



Hinckley
ACADEMY



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Behaviour & Rewards Policy

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Reviewed by:	Nathan Bennett, Assistant Principal KS4
Approved by Governors on:	
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WHAT WE BELIEVE ABOUT LEARNING

The Academy believes a clear behaviour and rewards policy, consistently and fairly applied, underpins effective education. The Academy will ensure that all staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times. The behaviour policy will be supported and backed-up by senior staff and the Head of School.

Student behaviour and success in learning are inextricably linked.

For each individual student who may be experiencing challenging circumstances beyond their control that result in negative behaviours, the application of the behaviour policy will be adapted accordingly.

This policy should be read in conjunction with the policies for Child Protection and Safeguarding Policy, Pupil Missing Out in Education Policy and Exclusion Policy.

“It’s about Learning”

Hinckley Academy’s Behaviour for Learning Policy reflects this by working to focus on the encouragement of positive student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning.

The Aims of This Policy are to:

1. To promote positive behaviour throughout the Academy based on mutual respect.
2. To promote a positive achievement culture.
3. To promote high self-esteem, self-worth and self-discipline in all.
4. To promote a strong partnership with parents and all stakeholders in supporting positive behaviour.
5. To ensure that there are strategies in place to deal with poor behaviour promptly and effectively.
6. To ensure a safe working and learning environment for staff and students.

Inclusion of all students is central to the Academy’s Behaviour Policy. At all times the Academy will support students in personal development, and build their capacity to be participatory members of the Academy and its wider community. Hinckley Academy will use both its own resources and external agencies to achieve this.

The Academy believes that this can be achieved through students showing PRIDE in themselves, their Academy and to the community to which they belong.

Pride – To show pride in everything that I do. To approach everything with discipline, integrity and self-worth. To be proud of my achievements and celebrate the achievements of others.

Resilience – To be persistent in my endeavours and courageous, tackling any challenge I may face both in my learning and in life.

Independence – To be self-motivated in my learning, to be curious in my thinking and be able to solve problems that are presented to me.

Discipline - To demonstrate self-control in the Academy and in the community. To always be the best that I can be.

Engagement – To be motivated and enthusiastic about my learning and to collaborate successfully with others to reach my goals. To show empathy and compassion in my dealings with others at all times.

REWARDS AND CELEBRATING SUCCESS

Staff have the opportunity to reward students for behaviour, achievement or progress that deserves recognition. Each student will be awarded achievement points by class teachers, support staff or their tutor in recognition of demonstrating PRIDE and fulfilling or exceeding expectations. Students will need to **maintain a positive net point balance**. Net points will be shared with the students each week by their tutor, and recorded to inform parents on their Assessment Point reports.

Students have opportunities for **extra points** for positive behaviours and achievement but will also have **points deducted for negative behaviours**. These are allocated through the demonstration of PRIDE or NO PRIDE as shown on the next page.

Celebration Events:

Celebration events will be held, regularly, for each year group/key stage, which includes after-school events in KS3 that invites parents/carers to celebrate successes in PRIDE characteristics with their child.

Celebration assemblies will also be held regularly, highlighting PRIDE success stories and tutor/year group awards (e.g. attendance, achievements, improved behaviour).

Recognition in morning assemblies of tutor groups/individuals with most achievements and best attendance.

Achievement points will be shared, at least weekly, by form tutors as part of AM registration ethos.



SHOW PRIDE



NO PRIDE

<p>R1 One-to-one verbal praise Whole class verbal praise</p>	<p>C1 Verbal warning</p>
<p>R2 Positive behaviour event logged 2 positive points given Positive comment in exercise book and/or planner (optional)</p>	<p>C2 Negative behaviour event logged 2 negative points given Name on the board (optional) Negative comment in exercise book and/or planner (optional)</p>
<p>R3 Positive behaviour event logged 5 positive points given Post card home (optional) Phone call home (optional)</p>	<p>C3 Negative behaviour event logged 5 negative points given Parent/carer contacted by teacher (optional) Detention up to 30 minutes</p>
<p>R4 Positive behaviour event logged 10 Positive points given Positive Letter home (Optional)</p>	<p>C4 Negative behaviour event logged Removal from the lesson and a detention of 60 minutes Phone call home by class teacher Possible face to face meeting with parents/carers to take place with teacher and/or Head of Department</p>
<p>Department / Year Award</p>	<p>Possible Out of Circulation</p>
<p>Special Award</p>	<p>Possible fixed term exclusion</p>
<p>Always show PRIDE for yourself and your school!</p>	

Behaviour System – In lessons:

The following protocols are to be adopted by all Hinckley Academy staff when dealing with disruptive behaviour.

A 'C' (consequence) system of escalation will operate for managing student behaviour in the classroom. This will run parallel to the 'R' (rewards) system described. To ensure consistency of application, scenarios are given to exemplify each of the stages from C/R 1-4.

