages to achieve the 'diamond' award has had.

Each year group holds a celebration event at the end of each term where many students' contributions will be acknowledged. We have particular prizes and awards that recognise attendance, good behaviour and effort in school.

We also mark landmarks in students' educational journey with us:

- a lower school Record of Achievement event;
- an end of Key Stage 4 Record of Achievement Assembly;
- the prestigious GCSE Awards Evening that takes place each year in November and is held at the University of Sheffield's Octagon Centre.

At all three events, students will be nominated for prizes and awards across effort, attainment, progress and service to the school.

Sixth form students receive relevant rewards which help them to become successful in University applications and beyond. They earn their own rewards by engaging in a full and extensive enrichment programme. This is a ground breaking system that the school has created that aims to give all students a substantial opportunity for enrichment activities.

## **Rules**

To help us achieve our aims we have agreed a set of rules for around the school. These rules form part of our Behaviour for Learning Policy and students are expected to follow them at all times.

### **Rules of Behaviour for the Classroom**

1. Always be punctual, wait quietly and be fully equipped, ready to work.
2. Follow instructions first time - every time.
3. No loud talking, interrupting, teasing or name-calling.
4. Keep feet, hands and objects to yourself.
5. Stay on task and allow others to do so.
6. No mobile phones, iPods or MP3 players.
7. Wear the Meadowhead School Academy Trust uniform correctly at all times. No non-uniform items permitted.
8. No eating, including chewing gum or drinking, with the exception of water.

Between staff, pupils and governors, The Meadowhead 'Good Lesson Guide' and 'Good Learning Guide' have been developed and clearly state expectations for all lessons. They are displayed in all classrooms. (See Appendices 3 and 4).

## Corridor Rules

1. Obey staff instructions without comment.
2. Walk on the left in an orderly fashion.
3. Wear the Meadowhead School Academy Trust uniform correctly at all times - no non-uniform items permitted.
4. No running, shouting or pushing.
5. If rooms are locked, line up sensibly, in single file until allowed in.
6. Follow the safer, one-way system. Do not go down the Rosling stairs or those at the wide end of the Design wing.
7. At lunchtime, do not go onto the wings and only use the toilets on the Design wing.

## Consequences

Any student breaking our rules will be issued a corresponding consequence – the rules and consequences are explained below.

The following consequence sequence of poor behaviour and sanctions are displayed in every classroom.

## Our Sanctions Structure

As a school we always seek to reinforce and reward positive effort, attitude and behaviour. At Meadowhead these attributes are consistently demonstrated by the vast majority of students. However, if a student misbehaves or fails to produce satisfactory work in relation to their ability, various sanctions called **Consequences (C)** may be used.

Disruptive behaviour in the classroom is recorded publicly:

- |   |   |
|---|---|
| C1 - Verbal warning   | } these are recorded on SIMS and are available for parents/carers to view on the Parental Portal. |
| C2 - Second verbal warning                                  |   |
| C3 - Detention for 25 minutes (served the following Monday) |   |

Being sent out for extreme behaviour results in an automatic C3 detention. C3 detentions can be given for other breaches of school rules such as:

Smoking	Defiance	Truancy
Swearing	Persistent lateness	Refusal to remove hats, coats, hoodies
Chewing	Out of bounds	Damaging school property*

\*parents may be charged for any damage caused to school property

Parents will be notified of a C3 detention by either a letter/text/email (depending on contact details shared with the school by parents/carers). Parental consent is not required for detentions but the information is always shared.

## (C3) Detentions

These will be held every Monday, in the first (01) classroom of the corresponding year corridor. C3 starts at 2.50pm Heads of Year, pastoral managers and other year team staff in rotation.

Our detention system is based around Behaviour for Learning. Students will work, in silence, for the duration of their detention on work set by the referring staff member.

If more than one C3 is accumulated during a week then the length of the C3 is increased by 10 minutes each time, to a maximum C3 length of 45 minutes.

If a student with a C3 is not present in school on the corresponding Monday their C3 will carry over to the following Monday.

If a student is present in school on the corresponding Monday, but fails to attend their C3 the C3 carries over to the following Monday and increases to 35 minutes in length. If a student fails to attend the carried over C3, then they will be expected to attend a Senior Leadership Team (SLT) C3 on the Thursday of the same week. This will be communicated to parents via letter/e-mail/text. Failure to attend a SLT C3 will result in the student being in Isolation for the whole following day.

#### **(C4) Isolation**

The Internal Isolation Room is fully equipped with text books and appropriate work for all subjects across the Key Stages.

