



CORE Rockwood Behaviour Procedures: Working together to create a culture of opportunity, respect and excellence.

The following procedures are underpinned by the guiding principles of the CORE Education Trust Behaviour Policy – updated, August 2021.

The central principle of our approach is that: **we should treat each other as we would wish to be treated, within a culture of absolute respect.**

Rockwood Academy's approach is a blend of warmth, kindness and assertiveness. In setting out to achieve this, we have established a series of 'Behaviour Procedures' and 'Rules' to support students in self-regulation, as well as developing their understanding of our high expectations. In this, we are prioritising students' preparedness for the wider world.

Student Code of Conduct

Rockwood Academy has created a Code of Conduct, based on the latest research and best practice. The Code is split into three distinctive areas, requiring our young people to be:

Ready

- We always wear correct and smart uniform at all times and always have the right equipment for learning
- We always attend school and all lessons on time and follow our lesson routines
- We make the most of all opportunities for learning and follow our routines
- We give 100% effort towards academic achievement by completing work and homework on time.

Respectful

- We use good manners and are kind to everyone at all times
- We speak and act respectfully to all, representing our school positively
- We keep the school tidy and litter free, only eating/drinking in designated spaces
- We always follow all instructions 'first time, every time'
- We are STARS in all learning sessions
- We show respect for school property and others' property in the school community.
- We are always truthful and honest.

Safe

- We always walk quietly, calmly and purposefully
- We are always in the right place doing the right thing
- We do not bring in any items that might cause ourselves or others harm
- We keep our hands and feet to ourselves, respecting others' space
- Our mobile phones/devices or headphones are not seen or heard on site
- We report any concerns to an adult to resolve them together.

Routines for Learning

Routines are essential for high quality teaching and learning to take place. We use simple routines to start and finish lessons and the expectation is that they are done well by all staff and students.

CORE Start

- Line up outside of the room
- Coats and bags off
- Meet and greet the teacher
- Stand behind your seat
- Correct equipment on the desk
- Begin the "Do Now" activity

CORE Finish

- Make sure you have everything you need for your homework
- Ensure you leave the room tidy and pack all equipment away
- Stand behind your seat
- Wait until the teacher dismisses you
- Walk quietly on the left to your next lesson

CORE Learning - is a simple way of explaining the learning behaviours we expect to see in all students.

Stand or sit smartly

Sit straight and upright.

Track the speaker

Show that you are listening: follow closely; look at the speaker.

Actively Engage

Be on task, 'actively' engaged and give every activity 100% effort.

Respect

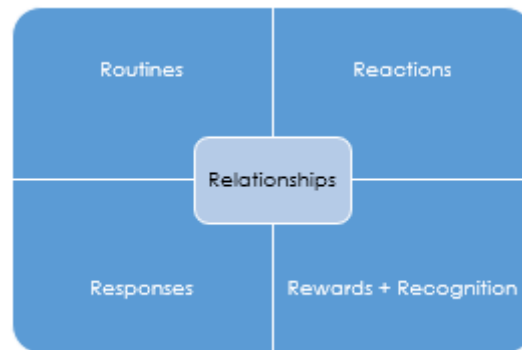
Never interrupt. Present your work with pride and celebrate the success of others.

Speak clearly and confidently

All responses must be conveyed in full sentences.

Strategies to Maintain Good Behaviour

Rockwood Academy uses several key strategies to maintain respectful behaviour. Managing student behaviour is based on highly positive relationships. As required, Rockwood staff will spend time correcting and coaching students to make appropriate choices. The diagram below highlights this strategy.



The process of managing student conduct is as follows:

Stage 1: Verbal warning. This is followed with a reminder of the Rockwood 'Code of Conduct'.

Stage 2: A C20 is issued. A C20 is a 'central correction' administered by any member staff, for a break of the Code of Conduct, after a verbal warning. This is scheduled after close of the standard Academy Day. Year Group Co-ordinators (YGC) will collect students and place in a designated room from 3.10-3:30pm. Subject teachers who have issued the C20 correction will then collect students from the designated room and hold a coaching, reflection and restorative conversation to support the student. A fresh start is agreed.

Stage 3: A C40 is issued. A C40 is a 'central correction' and can be applied to students who repeat a break of the same / different element of the Code of Conduct within the classroom and do not modify behaviour as a result of conversations and / or C20 sanctions being implemented. A C40 can also be issued to students who have missed detentions.

YGC will collect students and place in the designated room from 3.10-3:50. Subject teachers who have issued the C40 minutes detention will then collect students from the designated room. They will provide coaching, reflection and restorative conversations and return them to the central location. A fresh start is agreed.

Stage 4: A C60 is issued. A 60-minute 'central correction' with a YGC or subject teacher can be issued as a more serious sanction. YGC will collect students and place them in the designated room from 3.10-4:10. Subject teachers who have issued the 60-minute correction will then collect students from the designated room. A 60-minute sanction is issued automatically to:

Students whose conduct requires a response from additional staff (Respectful / Safe)

Those late to Academy without valid reason (Ready)

forgetting their planner (Ready)

Playfighting/boisterous behaviour outside/inside a classroom (Safe)

Considered a danger to others (Safe)

Members of staff who issue a C60 must provide coaching, reflection and restorative conversations on the evening of the detention. All students will complete corrections on the same day. A text message will be sent to parents before 2pm each day.

Stage 5: Core Coaching/ reflection

Isolation is a term no longer used at the Academy. Students can be removed from lessons and placed in another lesson if their conduct means that they cannot remain in their current lesson because the teacher has exhausted all available strategies, including issuing a 20/40/60 minute 'Correction'.

Core Coaching

On the occasions that students need further therapeutic intervention. This can be any length of time and involve reflection and coaching by designated staff / external agencies in the CORE Coaching room.

Stage 6: Some students may move to stage 6 and supported with the following:

- Removal of recreation time
- Community Service
- Non-Representation at school events
- Opportunity Withdrawal
- Form Tutor support time
- Pre-Integration
- CORE academy support
- Personalised Support Plan
- Managed Move
- Fixed Term Exclusion
- CORE Compass

Rockwood Reports

Rockwood will use personal, student reports – to be directly linked to the monitoring of sanctions – with clear targets. Reports are used to support student conduct and are reviewed weekly.

There are five levels of report - Form Tutor, YGC, Head of Year, Assistant Headteacher, Deputy Headteacher and Headteacher. Students are given two clear targets linked to our 'Code of Conduct', based on their behaviour data, to support them to improve.

David Cooke. Deputy HT, Personal Development and Wellbeing. August 2021.