

Thomas Clarkson Academy (TCA) Behaviour Code of Conduct

A copy of the Brooke Weston Trust behaviour and discipline policy is also available from our school website. This code of conduct demonstrates in more detail the approach to behaviour and discipline at TCA.

Good behaviour and discipline are key foundations for effective teaching and learning. At TCA we expect and insist on the highest standards of behaviour throughout our school.

Courtesy, good manners and consideration for others, together with self-discipline and respect for each other are always expected.

A TCA Student is DAPPER:

- Dedicated.
- Always does their homework.
- Polite and doesn't swear in conversation.
- Proactive reader of books.
- Enters and leaves school sensibly and in correct uniform.
- Responsible.

All students are expected to make a full contribution to the school and support the positive endeavours of all its members. High expectations are essential for the benefit of all in any community and we do expect them to be kept.

They are:

- School uniform must be worn in accordance with our uniform policy and guidance.
- Hoodies are not to be worn under school blazer.
- Students must be punctual to school and lessons.
- No chewing gum is allowed on school premises.
- Students are always expected to behave in a safe manner on school premises.
- No mobile phones to be used on school premises. If brought into school, they should be switched off. If they are seen or heard they will be confiscated and placed in the school safe until 14:55.
- Learning will not be disrupted.

Behaviour Tiers

- Tier 1: Lunchtime detention for misbehaviour (Red Card).
- Tier 2: Isolation for serious misbehaviour.
- Tier 3: Fixed Term Exclusion by the Principal for serious misbehaviour (FTE) up to and including permanent exclusion from TCA.

Behaviour for Learning Expectations

Behaviour for Learning Expectations	Readiness	<ul style="list-style-type: none"> Have your Equipment / stationary ready for the lesson Arrive on time Sit in your designated seat Begin 'engage / connect task' immediately
	Positivity	<ul style="list-style-type: none"> Accept different viewpoints Be an active participant Support and encourage others Self-motivated
	Active Listening	<ul style="list-style-type: none"> Follow all instructions Be attentive Listen when others are speaking Think before responding
	Effectiveness	<ul style="list-style-type: none"> Make good use of time throughout lessons Stay on task Maintain your focus Use all available resources
	Ambition	<ul style="list-style-type: none"> Demonstrate resilience when a task is challenging Work to your full potential Use your initiative Set aspirational goals
	Commitment	<ul style="list-style-type: none"> Contribute to class discussion Complete all homework on time Consistently strive for excellence

Supporting behaviour in TCA

In order to get the behaviour we want, it is vital that we provide support which is:

- Immediate.
- Seen as fair and consistently applied by all.
- Provide an opportunity for students to have a restorative conversation with their teacher where required.
- Are related to behavioural targets in reports (where applicable).

Restorative conversations should include:

- Acceptance of responsibility.
- An apology (written or verbal as appropriate).
- Acceptance of the sanction/support.
- Conflict resolution & a fresh start.

A restorative return to appropriate behaviour will lead to a fresh start. A range of support may be applied:

- Involving parents early on.
- Extra schoolwork if the student can gain some positive achievement.
- Withdrawal of privileges (lunchtime detention).
- Withdrawn from the learning environment (Isolation).
- Exclusions only used when necessary or there are persistent breaches of the school behaviour policy.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes.
- Disruption of learning caused by mobile phones.
- Non completion of classwork.
- Poor attitude.
- Incorrect uniform.
- Defiance of adults.

Serious misbehaviour is defined as:

- Repeated misbehaviour including disruption to learning.
- Repeated breaches of School rules.
- Any form of bullying.
- Sexual Misconduct, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation to students or staff.
- Vandalism.
- Theft.
- Fighting.
- Smoking / Vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items;
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and lighters & Vapes.
- Fireworks
- Pornographic material / digital images
- Any article a staff member reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury, or to damage property of any person (including the student).

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period-of-time.
- Difficult to defend against.

Bullying can include:

- Physical bullying which can include kicking, hitting, pushing and taking away belongings.
- Verbal bullying which includes name calling, mocking and making offensive comments.
- Emotional bullying which includes isolation an individual or spreading rumours about them.
- Cyber-bullying where technology is used to hurt an individual- for instance text messaging or posting messages/images on the internet or any form of social media.
- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- Homophobia and biphobia. Bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as a transsexual.
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by prejudice against someone because of their gender.

In our community:

Even when you are outside of the school, you still represent TCA. You should think about how your actions reflect on you and your school. Sanctions will be applied where a student has misbehaved off-site when representing the school such as on a school trip. If the School is made aware of disrespectful behaviour outside of the building, we will sanction the students concerned.