Staff will be informed of which students are internally excluded in the Internal Isolation Room and subsequently will ensure that appropriate class work is set for each lesson on a students timetable.

Students will not be permitted to partake of break or lunchtime with their peers.

Examples of behaviour which could lead to internal isolation:

- threatening behaviour
- bullying
- repeated disruption to the learning process (disrespect to other students)
- behaviour deemed to undermine the good order of the school
- smoking or being in the company of smokers
- vandalism
- swearing in the presence of a member of staff
- rudeness to staff
- fighting
- deliberate disobedience
- Failure to attend SLT C3
- leaving site without permission

In some circumstances completing the work provided by the isolation room staff, in silence, could result in a reduction of time spent in isolation to half a day.

#### **On Report/Attendance Card/Target Sheet/Homework Report**

Persistent offenders are referred to the Pastoral Manager who may place the student on one of the above reports. These could be to monitor behaviour, class work or homework in one subject or all subjects, or punctuality to lessons. Parents are asked to sign these reports each evening.

#### **Parental Interview**

More serious misdemeanours will result in parents being invited to school to discuss the situation so that co-ordinated action may be taken.

#### **Individual Support Plans (ISP)**

Meetings with parents can involve the completion of an ISP. Within this document the family and the school will consider the issues around the problems and discuss suitable support and intervention strategies that the school and home can put in place to the benefit of the student.

## **(C5) Exclusions**

Any behaviour that is deemed, in the judgement of the Headteacher, or in his absence, a Deputy Headteacher, to undermine the authority of a member of staff or adversely affect the health and safety of a member of the community, may result in fixed term exclusion. This would normally be for 1 to 5 days but in very exceptional circumstances could be up to 45 days in any one school year.

Parents/carers will be expected to bring the student back to school to be formally readmitted. Students cannot be readmitted to school without a parent / carer. A period of time in the Internal Isolation room may follow a fixed term external exclusion.

### **Permanent Exclusion**

The Headteacher may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass persistent bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Supply of an illegal drug, or the use of an illegal drug.
- Carrying an offensive weapon.

DfE Guidance states that *“permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.”*

REMEMBER: - The more serious consequences and sanctions are for the minority, the praise and rewards are for the majority.

The Meadowhead School Academy Trust's Behaviour for Learning Policy takes note of the guidance provided in the **DFE Guide “Behaviour and Discipline in Schools”** particularly the following ten key aspects of school practice:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Student support systems;
8. Liaison with parents and other agencies;
9. Managing student transition;
10. Organisation and facilities.

**Also, that disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.**

## Discipline in schools - teachers' powers

---

### Key Points

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school.

Teachers have a specific legal power to impose detention outside school hours.

Teachers can confiscate pupils' property.

This power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Parental consent is not required for detentions but is always sought.

### Power to search

As a school we follow the DFE guidance: Screening, searching and confiscation 2012

1. School is not required to have formal written consent from the pupil for a search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Banned items include:
  - knives or weapons
  - alcohol
  - illegal drugs / NSPs (legal highs)
  - stolen items
  - tobacco, cigarette papers, matches, lighters and e-cigarettes
  - fireworks
  - mobile phones

- pornographic images
  - any article that the member of staff reasonably suspects has been, or is likely to be, used
    - i) to commit an offence,
    - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
  4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### **Use of reasonable force**

As a school we follow the DFE guidance: Use of reasonable force 2012

#### *What is reasonable force?*

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### *Who can use reasonable force?*

1. All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006)
2. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### *When can reasonable force be used?*

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.

3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

## Policies

---

**The following policies form part of the Behaviour Policy but are policies in their own right and should be read with the Behaviour Policy:**

- Attendance
- Anti-Bullying
- Child Protection
- Dress Code.

} these are available for parents/carers to view on our school website.

**The following statements also should be read as part of the behaviour policy:**

### **Students' use of bad language**

Student-teacher relationships are of fundamental importance both inside and outside the classroom. Students are expected to be polite at all times. Swearing will not be tolerated whether it is directly to a member of staff (teaching or non-teaching), another student or indirectly when a teacher hears such language.

