



Codsall Community High School

Behaviour Policy

“You **can't** go back and **change the beginning**, but you can **start** where you are and **change the ending**.” **C.S. Lewis**.

THE CODSALL WAY - At CCHS we make the right choices.

The Codsall Way aims:

- To create a school of which all can be proud; a feeling of belonging and pride where students feel safe and are able to fulfill their potential because they are taught to take responsibility for their own actions and **make the right choices**.
- To create a community which **celebrates success**. Where individuals support and encourage one another, modelling the behaviour they expect to see in others.
- To create culture of **ambition, altruism, achievement** and learning everywhere in the school, where expectations are clear and interventions are purposeful leading to increased student motivation, improved academic achievement and wellbeing.

Rewards for making good choices

At CCHS there are a number of rewards that are used to acknowledge students' achievements. Achievement points are issued on SIMs for:

Ambition

- Outstanding homework
- Outstanding determination or resilience
- Attending an extra-curricular session or club
- Excellent effort and behaviour in a lesson
- Entering a House Competition
- Nomination for Learner of the Month

Altruism

- Helping out at a school event
- An act of selflessness or kindness
- Contributing to an atmosphere where everyone can learn and achieve
- Community or Charity work

Achievement

- At or above target in a subject test
- Representing the school
- 100% attendance for a half-term
- Demonstrating leadership qualities
- SLT/Head of Year/House Leader Nomination
- Winning a House Competition/Learner of the month

Additional Rewards

Daily – Weekly

Praise This can be verbal, written or an EduLink message or phone call home. Praise can be given in front of the peer group in lessons or in front of the whole House during assemblies. This can be particularly useful where there are no obvious formal rewards e.g. for courtesy, responsible behaviour. It is important that we do not underestimate the effect of praise as a reward.

SLT/HoY nominations Senior staff will visit classes weekly to ask for the names of students doing things right. Each student will be awarded 3 Achievement Points and have their name printed in the School Newsletter.

Display of Work The display of good pieces of work is an effective motivational strategy.

Publication of Achievement Student success is formally celebrated in the School Newsletter and on the School website/social media accounts.

Monthly

Executive Headteacher's Learner of the Month - Monthly nominations for Learner of the Month to be taken from lists of students doing the right thing collected by SLT/HoY. One student a month in Years 9-11 will receive a certificate, 10 Achievement Points and gift voucher in the amount of £20. These will be given out in assemblies. (£60 per month).

Termly

Tie Reward Evenings - Ties will be issued for in evening presentation ceremonies to students with Conduct of +150 Conduct Points (bronze), +300 Conduct Points (Silver) and +450 Conduct Points (Gold). Parents/carers will be invited. Each student with a bronze tie or above will also be entitled to extra rewards e.g.:

- **Movie and popcorn experience** Students with reward ties in Years 9-11 will receive an invitation to a movie during the last week of term.
- **Prize draw** - The names students with reward ties in each Year with the are put in a prize draw – the prize being a £50 gift voucher. (£150 per term)
- **Queue jump** – On given days (separate for each Year), students with reward ties will be entitled to queue jump at lunch time and be served first.

Effort Lottery Competition The form competition will be run termly. 2 students from each form will be chosen to represent the form. Their effort grades will be monitored for a week. At the end of the week, the form with the lowest average effort points (1 being outstanding), will receive a prize.

Yearly

Positions of responsibility Student's positive qualities are recognised by their appointment to posts of responsibility. Each year House Captains are appointed from Year 11 students. Students can also be elected to be part of the School Council.

Year 9-11 Awards Evening Students from Years 9 and 10 are nominated by teachers in all subjects for **Ambition** and **Achievement**, and by Form Tutors for **Altruism**. Students are publicly praised for their efforts and rewarded with not only staff, but parent/carer presence.

End of year assembly At the end of the year a Whole School Assembly celebrates significant achievements throughout the year and totalises Conduct Points. the Attendance Cup, Conduct Cup

and House Cup is presented and later displayed in the trophy cabinet with the appropriate House ribbon.