- We are especially polite to local residents, parents/carers, bus drivers and shopkeepers.
- When we have finished our school day we go straight home unless we are attending intervention session or attending a club/fixture.

- We do everything we can to give local residents a positive impression of our School.
- We use the footpaths and road crossings safely, considering others use of these spaces. We always cycle sensibly and safely showing respect to other road users. TCA pupils always consider their safety and the safety of others.

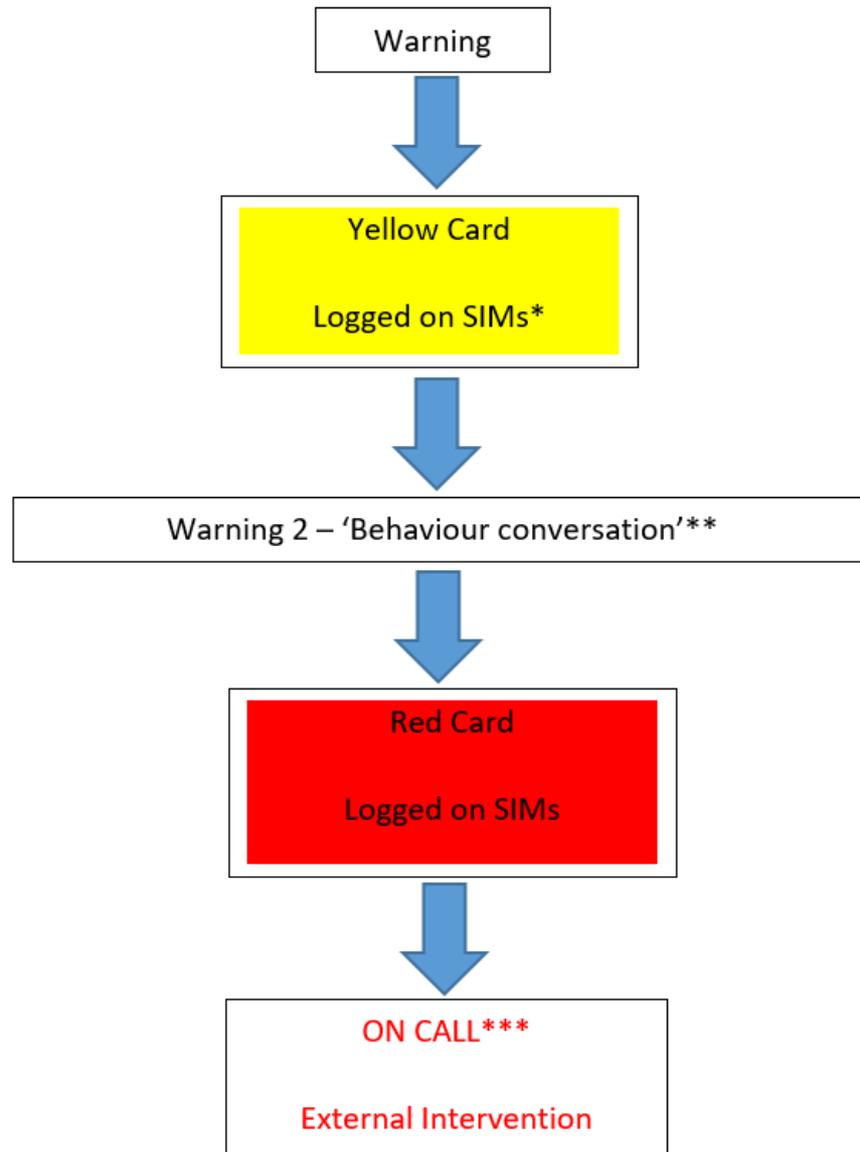
Rewards

TCA operates a rewards system through our SIMS Green card service. Here students are awarded points for exceptional performance. This will be fed back to Raising Standards Leaders (RSL's), form tutors and parents to allow for further acknowledgement and recognition.

As a student builds up green card's they will be awarded Bronze, Silver, Gold and Platinum badges recognising their achievements.

Celebrations of standout student achievements are featured in our TCA social media and on posters around the Academy. Consistent exceptional performance throughout the year will also be recognised in celebration events run by the RSL's.

Appendix A: Behaviour for Learning – Classroom (Tier 1).



*after lesson if no red card is given.

**Highlight the behaviour to the child. Let them know the next sanction is red card. Give them time to reflect and alter their behaviour.

***ON CALL means that sustained disruption to our learning community has occurred. At this point the ON CALL member of staff will attempt to agree criteria for a student's return to class. If this is not possible, or a student has failed once already to meet agreed criteria for return, then a student will be moved to another class (buddy room).

Note: TCA staff maintain the ability to escalate straight to red card if in their professional judgement misbehaviour or a disruption to learning has occurred.