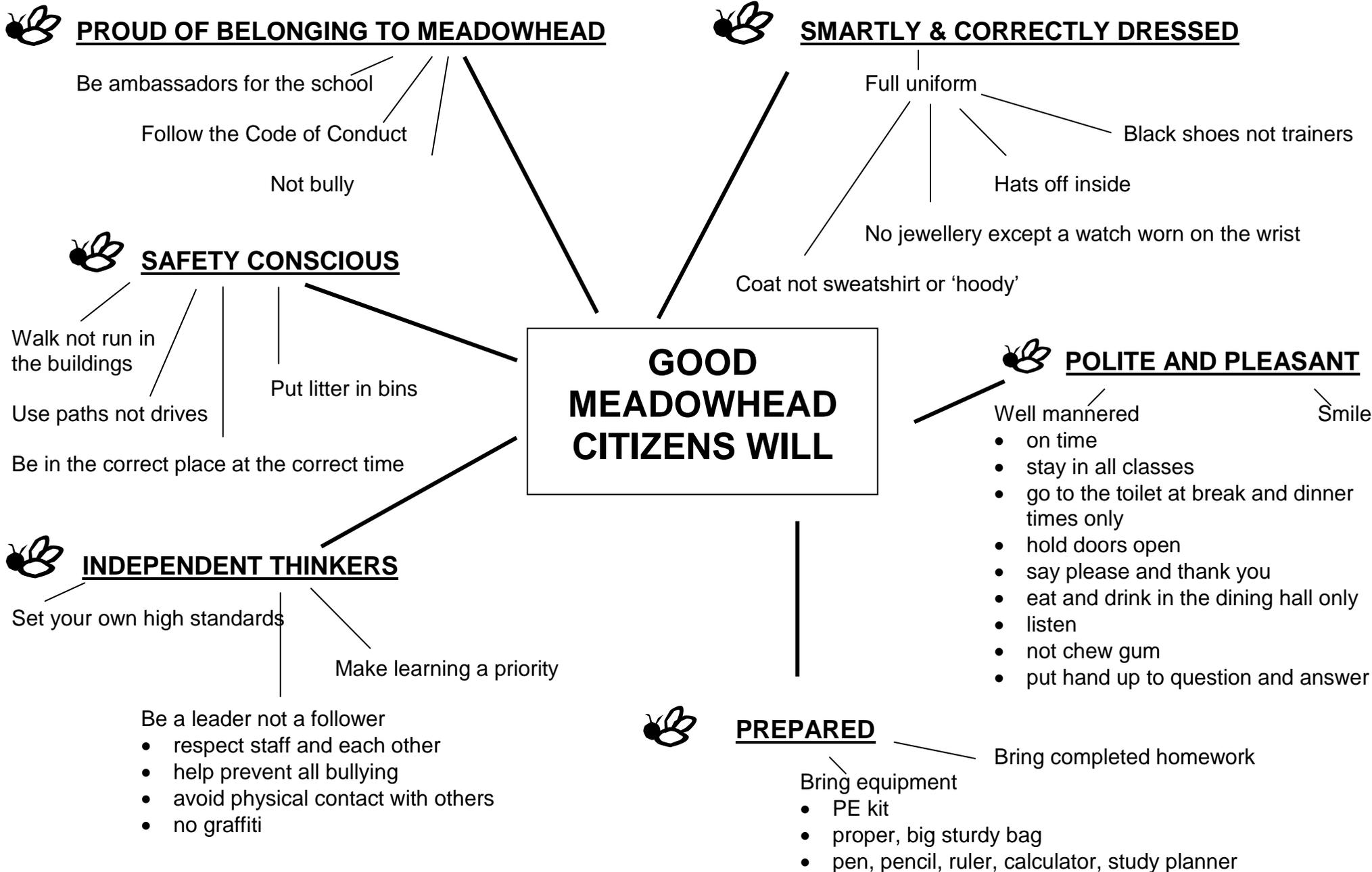
If such an incident should occur, an isolation period may result after which readmittance back into the normal teaching environment would only occur after reassurances from both the student and the parents/guardians.

Reoccurrence of such an incident would incur an exclusion period.

### **Smoking in School**

1. Students are actively encouraged not to smoke. This forms part of various curricular programmes of study but also is part of the hidden curriculum.
2. The effects on health are discussed as early as Year 7 in the PHSE programme and also in Science courses. Other social aspects of smoking, e.g. peer pressure and the skills needed to effectively manage this pressure form part of the teaching in the Ethics programme.
3. Students are made aware of the legislation prohibiting smoking in public places and that they should not smoke on or near the school premises or on the school buses. Any student found smoking is punished by the appropriate Year Team and a letter is sent home explaining to parents and students that if they fail to comply with school rules and disobey them by smoking again, they will be placed in isolation for one day with a possible fine being issued.
4. Any confiscated cigarettes, matches, lighters etc. will be disposed of / given to the police.