Support Pastoral help will be offered to the student in a bid to support positive behaviour and self-image. This includes but is not limited to:

- Mentoring/anger management,
- Sixth Former mentoring to raise aspirations,
- External mentoring programmes,
- A Base 25 referral,
- A Careers Guidance session,
- The Hope Project,
- An SEND referral,
- A T3 referral.
- Bullying interventions – Girls on Board. Anti-bullying assemblies. Anti-bullying lessons in PSHE. Please see Anti-Bullying Policy for more detail:
<https://www.cc-hs.com/pdf/All/Federation%20Anti-Bullying%20Policy.pdf>

Continued poor behaviour and defiance may result in sanctions being escalated to a Pastoral Support Plan, a day in Refocus, a Fixed Term or Permanent Exclusion.

Pre-emptive work with Year 9

All Year 9 **students** are explicitly taught how to make good choices. CCHS Behaviour Curriculum will be explicitly taught to Year 9 in September through PSHE and assemblies. It will then be picked up in form tutor time periodically for further reinforcement. Students will practice entrances where they will be greeted by teachers, orderly exits, expectations and rules in their first week at CCHS in lessons, tutor time, assemblies and as part of PSHE.

Entrances and exits from assembly to be practiced in week 1 – no talking, coats off, sit in silence.

Uniform will be checked daily by **tutors**. Any issues will be referred to Head of Year 9 and the Year 9 Pastoral Manager. All uniform infringements must be corrected by the Monday of the following week by the parent/carer or by the school issuing loan items of uniform or students will be placed in Refocus (See appendix 3).

Teachers set the “weather” in their classrooms; they should **meet and greet students** at the door of the classroom, **have resources ready, stay calm** when dealing with students and be prepared to **give out more rewards than sanctions (5 to 1 ratio** of praise to censure). Seating plans are expected. These are down to the individual member of staff to arrange but girl/boy seating plans are preferred where possible. Staff should **dismiss students in an orderly fashion** to help the colleague who will teach those students next lesson (See appendix 1).

All **teachers** pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on 100% effort in the classroom. Students will be taught how to listen to instructions, explanations and discussions, work quietly for reading, writing and practice. As soon as any slouching, daydreaming, or distracting occurs, teachers swiftly use these pre-emptive reminders:

1. Non-verbal **signal**: hand signal, eye contact, facial expression, shake head, sharp pause, walk up to/near student.
2. General unnamed **reminder** ‘Just waiting for 100% attention. We need 100% attention.’
Then named **reminder**: ‘David, at Codsall we make the right choices. I need you to focus now. Thank you.’
3. **Warning**: Quietly to the child “You are still calling across the room. This is not a good choice as you are disturbing the learning of others. This is your warning.” Record the warning in a discrete way, not on the board. Student receives an effort grade of a 3 for the lesson.

Members of staff should set personal/department detentions for failure to complete homework but whole school sanctions always take priority.

A new **parents** evening will be held within one month and any continuing or new behaviour/uniform issues will be discussed with parents.

Making choices in class

Posters clearly explaining *The Codsall Way* will be displayed in all classrooms and key areas around the school. Whilst sanctioning poor behaviour, the school will work with students to reflect on their actions and put interventions in place to prevent reoffending. **Reasonable adjustments** are made to take into consideration students with specific needs (see STAR).

The vast majority of students at Codsall Community High School will make the right choices and demonstrate good or excellent behaviour and effort in their lessons. This is recognized by staff and communicated to parents.

Excellent effort and behaviour (1)	Grade 1 is given when students complete all classwork and homework to the best of their ability; they help others with their learning and do not misbehave. Student receives one Achievement Point.
Good effort and behaviour (2)	Grade 2 is given when students complete all the classwork to the required standard and do not misbehave.

