



CORE Rockwood - Behaviour Procedures 2023 onwards. Updated October 2023.

Working together to create a culture of **Collaboration, Opportunity, Respect** and **Excellence**.

The following procedures are underpinned by the principles of the CORE Education Trust Behaviour Policy.

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**' 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.

The **BASE** principles and our CORE values which underpin school life, combine to provide all students with the Social and Emotional capacity to grow healthy as well as a set of principles to live by. **BASE** requires us all to build a sense of **belonging** for every individual, so students feel cared for, valued and safe. Rockwood Academy recognises that we need to provide opportunities for **autonomy** in the daily lives of our students. This helps students to make positive decisions as well as encouraging them to demonstrate **Social** and **Emotional** competencies which in turn will raise their Self Esteem.

The long-term objective for all our students is that they will connect with school and staff and choose to display socially acceptable behaviour in their everyday lives, whilst still feeling they can be themselves.

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 engage students and the expectation is that they are performed consistently across the Academy. These routines are known as STARS:

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 and reminder. This is scheduled after close of the standard Academy Day. Currently, staff escort students to the 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 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 'central correction' is issued automatically to:

- Students whose conduct requires a response from additional staff (Respectful / Safe)
- Those late to Academy without valid reason (Ready). Rockwood Academy school day begins at 8:35am each day and is the same for all year groups. 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 sanction. All students will complete corrections on the same day.

Stage 4: Core Coaching/ reflection/ Removal - (Appendix 1).

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 20/60 minute 'Correction'. We use "on call" to support this process.

Coaching and support

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

Stage 5: Some students may move to stage 5 and supported with the following:

- Community Service
- Form Tutor support time involving report and our step report process. (see below)
- Pastoral support
- Senior support
- CORE Academy Support (CAS)
- Personalised Support Plan
- Managed Move
- Off site direction
- Fixed Term suspension
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All students who are issued a C20, or C60 will complete the 'Central Correction' on the same day. The Academy will text parents to inform them of the 'Central Correction' out of courtesy by 2pm each day and, under DFE legislation (see above), parental consent is not required. The academy is legally entitled to use detention or in our terms 'central correction' as a means of correcting poor behaviour and establishing good order.

Rockwood Reports

Rockwood Academy will use personal student reports where appropriate. – Reports are directly linked to the monitoring of sanctions and provide clear targets for improvement. Reports are used to support student conduct and are reviewed weekly. There are five levels of report - Form Tutor, Year Group Co-ordinator, Head of Year, Assistant Headteacher, Deputy Headteacher and Headteacher. Students are given clear targets linked to our 'Code of Conduct', based on their behaviour data, to support them to improve.

Types of behaviour that may result in a 'Central Correction'

C20:

- After a reminder warning for breaking the code of conduct a C20 will be issued. For example:
- Late to a lesson
- Not bringing in correct equipment for lessons
- Not completing tasks set by the teacher
- Not completing homework
- Lack of effort
- Not using good manners or being kind
- Not acting respectfully to all staff or students
- Not following instructions 'first time every time'
- Not wearing uniform correctly

C60:

- A C60 is issued when a student has not modified his/her behaviour after a C20 has been issued and the reminders set by the teacher.
- A C60 will be issued to any student who fails to attend a C20 without a valid reason for the absence. This will be at the discretion of the YGC.
- If a student has been removed from a lesson because they did not modify their behaviour.
- Failed to attend a C20 sanction without a valid reason. This will be at the discretion of the YGC.
- Students that are late to academy without a valid reason (Ready)
- Playfighting/boisterous behaviour outside/inside a classroom (Safe)
- Causing a potential health and safety concern in the class or outside the classroom
- Persistent defiance or refusal to accept responsibility for conduct.

C100

- At Rockwood Academy we use C100 – Senior correction for any student who has missed corrections or has committed a serious breach of the academy code of conduct.
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CORE Rockwood Behaviour Procedures – 2022-23

Appendix 1 – Stage 4

As noted in our behaviour procedures, Rockwood Academy's approach is a blend of warmth, kindness and assertiveness linked to our CORE values of Collaboration, Opportunity, Respect and Excellence. Isolation is a term no longer used at the Academy. Students could be removed from lessons once they have reached stage 4 of our behaviour procedures after all restorative conversations have been attempted by the classroom or responsible adult. There are two options that will be considered at this stage. These are:

- Parked in another lesson to self-regulate and have a period of time out
- Placed in the reflection room or with a member of pastoral team for coaching (therapeutic intervention).