Consequences	Examples of Behaviours	Sanction	Teacher Action
C1 (0pts)	1 st formal warning after teacher strategies are used (e.g. verbal warning, student take-up time, encouragement).	No sanction	Not logged in SIMs. Teacher to monitor for repeat incidents.
C2 (-2pts)	Continued LLD despite warnings, inadequate work completion in lesson, incomplete/poor standard homework.	Break/lunch detention with teacher.	Log in SIMs and set break/lunch detention.
C3 (-5pts)	Further LLD after C2 or significant classroom disruption (e.g. refusal to work, refusal to follow instructions)	Department PM detention (30-minutes).	Log in SIMs and set after school department detention.
C4 (-10pts) Removal	If 'on call' cannot reintegrate into lesson or if student behaviour continues after 'on call' reintegration.	Parent text sent. Department PM detention (1hr).	Log in SIMs and set after school department detention.

* LLD – Low-level disruption

The DfE gives schools the authority to give detentions as outlined in the behaviour guidance on pages 9-10 of the following document:

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf))

CLASSROOM BEHAVIOUR STAGES AND PROTOCOLS (CONTINUED)

Removal (Must be logged on SIMS as soon as possible (giving the reason) – Student will be escorted to a designated space within the year group 'zone'. The 'removal' will be for one period only meaning that learning in other lessons is not missed. The student should be 'triaged' before returning to the next lesson by either a member of the SLT or the Year Team. Well-being support to be available if required. Teacher to contact home within 24hrs to discuss removal.

IN CLASS BEHAVIOUR AND DETENTION ROUTE

Negative behaviour and attitude will result in....

1. Lunchtime or breaktime detention on the same or next day. Failure to attend will escalate to...
2. After-school Department Detention 30 or 60 minutes. Failure to attend this will escalate to ...
3. Out of Circulation until 4.00pm. Failure to attend this will escalate...
4. 1-day Exclusion. On the day of return, Parents/Carers must attend a reintegration meeting before the student can come into the Academy again. This will be led by the relevant Year Leader/Pastoral Leader/Director of Key Stage.

Truancy is to be sanctioned with a **Year Team after school detention** for 1 hour by the Pastoral Leader or Year Leader. If a student truants more than one lesson they will be expected to attend after-school detentions for the total of how many hours they have truanted. Additional/further sanctions to be agreed as appropriate and dialogue between subject and HOY. **Truancy is a significant safeguarding issue and will be referred to external agencies, if required. Please see Pupils Missing Out On Education policy for the process that we follow for any truancy in the Academy.**

BEHAVIOUR ROUTES & ACCUMULATION OF POINTS & ACTION TO BE TAKEN.

Issue in 1 subject area

Action to be taken by the subject area. The data and report will be generated for Head of Department by the admin team as part of the Conduct Log on a weekly basis; this will be the net points. **This should form part of the department meetings and reviewed regularly to implement and monitor/track interventions.**

ISSUE IN ONE SUBJECT	ACTION
Removal from lesson	<ul style="list-style-type: none"> · After-school department detention. · Teacher to log removal on SIMs.
Stage 1	<ul style="list-style-type: none"> · On report to subject teacher. · Contact parents/carers. · Recorded on SIMs.
Stage 2	<ul style="list-style-type: none"> · on report with Head of Department.
Stage 3	<ul style="list-style-type: none"> · Year Leader involvement. · Joint meeting with parents/carers
Stage 4	<ul style="list-style-type: none"> · Year Leader to take lead.

ISSUE IN MORE THAN ONE SUBJECT	ACTION
Stage 1	<ul style="list-style-type: none"> • On report to tutor
Stage 2	<ul style="list-style-type: none"> • On report to Pastoral Leader/Year Leader • Contact home and continue on report to Pastoral Leader/Year Leader
Stage 3	<ul style="list-style-type: none"> • Internal Exclusion • Parent/Carer to attend meeting with Year Leader/Pastoral leader.
Stage 4	<ul style="list-style-type: none"> • Senior Leadership Team report • Parent/carer meeting with Year Leader/Pastoral Leader/SLT to discuss & sign Behaviour Contract. • Contract to be shared with staff. • Student will come off contract after 1 month of positive behaviour but will be fast tracked to this point if concerns are raised again.
Stage 5	<ul style="list-style-type: none"> • Head of School Report/meeting with Governors • Parents/Carers to attend Head of School /Governors meeting. Review date agreed.

If concerns reoccur then the student will be fast tracked to an appropriate point and Pastoral Leader and subject area to work collaboratively.

Tutors should discuss with student any behaviour points generated on the daily report which Pastoral Leader share and distribute to tutors. An overview and analysis of points accrued/deducted to be shared with students during Year Leader assemblies. It is important that the students are aware of 'where they are at' regarding their achievements and behaviours point scores.