Student needs reminding that they have to make good choices (R)	<p>Remind students of the behaviour expectations of the school, for example, General unnamed reminder ‘Just waiting for 100% attention. We need 100% attention.’</p> <p>Then named reminder: ‘David, at Codsall we make the right choices. I need you to focus now. Thank you.’</p> <p>Then go over to check that the student knows what to do and how to do it, “Do you know how to solve this equation?”.</p>
Student makes the wrong choices (3)	<p>Warning given quietly and discretely if possible, “You are still calling across the room. This is not a good choice as it is disturbing the learning of others. This is your warning.” and take action if needed, for example, move student to a different seat.</p> <p>Student receives a grade 3 for the lesson, 1 Behaviour Point. 3 x 3s in a subject = a 30 minute class teacher/department detention.</p> <p>No Machine Gunning. If possible, staff must allow at least 3 minutes in between each warning to allow students to refocus and reflect on their actions. Staff must try not to rise to secondary behaviours following the first warning.</p>
Choices do not improve (4)	<p>Student is told “<i>Your conduct has not been to the expected standard because you have continued to disturb learning by not doing your work. No-one has the right to interrupt the learning of others. You need to make your way to the Pastoral Office. They know you are coming and will expect you there within the next 4 minutes.</i>”</p> <p>If time has been given to a student for them to change their behaviour (3 minutes minimum) but their conduct is still the student will be graded 4, referred to the appropriate Pastoral Manager who will assess the situation and normally send the child to the Refocus Room for 5 lessons (including the lesson they are sent from – this may go across more than one day), and potentially a 60 minute detention* The member of staff who refers a student to PMs to escort to Refocus will be required to meet with the student whilst they are in Refocus (during a free lesson, break or lunchtime) so that a restorative talk can take place.</p> <p>It is the student’s responsibility to make their way to their Pastoral Manager swiftly. Failure to do so will result in a 1 hour after school detention for making the wrong choice. Student will receive 4 Behaviour Points.</p>

Refocus

Students who receive a grade 4 in a lesson and the Pastoral Manager and/or Head of Year and/or member of SLT deem it necessary to refocus the student, that student will work in Refocus in silence for 5 lessons including the lesson in which they were referred.

*If a student makes the right choices following their referral to their Pastoral Manager (goes directly to Pastoral Managers' office, speaks calmly to PM, behaves to the expected standard for their 5 lessons in Refocus) they earn back the detention time and will not have to serve the detention.

Deliberate non-attendance at a school detention is not a good choice and does not reflect the conduct expected at CCHS. This choice will result in Refocus for 5 lessons (including the lesson that they are referred) and a one-hour detention. *

Work will comprise of Character Education work lesson 1, English Language lesson 2, English Literature lesson 3, Science lesson 4 and Maths lesson 5 regardless of students' individual timetables.

Students will remain in Refocus for break and lunch. Food will be delivered to Refocus for students.

Behaviour expectations in Refocus:

If a student is placed into Refocus they must do the following:

1. Hang their coat up on a hook in Refocus.
2. Put bags and belongings under their coat
3. Complete a reflection sheet
4. Complete the work expected in silence and make the right decisions about Conduct to earn back 1 hour detention
5. Take part in a restorative conversation with the member of staff who referred them to Refocus (if from a lesson).

Making good choices and complying with the rules will result in the student "earning back their one-hour detention". Failure to comply with the above will result in the serving of their one-hour detention and may result in a fixed term exclusion.

Warning system:

1 – Child receives a verbal warning and a note is made by the Isolation manager that the warning has been issued.

2 – Pastoral Manager is contacted. The student is removed to a different room by the Pastoral Manager and parents are contacted. Parent asked to speak to student about their behaviour. Parent informed about next stage of warning process.

3 – In the event of further poor behaviour, the student will receive a Fixed Term Exclusion and will have to complete their Refocus day in full once reintegrated.

Heads of Year will monitor the frequency of visits to Refocus. Students who are referred to Refocus **3 times in one term** will be placed on report and will join a mentoring programme for group and/or 1-2-1 sessions.

If a student is referred to Refocus **5 times in one term**, and membership of a mentoring programme has not shown an improvement, parents will be called into school and the student will be put on a Pastoral Support Plan.

STAR (SEND Track and Review)

PMs will check if students referred to them have SEND. A STAR log will be filled in for those students.

If a student with SEND is referred to Refocus from the same subject on multiple occasions, a referral will be made to the SENDCo so that they can liaise with staff to ensure the students' needs are being met. PMs can decide to send a STAR student to LSC for the lesson instead of Refocus for 5 lessons in certain extreme circumstances. A restorative talk with an SEND student will still take place and can also include the student's link TA if the SENDCo believes this will be helpful.

