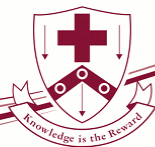


BEHAVIOUR POLICY

Hockley Heath
Academy



“
BE HELPFUL.
WHEN YOU SEE
A PERSON
WITHOUT A SMILE,
GIVE THEM
YOURS.”

ZIG ZIGLAR

Hockley Heath Academy

School Rd

Hockley Heath

Solihull

West Midlands

B94 6RA

Phone: 01564 783161

I am not 'out of control.'

I am not
'causing trouble'
or 'being bad.'

I am a child.

And I am trying
to communicate
my needs with you.



DrMomma.org

ROULLA GABRIEL—PRINCIPAL

AGREED BY GOVERNORS—JUNE 2016

THIS POLICY WILL BE REVIEWED EVERY 3 YEARS

REVIEW DATE—JULY 2019

BEHAVIOUR POLICY

INTRODUCTION

INTRODUCTION

At Hockley Heath Academy, we care for everyone and everything and always try to be the best we can be. Good behaviour is one of the school's distinguishing features and provides a strong foundation for pupils' progress both academically and socially. Our pupils are taught self-discipline, good manners and respect. To support these behaviours we have a set of school rules which generally set out our expectations of the pupils and provide a framework for how they conduct themselves and behave towards one another.

EDUCATIONAL INCLUSION AND EQUALITY

Our Behaviour Policy has been written to meet the needs of all pupils irrespective of gender, age, race, ethnicity, religion, beliefs, ability or disability. We encourage all pupil to respect and value each other and all members of society.

AIMS

We encourage our pupils to be **kind** and **helpful** to others. This includes showing kindness to other pupils in school, all adults in school and visitors to our school.

We also believe it is important for everyone in school to **listen** to each other, **talk politely** and to **respect** themselves and others.

Keeping our pupil **safe** is always a priority and at the forefront of everything we do. We aim to encourage our pupil to be **honest** and **truthful** and take care of their property as well as that of their school.

We believe that adults and pupil should always do their best and never give up, and that '**Together Everyone Achieves More**'.



LEARNING BEHAVIOURS AND ATTITUDES TO LEARNING

Good behaviour is essential in our school, if pupils are to fulfil their learning potential. Poor and disruptive behaviour in and out of the classroom reduces pupil's ability to concentrate and absorb information; this could result in underachievement academically and a higher risk of disengagement from education and from making a positive contribution to society.

At Hockley Heath Academy, we aspire to bring the best out of every child, not only through our positive reward system, but also by highlighting acceptable and unacceptable behaviours. This is done in a tiered approach through our bespoke Consequences Ladder.

We expect everyone in our school to contribute towards creating a happy, caring and supportive learning environment, which is promoted through:

- Sharing and articulating the school rules through display and within the curriculum
- Sharing our Values which underpin all we do and promoting them throughout the school
- Having a weekly focus on our school Values in assemblies
- Modelling of the desired behaviour
- Rewards and sanctions

We want our pupils to be confident, self-assured learners and to display excellent attitudes to learning which will have a strong, positive impact on their progress. We aim for our pupils to be proud of their achievements and of their school.

Our effective strategies will promote high standards of behaviour and pupil's self-discipline, towards impeccable conduct. For individuals or groups with particular needs, we work hard to ensure there is sustained improvement in their behaviour and that these have been maintained.

At Hockley Heath Academy, we work hard to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils deal effectively with the very rare instances of bullying behaviours or use of derogatory or aggressive language.

We build an open culture which actively promotes all aspects of pupils' welfare so pupils feel safe at all times. Our pupils understand how to keep themselves and others safe in different situations and settings and they trust people around them to resolve any concerns they have.

BEHAVIOUR LADDER

Pupils at our school have a clear picture of our expectations in terms of behaviour and know the consequences if they do not follow the rules. We have created a Behaviour Consequences Ladder which sets out clearly: example behaviours, the types of behaviours within each tier of the ladder, their severity level, adult action/intervention and the consequences of those behaviours.

The ladder is shared with all pupil on a regular basis, displayed around school and in every classroom and is used to support pupil if they have not followed the school rules.

