

# Conduct and Consequences policy

Approved by: Governors

Approved on: July 2021

STA Contact: Headteacher

Revision due: July 2025

## 1. Rationale

- a. This policy takes into account all the relevant legislation and statutory guidance, which are listed in Appendix A. It also considers relevant advice from the Department for Education and these are also listed in Appendix 1.
- b. This policy is extrapolated from the conduct and consequence procedural document.
- c. At the centre of our conduct and consequences policy is the importance of building positive and respectful relationships with a foundation of honesty and integrity; we expect that staff will lead students in a culture of aspiration to be the best they can be.
- d. There is an inextricable link between the standards of teaching and learning and conduct of students; the quality of teaching has a direct impact on the conduct of students.
- e. Recognising desired conduct positively is an effective way of establishing outstanding learning behaviour.
- f. The principles of supporting learning and respecting others must be at the heart of the conduct and consequences policy and related procedures.
- g. Success should be genuine, and students should be given the chance to develop their self-discipline and responsibility. The school should provide suitable challenge and safe opportunities for students to fail, so that they may learn from their mistakes.
- h. It is important to understand that the reasons for students' conduct may be complex. Sometimes they may make genuine mistakes and occasionally they may display intentionally negative conduct. More often though the situation will be multi-faceted and will have been influenced by a range of factors, recent and historic. Students' previous adverse experiences and/or learning needs may also contribute both to their conduct, their understanding of it and their ability to engage with resolution. It is therefore always important to fully consider any influencing factors when deciding how to manage a situation. One size does not fit all.
- i. Recognition of a student's conduct should acknowledge and celebrate additional positive actions; they should not be routine for expected conduct. Consequences should be consistent with the student's choice or incident.
- j. Good conduct must be encouraged and maintained, and less than good conduct improved.
- k. Communication and collaboration with home is vital. Staff will contact home frequently and regularly, as school procedure dictates. Parents are encouraged to pass on any concerns they have about conduct to the school immediately.

## 2. The school expects:

- a. Conduct that supports learning and engenders a nurturing environment where people feel safe, secure and supported.
- b. Excellent conduct from students both in and out of the classroom where students model the values of the school.
- c. Students to make outstanding progress – due to consistently good and outstanding conduct and behaviour for learning.
- d. Students to exhibit thoughtful and considerate conduct towards others. Participation in all aspects of school life.
- e. Students to develop resilience in all aspects of school life, to take responsibility (for themselves, their conduct and their learning) and always to try hard to improve.
- f. Parents to reinforce positively the school's expectations about student conduct.
- g. Parents to be engaged and involved in and supportive of, the school's conduct and consequences policy and procedures.

## 3. At this school:

- a. Staff will
  - i. Model the principles in this policy and the school's values at all times.
  - ii. Overtly demonstrate aspiration for all, from all.
  - iii. Adhere to the Teaching and Learning Policy (2021).
  - iv. Actively develop positive working relationships with all students.
  - v. Lead/attend collective worship as required.
  - vi. Model pro-social behaviours consistently.
  - vii. Not shout unless alerting students/staff to a health and safety risk.
  - viii. Act immediately if there is any risk to another person's well-being or safety.

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- ix. Deal with positive and negative conduct consistently, appropriately and fairly – according to students' needs.
  - x. Provide students with a safe environment in which failure becomes a positive aspect of the learning process rather than negatively affecting a student's self-esteem or future growth.
- b. Students will
- i. Follow the school rules:
    - 1. Do your best
    - 2. Be kind
  - ii. Attend STA regularly and on time, with all the equipment required for the day.
  - iii. Wear their full and correct school uniform, presenting themselves with pride.
  - iv. Value their own and others' learning time and work sensibly during lessons.
  - v. Show respect to all members of the community and their environment.
  - vi. Be responsible for their own conduct avoiding unsociable and anti-social behaviour.
  - vii. Reflect on their actions and the appropriateness of any resulting consequences.
  - viii. Be patient and compassionate, understanding that other's opinions may be different to their own.
  - ix. Represent STA positively within the wider community.
  - x. Engage in processes that will support them in avoiding repetition of negative conduct.
- c. Parents will
- i. Be kept fully informed of any concerns and successes the school has about their child's conduct.
  - ii. Be aware of the school rules and expectations and to support the school in the implementation of this policy.
  - iii. Follow the Home/School agreement as appropriate.
  - iv. Foster good relationships with the school.
  - v. Encourage good attendance.
  - vi. Ensure homework is completed.
  - vii. Make students aware of appropriate conduct in all situations.
  - viii. Encourage independence and self-discipline.
  - ix. Show an interest in all that their child does in school.
  - x. Alert the school as soon as there are any concerns.
4. Monitoring
- a. Teaching Staff:
- i. Record issues, consequences and actions (where relevant) on the school system.
  - ii. Use relevant school systems to monitor.
  - iii. Contact parents/carers where appropriate.
  - iv. Maintain a register of contacts and actions taken.
  - v. Retain copies of relevant documents.
  - vi. Refer concern and success where relevant.
- b. Middle Leaders
- i. As above – Teaching Staff.
  - ii. Support students, parents/carers to encourage and maintain positive conduct for learning.
  - iii. Support staff members to encourage and maintain positive conduct for learning.
  - iv. Work with external agencies where appropriate.
- c. Senior Team:
- i. As above – Teaching Staff and Middle Leaders.
  - ii. SLT will oversee the use of the school's conduct policy and related procedures.
  - iii. Ensure training opportunities are in place.
  - iv. Report patterns and trends in behaviour for learning to the governors.

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## Appendix 1: Legislation, Statutory Guidance and Advice

- Education Act 2002
- Education and Inspections Act 2006
- Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010
- Section 29A of the Education Act 2002
- Sections 6A and 100 of the Education and Inspections Act 2006
- Sections 1C and 4 of the Academies Act 2010 (as amended)
- The Education (Pupil Referral Units) (Application of Enactments) (England) 4 Regulations 2007
- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007
- The Education (Educational Provision for Improving Behaviour) Regulations 2012
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and
- The Schools Forums (England) Regulations 2012
- The Equality Act 2010
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Behaviour and discipline in schools: guidance for governing bodies
- Alternative Provision – Statutory guidance for local authorities (January 2013)
- School Uniform September 2013
- Sexual violence and sexual harassment between children in schools and colleges (December 2017)
- Use of reasonable force in schools (July 2013)