Sanctions for making the wrong choices

1st bell	A warning bell will sound 5 minutes before tutor time and lessons 3 and 5 to signal time to move towards classes. If students arrive after the bell for the start of class they are late (see below).
2nd bell	A late bell will sound during lessons 1, 2 and 4 five minutes into the lesson. If students arrive after this bell, they are late (see below).
Tutor time	If tutor time, record L, LGR to be recorded only if there is a good reason for lateness.
Late to lesson after the late bell without a good reason	Logged on SIMS as "LLD – Late" and 1 Behaviour Point. Student awarded an effort grade of 3 for the lesson. As with behaviour: 3 x 3 = detention (30 minute teacher detention or the department can run weekly detentions on a rota). Failure to attend detention – another issued. 2 x no show = LT detention (60 mins). Failure to attend a LT detention = Refocus.
Truancy	Student 15 or more minutes late this will result in a referral to PMs.
Mobile phone used during the school day	The phone will be confiscated by the member of staff. The member of staff will take the phone to student services where it will be kept in a named and dated envelope. If a member of staff cannot take the phone to student services a Pastoral Manager will be called to carry out this task. See Mobile Phone Policy.
Uniform infringements and issues	Students are asked to correct uniform issues by their tutors/teachers. Students who have seen their HoY or PM with a note from a parent/carer containing a reasonable reason will be given until the following Monday to correct a uniform infringement and will have a note to that effect showing dates. Help/loan uniform offered. Notes will be followed up each Monday. If they are not correctable (e.g. hair colour outside natural colour range) or a student refuses then the student is referred to their Pastoral Manager and will usually be sent to Refocus until it is corrected. See Uniform flow chart appendix.
Student does not complete homework by the time it is due	Teacher logs on SIMS as "HWK – Failure to do homework" each time and reminds student that homework needs to be completed and handed in before next lesson. EduLink message to be sent home.

Student does not complete homework to the required standard	Teacher logs on SIMS as “HWK – Homework not done to the correct standard”, which leads to a text home each week, and tells the student what they need to do to improve their homework before next lesson. EduLink message to be sent home.
Continued homework infringement	Student given teacher/subject detention. Log on SIMs as “Subject Detention - HWK”. Members of staff should set 30 minute personal/department detentions for failure to complete homework but whole school sanctions always take priority. EduLink message to be sent home. Failure to attend this detention leads to a 60 minute LT detention. If they fail to attend that they will be sent to their PM for referral to the Refocus for 5 periods (including the period they are sent), including a 60-minute detention*, parents/carers will be contacted.

Sanctions for making the wrong choices around school site

All of the below incidents will result in a 20-minute Head of Year detention and 1 Behaviour Point for:

Being in an out of bounds area without a good reason	Unnecessary physical contact/potentially dangerous behaviour including “play fighting”
Taking another student’s property	Swearing/using unacceptable language or being verbally aggressive to another student
Dropping litter and refusing to pick it up	Deliberately throwing water onto another person
Running/shouting in the school corridors	Vandalism/graffiti - Parents/carers will also be contacted and may be asked to replace item/pay for repair

If a student fails to serve this detention, they will serve a 60 minute after school Pastoral Detention. If they fail to attend that they will be sent to their PM for referral to the Refocus for 5 periods (including the period they are sent), including a 60-minute detention*, parents/carers will be contacted.

Making the wrong choices whilst off school premises

CCHS students are expected to make the right choices and be positive role models at all times. The expected standard of behaviour described in this behaviour policy therefore applies when a child is taking part in any school organised or school related activity, travelling to and from school whilst wearing school uniform or is identifiable as a student at the school. **Any student misbehaving off school premises will receive an appropriate sanction.**

Report

Physical Report Cards will not be used. Instead the Head of Year will analyse lesson gradings and behaviour and achievement points for, and meet daily with, students whose behaviour is a cause for concern are for a minimum of two weeks. Parents will be made aware that this is happening by EduLink and Heads of Year will stay in regular contact with parents/carers during the monitoring fortnight. If a student fails to get all grade 1s or 2s each day this will lead to a HoY detention. Students are made aware of this when the monitoring is initially begun.

Lead Teachers can issue subject specific report cards to monitor effort in their subject area. LTs will inform Heads of Year if students are placed on subject report.

Sanctions for making the wrong choices leading to Serious Incidents

For all serious incidents, students will be sent to their PM/HoY in the first instance whilst a sanction is decided by SLTe.g.:

- a referral directly to Refocus with no warning (4 Behaviour Points)
- a fixed term exclusion (5 Behaviour Points)
- an SLT/Executive Headteacher's warning
- a Student Behaviour Panel meeting
- a referral to the Designated Safeguarding Lead
- a managed move
- a permanent exclusion
- police involvement (where appropriate).