OUT OF CIRCULATION/EXCLUSION

At times a student may be withdrawn from lessons for a day and placed out of circulation. In these instances of 'out of circulation' parent(s)/carer(s) are informed. This will be served with a member of Senior Leadership Team or with the appropriate Year Team as a last resort for repeated uniform issues, repeated poor behaviour, for serious misbehaviour or as 'holding' before excluding a student.

Exclusion is the strongest sanction available to the Academy through the authority of the Head of School. Exclusions are only given for serious misbehaviour and can be either fixed or permanent. Details of procedures to be followed are contained in the DfE Guidance (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf) and the HAJC Exclusion Policy.

MOBILE PHONES

Mobile phones are a part of our everyday lives and we accept that a lot of pupils may have their own phone. If brought onto Academy premises they are the sole responsibility of the pupil and once on site all phones must be switched off all day. This includes break and lunchtimes. If a phone is seen (switched on or off) it will be confiscated and a parent/carer will be asked to come into the Academy to collect it. This policy is in place to ensure that everyone remains focused on learning, and enjoys social times without distraction. It is also important that in the technology filled lives we all now have pupils have a break from this.

Use of Report Cards.

There are 4 stages of report card; Tutor, Pastoral Leader, Senior Leader and Head of School. Each lesson, students will be checked with regard to punctuality, uniform and equipment. They will be given an effort grade A/B/C/D and a comment on the quality of the work produced according to their target grade.

HAJC REPORT CARD GUIDANCE

- Reports must be given in at the beginning of the lesson, at a time convenient for the teacher.
- Do not interrupt the teacher to give in a report.
- Bring your work to the teacher to inspect before report card is filled in
- Reports should be collected at the end of the lesson, at a time convenient for the teacher. If this means waiting into break or lunchtime, then wait quietly until the teacher has completed all reports.
- Reports will not be filled in retrospectively – it is your responsibility to give them in and collect them.

The Criteria for grading A – D is as follows:

<u>A Excellent</u>	<u>B Good</u>
<ul style="list-style-type: none"> • Calm and orderly entrance into classroom • All work completed to target grade • Thoughtful and helpful contributions to class discussion • No behaviour points or reminders about behaviour • Student has fully participated in the lesson • Fully equipped for lesson • No disruption to others at any point 	<ul style="list-style-type: none"> • Calm and orderly entrance into classroom • All work completed, near to target grade • Some contributions to class discussion • No behaviour points (C1 warning only) • Student has participated in lesson • Fully equipped for lesson • No unnecessary disruption to others at any point

<u>C Causing Concern</u>	<u>D Unacceptable</u>
<ul style="list-style-type: none"> • Reminders about behaviour at start of lesson • Work incomplete; some tasks not finished • Few contributions to lesson • Behaviour points and/or reminders about behaviour (C2/C3) • Little participation in lesson • Lack of equipment • Behaviour likely to disrupt the learning of others 	<ul style="list-style-type: none"> • Behaviour unsatisfactory from start • Little work attempted • No engagement in lesson and learning • Behaviour points added and detention set (C3/C4) • Disruption to others' learning throughout.

Rewards and Behaviour during social time.

Reward points will be issued to students who exhibit exemplary behaviours during social time such as clearing a table after lunch or being mindful of a younger student who may need help.

Minor incidents and misdemeanours should be dealt with directly with support from the senior duty lead as necessary.

Serious behaviour will be recorded by duty staff to the appropriate person (in most instances the Pastoral Leader) who will follow normal investigative procedures. Behaviour points will be recorded in SIMs.

Peer on Peer Abuse

Physical or verbal abuse between students will be fully investigated and sanctioned accordingly and will not be tolerated. This is in keeping with our Child Protection and Safeguarding Policy.

Sexual Harassment & Sexual Violence between Children

The School does not accept any kind of sexualised behaviour or abuse, committed on our premises, in the community or online. We will work with parents, students and any appropriate external agencies to prevent or respond to any such incidents – see **Appendix A**.

Racist and Homophobic Incidents

Any racist or homophobic incident will be investigated fully when observed or reported. It is likely that the student will be out of circulation whilst the investigation is underway and in every circumstance parents/carers will be informed. Exclusion sanctions will be enforced dependant on the severity of the situation and in accordance to the DFE advice/ HAJC Exclusion Policy. Further guidance can be found in **Appendix B** – Prejudice related incidents – guidance for staff.