## Appendix 1



## Appendix 2

---

### Home - School Agreement

#### Parents' or Carers' Responsibilities

**We believe positive, supportive links between the school and parents greatly increase the chances of education success and social development of individual pupils.**

We ask that parents / carers of all new students agree to the conditions below. They should:

- Ensure that pupils attend regularly and on time and in full uniform
- Ensure that, wherever possible, holidays are not taken in term time
- Contact school on each and every day of absence and send in a letter on return
- Attend all meetings arranged between home and school e.g. - Parents' Evenings, Progress Day, Attendance Meetings, Exclusion Meetings etc.
- Encourage acceptable behaviour at all times, both within and outside school. Respecting others - pupils, support staff, teachers and our community neighbours
- Support the school in working within the 'Every Child Matters' (ECM) agenda:
  - Staying Safe
  - Being Healthy
  - Achieving Economic Wellbeing
  - Enjoying and Achieving
  - Making a Positive Contribution
- Contact the school if they have any concerns
- Ensure that pupils are working hard and making progress - being aware of 'working at' levels and of targets being set
- Ensure that homework is a priority
- Act as good role models

**Meadowhead prides itself on the high professional standards of its staff. Abuse and aggression from parents / carers towards any member of staff will not be tolerated. Any such incidents will be taken very seriously and action taken.**

#### **CODE OF CONDUCT AGREEMENT**

I/We, the parent(s)/carer(s) of ....., have read and understood the school's Code of Conduct.

I/We accept the guidelines and undertake to encourage him/her to follow the terms of the Code of Conduct.

Signed by:

(Chair of Governors) ..... (Headteacher) .....  
(Parent/Carer) ..... (Pupil) .....

## Appendix 3

---

### MEADOWHEAD GOOD LESSON GUIDE

Staff and Students can expect that:

#### **Before the lesson:**

- the lesson will have been planned and the appropriate resources prepared
- homework will have been completed and books marked up to date
- the room will have been suitably arranged and seating planned as necessary
- the teacher will be aware of any special needs and have briefed any support staff
- the teacher(s) and students will arrive at the lesson on time
- the teacher and students will have high expectations and be ready to teach and learn

#### **At the start of the lesson**

- everyone will enter the room in an orderly fashion
- everyone will stand quietly and then respond to the teacher's welcome
- students will be seated quietly, remove their coats and prepare their 'workstation' whilst the register is taken
- pens, pencils, rulers, study planner, calculator and books should be set out in most classroom lessons
- coats should be removed and bags put safely on the floor
- a focus or objective for the lesson will be written
- the previous lesson will be recapped and feedback on marked work will be given
- there could be a starter activity enabling early student involvement

#### **During the lesson:**

- active involvement from everyone with the emphasis on learning
- a safe and positive environment
- high standards of behaviour
- varied work suitable for all
- independence and individual attention
- pace and praise
- everyone to stay in the room

#### **At the end of the lesson:**

- homework will be clearly set and recorded in study planners in good time for all students to understand expectations
- there will be a recap of the learning that has taken place – linked to the next lesson where possible
- students will be praised for good conduct, work etc
- the room will be left neat and tidy, the board cleaned, litter picked up, equipment stored neatly and furniture left correctly
- students will be dismissed in a controlled, orderly fashion, not before the bell but on time so that they will arrive promptly to their next lesson
- staff will stand in the doorway to ensure a calm exit away from the classroom along corridors

#### **After the lesson**

- good conduct will be followed up with phoenix awards
- any students sent to the duty teacher will be seen by the class teacher. C3s will be issued as necessary. Poor behaviour must be seen to have consequences
- there will be feedback from support staff and a review or evaluation used to inform future planning
- all staff and students will move quickly and quietly to their next lesson and arrive on time

## Appendix 4

# Meadowhead Good Learning Guide

## Meadowhead students should:

Arrive on time, prepared and ready to learn.

Enter all lessons in an orderly manner and stand quietly for the teacher.

Be organised:

- Coats hung up
- Bags stored away
- Equipment out and ready to use



During the lesson:

- Listen carefully
- Co-operate
- Take an active part
- Complete tasks to the best of their ability
- Respect everyone else



Leave the lesson:

- Calmly and in an orderly fashion

Do homework:

- Record accurately in study planner
- Complete to the best of their ability
- Meet deadlines set



### Do you:

- Know your 'working at' grades?
- Know your target grades?
- Know how to improve?

# TAKE RESPONSIBILITY FOR YOUR OWN LEARNING