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.) Students should be able to understand a request explicitly, "This is not the Codsall Way. I have asked you to ... This is a reasonable request and I expect you to make the right choice. I am going to give you 10 seconds to make to right choice" A student who is defiant will be given the opportunity to reconsider their choices with 10 seconds of silence from the staff member. Once the 10 second rule has been applied, if the student continues to be defiant this will result in Refocus for 5 lessons (including the lesson that they are referred).

2. Truancy or wandering for 15 minutes or more during a lesson. Students may only be out of lessons with the written permission of a member of staff. If a student breaks this rule and is out for more than 15 minutes of a lesson, this will immediately result in a referral to PMs. This will result in Refocus for 5 lessons (including the lesson in which they are referred).

3. Malicious setting off of the fire alarm. This is against the law, causes significant disruption to the whole school and will result in a fixed term exclusion.

4. Smoking/vaping is not permitted anywhere on the school site. If a student is seen smoking/vaping or has the clear intent to smoke/vape on the school site, this will result in a day in Refocus, 4 Behaviour Points and a phone call home. Smoking/vaping paraphernalia will be confiscated and returned to parents/carers only. A referral may also be made to appropriate external agencies to support the student.

5. Bullying. This may include but is not limited to physical or verbal abuse of others, offensive text messages or misuse of social networking or other internet sites during school time. Sanction from list above depending on details of individual incident.

6. Discriminatory and prejudiced behaviour. This may include but is not limited to physical or verbal abuse of others, offensive text messages or misuse of social networking or other internet sites during school time. Sanction from list above depending on details of individual incident.

7. Sexual harassment. This may include but is not limited to using sexually explicit words or phrases, sexting, using sexual threats. Sanction from list above depending on details of individual incident.

8. Sexual violence. This may include but is not limited to unwanted physical contact. Sanction from list above depending on details of individual incident.

9. Violent or dangerous behaviour. This may include but is not limited to fighting and threatening behaviour. Sanction from list above depending on details of individual incident.

10. Verbal/Physical abuse of staff. Sanction from list above depending on details of individual incident.

11. Possession or use of alcohol or drugs. Students **MUST NOT** bring drugs (including legal highs) and alcohol onto the premises. Students who choose to do so may receive a permanent exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.

12. Possession of or bringing a weapon or dangerous item on to the school site. This is against

the law and is extremely dangerous. Students **MUST NOT** bring onto the premises or have possession of knives or any such item intended to be used as a weapon or cause injury. Each incident will be dealt with on a case by case basis at the highest level to ensure the safety and well-being of the school population as a whole.

13. Serious one-off incident that has a serious detrimental impact on the welfare or education of another student or students. Sanction from list above depending on details of individual incident.

14. Repeated serious breaches of school behaviour policy. Sanction from list above depending on details of individual incident.

15. Malicious Allegations against staff. CCHS places the safety and security of all its students above anything else. We take all reports of staff misconduct seriously, imposing the correct measures whilst an investigation is ongoing. Similarly, we take the professionalism of our staff seriously. Where an allegation is made that has no truth to it then we must ensure our staff are protected, therefore the sanction is amongst the strongest we can take.

Where a student is proven to have made a malicious allegation against a member of staff that will be reviewed on a case by case basis. It must be recognised that this may result in the permanent exclusion from the school. It may be possible to seek an alternate place for some students within the authority through an LA agreed managed move; however, this is not always possible.

Power to Search without Consent

CCHS will not tolerate any dangerous items brought onto school site. If it is deemed that items threaten the safety or well-being of any member of the school or wider community these items will be confiscated and the police may be involved. Any found item(s) will be handed over to the police and the Permanent Exclusion of the student will be considered.