Power to Search, Use of Reasonable Force and Confiscation (DFE advice to schools – P11-12)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools -
_A_guide_for_headteachers_and_School_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Hinckley Academy and John Cleveland Sixth Form Centre operate within the two sets of legal provisions which enable academy staff to confiscate items from students:

A: The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

B: Power to search without consent for "prohibited items" including:

- I. Knives and weapons
- II. alcohol
- III. illegal drugs
- IV. stolen items
- V. tobacco and cigarette papers
- VI. fireworks
- VII. pornographic images
- VIII. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- IX. any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

Weapons, knives, illegal drug, alcohol and extreme or child pornography must always be handed over to the police. In other cases it is for academy staff to decide if, and when to return a confiscated item.

Power to Use Reasonable Force

In line with Department for Education guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Head of School and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Definition 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 students. Force is usually used either to control or restrain. This can range from guiding a student 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.

Academies generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. Academy staff will 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 student. All academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Head of School and staff authorised by the Head of School, can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by Academy rules.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

An Academy can use reasonable force to:

- i remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- ii prevent a student behaving in a way that disrupts an academy event, trip or visit;
- iii prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- iv prevent a student from attacking a member of staff or another student, to stop a fight in the playground or to restrain a student at risk of harming themselves through physical outbursts.

An academy cannot use force as a punishment; it is always unlawful to use force as a punishment.

Appendix A

Peer-on-Peer Abuse, Sexual Harassment & Sexual Violence between Children

The Academy does not accept any kind of sexualised behaviour or abuse, committed on our premises, in the community or online. This includes self-generated sexual imagery, “sexting”, initiation or “hazing” incidents, or any kind of sexual harassment. The Academy recognizes that young people can abuse each other and this will still be treated as abuse. We will work with parents, students and any appropriate external agencies to educate, prevent or respond to any such incidents. Please also see the Relationships, Sex and Health Education Policy on the school website.

The government advice published in December 2017* (updated in May 2018) sets out the context, definitions, legal obligations and guidance around responding to concerns.

The Academy will operate in line with the Safeguarding and Child Protection Policy, record investigations and incidents on CPOMS, make referrals to social care and/or the police, communicate with parents and seek consent to share information (unless this may put someone at risk of harm).

The Academy will support both the victim and the perpetrator, recognising that the perpetrator may also have been a victim themselves in the past. This may involve a referral for specialist support or counselling, a key worker within school, consideration around contact between the parties, working with family and friends.

Initial investigations will establish the facts through talking to both parties and any witnesses, then a decision will be taken by the relevant Year Teams and Director of Key Stage, in conjunction with the DSL as appropriate, about the next steps for example a referral to the police and/or social care.

If a criminal offence is under investigation, the school will take advice about how best to manage the education of the alleged perpetrator, support the victim and make an appropriate assessment of risk to any other students, staff or visitors.

Further information can be found in the Anti-Bullying Policy, available on the school website.

The staff will be made aware of this policy through safeguarding induction, regular training and updates.

The government guidance is available at

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Appendix B

Prejudice-Related Incidents –Guidance for Staff

As a school committed to equality we will deal with any and all prejudice related concerns. Our PRIDE values make clear the need for respect, celebrating diversity and recognition of the individual. Specifically prejudice related bullying will be viewed as a distinct form of bullying that will be given specific attention. It is recognised that all forms of bullying and derogatory language can be damaging to individuals but that prejudice related bullying also stands as an attack on a community. It can therefore cause wider hurt to others who feel affiliated to or part of the same community and links to a context of historical abuse, which can amplify the impact.

The equality Act 2010 defines protected characteristics in law as

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnicity
- Religion or belief
- Sexual orientation
- Sex

As a school we will focus on recording

- Homophobic incidents
- Racist incidents
- Sexist incidents
- Other Prejudice-related incidents
- Bullying (Persistent or serious)

All incidents recorded by staff on SIMS in these categories will be fully investigated by the Year Teams, in line with the behaviour policy and anti-bullying policy, bearing in mind the need to avoid the labelling of young people and the need for an educative and restorative approach alongside any appropriate sanctions. Support for both victims and perpetrators will involve internal or external support as required. All investigations which demonstrate a significant concern around prejudicial behaviours will be recorded by the Year Teams on CPOMS so they can be tracked and monitored as a potential safeguarding concern. All bullying or prejudicial incidents are now reported daily to SLT, along with any other serious behaviour incidents, are reviewed regularly by governors, the Head of School and the Safeguarding Lead.

Prejudice covers a wide range of issues and can be based on ignorance and stereotypes

or through more serious radicalisation or intentional influencing or exploiting young people. Every staff member will work hard to promote understanding of equality and diversity in line with British values, across the curriculum, through pastoral time, special events or programmes, in unstructured time, with parents and other community stakeholders. Anti-oppressive practice is foundational to everything we do as educators.

Where there is a risk of significant harm through any form of bullying or prejudicial behaviour then these matters will be reported as a safeguarding concern and dealt with as such.

Related Guidance available to all staff via SharePoint:

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding & Child Protection Policy