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The long-term objective for all our students is that they will connect with school and staff and choose to display socially acceptable behaviour in their everyday lives, whilst still feeling they can be themselves.

At stage 4, quite often there is a broken relationship with teaching or support staff. It is crucial that the student recognises that time spent with staff is a time to consider alternative actions in the future or to highlight what the school can do to assist the student in seeing the sense of belonging. Our staff are committed to assisting and supporting students. Our aim is to build the right “**BASE**” for every student.

Parking or the reflection room:

| Parking a student: | Reflection room: |
|---|---|
| After all restorative conversations and the student is still making a | Student is showing highly irrational behaviours. Student has been |

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| deliberate decision not to follow school rules. (Ready, Respectful & Safe). C60 issued for the end of the day with class teacher to spend more time rebuilding the relationship. | demonstrating aggressive behaviour which presents a risk to our community and does not demonstrate our CORE values. |
| Relationship with the class teacher has broken down. C60 issued to reflect and correct at the end of the day with the class teacher to review (Ready, Respectful and Safe). | Relationships with several teachers have broken down. Therapeutic intervention is required to refocus the student and offer support. |
| Student is able to rationalise actions and understands the need to work in another classroom to regain focus and be ready for future learning. | Student is making very poor decisions, not following the code of conduct and not meeting our CORE values. Student will need to be refocussed in the reflection room. |

The reflection room:

Once a student is placed in the reflection room, they will be given 5 -10 minutes (egg timer) to take time out from any given situation. After this period the Pastoral Team will offer support to refocus students. The flow diagram illustrates what will be completed.

What the Coach (Pastoral Team) and those working with students need to do:

Be patient: We understand that change doesn't happen immediately and will come with small steps over a period of time.

Be understanding: Student behaviour is very seldom personal and can be considered normal reaction of a person adjusting to change and sometimes experiencing stress.

Remain Calm: Reacting to poor behaviour by revealing personal emotions can in fact trigger a worse reaction in students. As hard as it may seem the team will not to react. We will always offer praise and re affirm positive behaviour as this will speed up the process of change and recovery.

Our team use the 3M's within the questioning/coaching period in the following stages to manage the moment when a student enters the reflection room.

Rewards:

We believe it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour.

Due to our high expectations, we will never reward students for doing the expected. Our rewards recognise the 'over and beyond' qualities that exude our values.

At Rockwood Academy we value and appreciate the intrinsic reward of praise. We want all students to understand the benefit of education; to want to better themselves through their learning and to strive for and achieve their very best. Praise and positivity play a crucial part in this, and we would expect all of our teachers to create a positive classroom culture by:

- Personal acknowledgement
- Moments of sincere, private verbal praise
- More reflective comments, written and verbal
- Catching children doing the right thing
- Subtle, discreet praise CORE points can be awarded for:

Collaboration:

- Working together successfully with others to produce a high- quality outcome.
- Selflessly helping another member of Rockwood Academy community.
- Trying hard in your work

Opportunity:

- Outstanding effort to make the most of every minute of learning.
- Representing the academy superbly on a trip or visit

Respect:

- Pride in work – high quality presentation
- Demonstrating high-quality respect or care for others
- An act of kindness above normal expectations

Excellence:

- Superb classwork or homework
- Outstanding progress / performance to represent the academy.
- 100% attendance

Class Charts:

Staff members will record CORE Rockwood Merits on our Management Information System (Class Charts) and students can purchase items to benefit their education with our points system. Items that can be purchased are decided by the student leadership team and will form part of our CORE Rockwood student shop. Other rewards and praise also include:

- Postcards home
- Rockwood Star Awards for subject excellence
- Rockwood Star awards for Attendance and Punctuality
- Hot Chocolate Friday with the Headteacher (Each half term)
- VIP (Very Important Pupil) Award for outstanding achievement (Termly).
- CORE Awards for demonstration of the value awarded by our Senior Leadership Team

- Headteacher Award
- Termly Rewards Assemblies
- Rewards Trips