The Education Act (1996), Part X, Chapter II, as amended allows CCHS School Leadership and the Pastoral Team to search students without consent if it is believed that a student has brought into school any prohibited item(s). Prohibited items could include things such as; weapons, knives, alcohol, illegal drugs, stolen items. The list is not exhaustive. Our ability to discipline students and maintain an orderly and safe environment in school can, on occasion, rely on the confiscation of items from students. Any item that is confiscated is placed in an envelope and placed in the school safe. Parents/careers are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement may be made for the students to either take the item home at the end of the school day, or for parents to collect the item(s) from School Reception. If a confiscated item is not collected within 4 weeks, the items may be disposed of. Any prohibited items that are confiscated may be disposed of at the school's discretion.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Students who wear inappropriate items of clothing to school, including hoodies and trainers may also have them confiscated by any member of staff. Students will be available to collect these items at the end of the school day.

The Use of Reasonable Force

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. 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. 'Reasonable in the circumstances' means using no more force than is needed. 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. 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. 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.

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 a 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; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts. See further DfE guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf.

Fixed Term Exclusions

If a student receives a Fixed Term Exclusion, then the following will happen:

1. The parent/carer is called to inform them of the exclusion
2. The parent receives a letter home informing the parent/carer of the exclusion and a re-entry date. The student receives 5 Behaviour Points.
3. The parent/carer is required to attend a re-entry meeting or confirm a new date and time. The incident is discussed at the meeting, which is held by the Head of Year or a member of SLT.
4. An action plan is agreed to make every effort to avoid this situation happening in future. The student will be placed on Head of Year report for a minimum of 2 weeks. They will meet their HoY during form time.
5. If this does not show improvement, the student may be placed on Pastoral Support Plan.

SLT and Student Behaviour Panel after a Second Fixed Term Exclusion

This is where a child is at real risk of a permanent exclusion. This is usually with governors, school staff, parents/carers and the student. This is usually seen as a final warning and further serious breaches of the school conduct system could result in permanent exclusion.

- Initial meeting to review all the steps taken by the school and their impact
- Meet with parents/carers and student to remind them of expectations and consequences
- Consider refer to District Inclusion Panel for a Managed Move (DIP)

Pastoral Support Plans

These can be issued if a student has been referred to Refocus 5 times in a term, or is a student's behaviour does not improve despite Head of Year monitoring. Pastoral help will be offered to the student in a bid to support positive behaviour and self-image. This includes but is not limited to mentoring/anger management, a mentoring programme, a Base 25 referral, a Careers Guidance session, the Hope Project, an SEND referral. PSPs will be framed around the school's core values. Students will be set targets that reflect Ambition, Altruism and Achievement. The compulsory targets will be written on the student's report card and all targets evaluated in all PSP meetings.

Ambition

Compulsory target – Attend and take an active part in a Careers session with the schools' external CEIAG advisor.

Optional (choose one) –

1. Ask for, complete and submit extra work for a subject of your choice.
2. Enter a whole school or House competition.
3. Compete for a school team.
4. Sign up for and attend an after school extra-curricular activity.

Altruism

Compulsory target – Show good manners in all lessons and around the school site.

Optional (choose one) –

1. Help at home by completing a chore regularly.
2. Volunteer to help another student by mentoring them in a sports club.
3. Volunteer to help out other students and staff at homework club/mentoring them in a subject.
4. Raise money for a charity of your choice.

Achievement

Compulsory target – Achieve grade 1 or 2 in at least 90% of lessons.

Optional (choose one) –

1. Improve your grade in a milestone in your chosen subject.
2. Improve your attendance in line with the school target of 95%.
3. Improve your Conduct by 20%
4. Achieve at least 1 grade 1 every day

Roles and Responsibilities

Creating a positive climate for learning is the responsibility of the whole school community - staff, parents/carers and students. When students **make the right choices**, they will be rewarded. Rewards and behaviour rules will be applied consistently for all students by a team of staff.

The Role of Students:

- **make the right choices**;
- be **ambitious** and to want to succeed working to the best of their ability;
- be **altruistic** treating and speaking to others with respect and kindness, be on time, wear uniform correctly, listen respectfully when others are talking, follow instructions from any member of the school staff straight away;
- **achieve** well by allowing and supporting others to learn.
- monitor their Conduct points on EduLink.

The Role of the Parents:

- have good relations with the school including supporting school rules and sanctions;
- monitor their child's Conduct on EduLink;
- talk to their children about their Conduct and the meaning of good behaviour;
- keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school;
- respond to communications about behaviour when necessary through a meeting or a phone call.

The Role of the Staff:

- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline and good relationships;
- know the names and needs of their classes;
- meet, greet and dismiss their students in an orderly fashion;
- encourage good behaviour and respect for others in students and to apply all rewards and sanctions fairly and consistently (think 5 to 1 ratio) form tutors to use 10 to 2 (10 minutes of "school business" after 2 minutes of chat/discussion of current issues);
- attend periodic discussions/training on behaviour management and related issues.

The Role of SLT:

- promote good behaviour by forging sound working relationships with everyone involved with the school;
- be visible, catch students doing the right thing and reward them accordingly, provide guidance, support and training to all staff;
- ensure all school personnel make reasonable adjustments for disabled children and students with SEND;
- annually report to the Governing Body on the success and development of this policy;
- undertake classroom and data monitoring in order to review and monitor policy and procedures.

The Role of the Governing Body:

- the duty to support the Executive Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility to ensure that the school and visitors complies with this policy;
- responsibility to ensure the school complies with its legal duty to make reasonable adjustments for disabled children and students with SEND ensuring that the school complies with all equalities legislation;
- the duty to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy; responsibility for ensuring funding is in place to support this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy



The Codsall Way - Check list for teachers:

Classroom:

- Meet and greet students at the door when they come into the classroom.
- Display rules in the class—and ensure that the students and other staff in the room know what they are.
- Dismiss students in an orderly fashion, one row at a time.

Students:

- Know the names of children.
- Know your groups (SEN, PP, etc).
- Understand students' special needs.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class/your team know the plan.

Teaching:

- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise). Use the 5 to 1 ratio of praise to censure.
- *Tutors – Use the 10 to 2 rule – 2 minutes of discussion about the students, their interests and their day before 10 minutes of school discussion.*
- Ensure that all resources are prepared in advance.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines, entry, exit, peer discussion etc.
- Differentiate.
- Stay calm. Give warnings discreetly.
- Follow up any behaviour concerns later (see script)

Parents:

- Give feedback to parents about their child's behaviour using 1-4 on SIMs & EduLink messages — let them know about the good days as well as the bad ones.

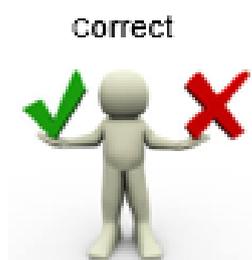
Following up after unacceptable behaviour



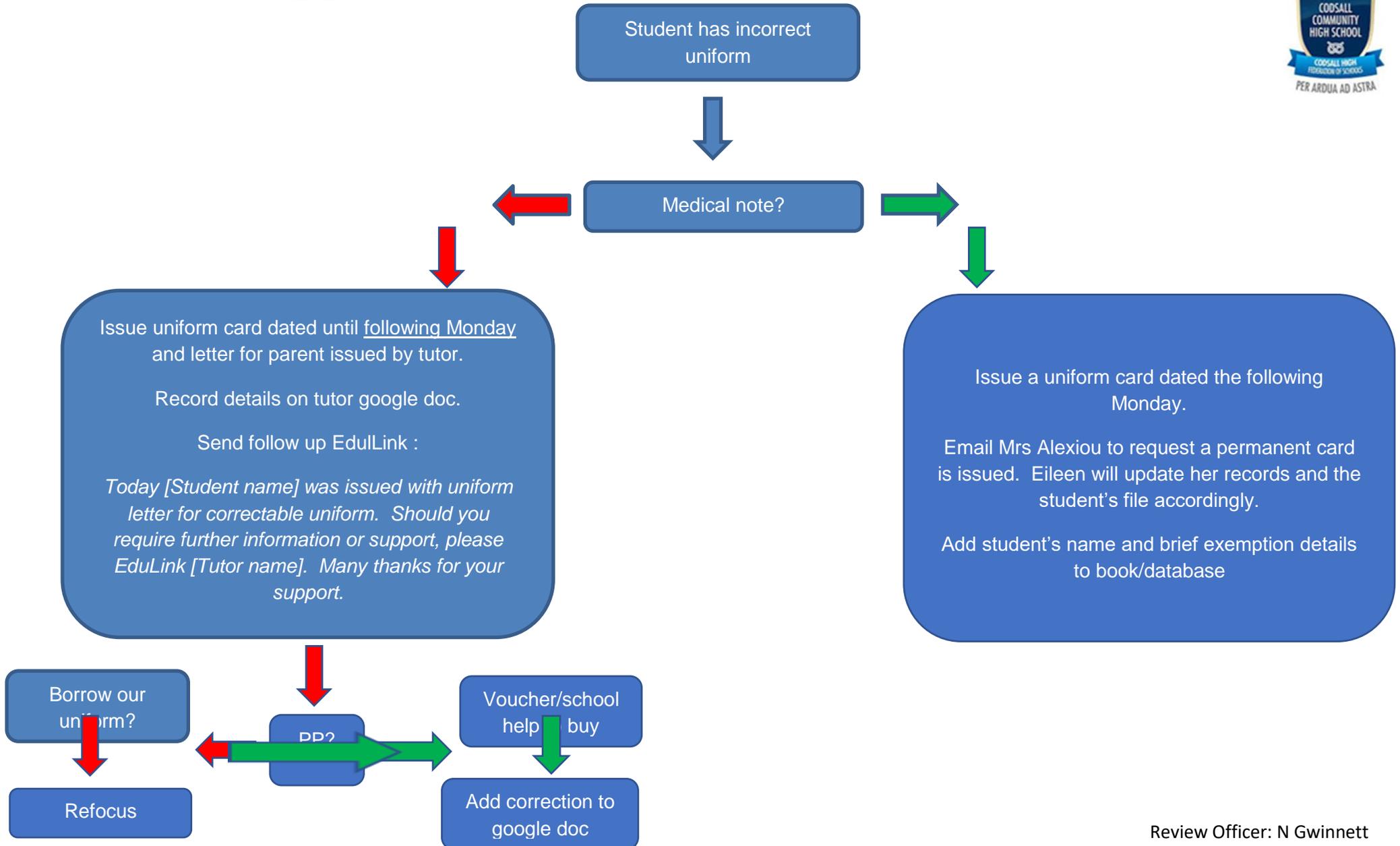
- 1** "Why do you think I want to talk to you?"
Ask the student to describe their inappropriate behaviour. If they say they don't know, describe it to them – factually
e.g. "You continued to shout across the classroom after I'd asked you to stop"
- 2** "So, what happened?" (rather than "Why did you do it?")
Give the student opportunity to explain their action (make an excuse). Listen! Re-phrase, identifying and labelling the driving emotion e.g. frustration, embarrassment etc. If no answer, "guess" the emotion.
e.g. "So, you were feeling angry with student x because they called you a name at lunchtime"
- 3** "It's okay to feel (angry, frustrated, embarrassed etc) – I understand that. But it's not okay to do (behaviour)...why?"
Give the student opportunity to say why their behaviour is unacceptable. If no answer, explain to them – factually – the reasons why their behaviour is unacceptable.
e.g. "It's okay to feel angry because x was calling you names at lunch-time. I'd feel the same way. But it's not okay to shout out and disrupt the lesson, and it's not okay to continue to do that when you've been asked to stop. Why is that?.....because it stops you, and others from learning"
- 4** "What would be a better choice next time?"
Give the student opportunity to identify a more appropriate behaviour. Affirm any positive suggestions, ignore/gently dismiss unhelpful ones. Offer suggestions to them if they don't answer.
e.g. "You can just let me know if there's an issue between you and another student in our class and I'll keep an eye out. If we need to we can move your seat and after the lesson (at break/at lunch/at the end of the day) we can try and sort things out."
- 5** "Is there anything else I can do to help you?"
Give a non-confrontational end to the interaction and show you are concerned about their inappropriate display of behaviour.



before



Uniform Flow Chart 2021 onwards Uniform



The Codsall Way



CCHS Students are expected to:

- **MAKE THE RIGHT CHOICES;**
 - be **AMBITIOUS** and to want to succeed **working to the best of their ability;**
 - be **ALTRUISTIC** treating and speaking to others with **respect and kindness**, listening respectfully when others are talking, following instructions from any member of the school staff straight away;
 - **ACHIEVE** by **allowing and supporting others to learn.**
-
- **A**ttend school
 - **B**e on time and prepared for learning
 - **C**onduct yourself well in school, and on the way to and from school. Positive conduct leads to rewards.
Achievement – Behaviour = Conduct
 - **D**ress like you are proud of the uniform
 - **E**nter extra-curricular clubs and take part in House events and competitions