There are four tiers of behaviour with very clear consequences so that every child understands it:

Green - This is a LEVEL 1 behaviour which represents excellent behaviour and following of the school rules.

Yellow - This is a LEVEL 2 'COULD DO BETTER' BEHAVIOUR. Children will be issued with a yellow card for: talking/shouting out, being distracted or distracting others, not following instructions, inappropriate use of equipment/resources, poor learning behaviour and attitude to learning.

Orange - This is a LEVEL 3 - POOR BEHAVIOUR. Children are issued with an orange card for repetition of level 2 behaviours: deliberate avoidance of learning, moderate vandalism (equipment, resources, graffiti), moderate name calling/swearing/being rude.

Red - This is a LEVEL 4 - UNACCEPTABLE BEHAVIOUR. Children are issued with a red card for repetition of level 3 behaviour: violence e.g. deliberate push, trip, kick, punch, slap etc., theft, assault/fighting, vandalism (equipment, resources, graffiti), bullying/threatening behaviour, racism/discrimination.

All of the cards are visible and kept in a class chart so that changes in teaching staff or visits by senior staff, can see the behaviour of each child. There will be a fresh start daily, so every child has a green card each morning.

BEHAVIOUR POLICY

BEHAVIOUR CONSEQUENCE LADDER

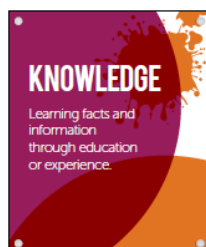
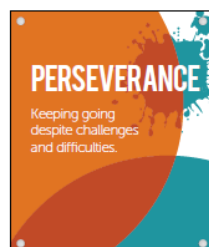
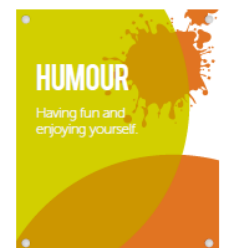
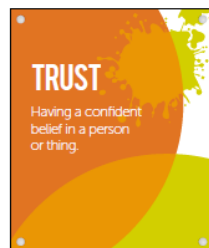
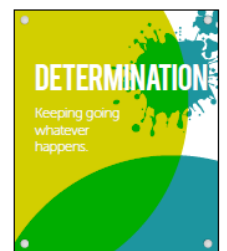
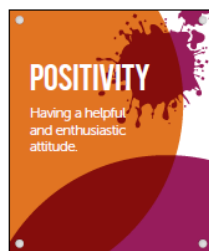
EXAMPLE OF BEHAVIOUR	ADULT ACTION	CONSEQUENCE
<p><u>LEVEL 1 EXCELLENT BEHAVIOUR</u></p> <p>Excellent behaviour Following school rules</p>	<p><u>GREEN CARD</u></p> <p>No Action</p>	<p>No consequence</p>
<p><u>LEVEL 2 - 'COULD DO BETTER' BEHAVIOUR</u></p> <p>Talking/Shouting out Being distracted Distracting others Not following instructions Inappropriate use of equipment/resources Poor learning behaviour and attitude to learning</p>	<p><u>YELLOW CARD ISSUED</u></p> <p>Reminder of rule broken with a verbal warning</p>	<p>The pupil has a chance to revert to green card at the end of the lesson if their behavior improves.</p>
<p><u>LEVEL 3 - POOR BEHAVIOUR</u></p> <p>Repetition of the above OR Deliberate avoidance of learning. Moderate vandalism (equipment, resources, graffiti) Moderate name calling/swearing/being rude</p>	<p><u>ORANGE CARD ISSUED</u></p> <p>Sent to Phase Leader</p> <p>Behaviour logged on SIMS by teacher at the end of the day</p>	<p>Loss of playtime - Class teacher or TA to supervise.</p> <p>Reflection time/apology letter/behaviour forms, as appropriate</p>
<p><u>LEVEL 4 - UNACCEPTABLE BEHAVIOUR</u></p> <p>Repetition of the above OR Violence e.g. Deliberate push, trip, kick, punch, slap etc. Theft Assault/Fighting Vandalism (equipment, resources, graffiti) Bullying/Threatening Behaviour Racism/Discrimination</p>	<p><u>RED CARD ISSUED</u></p> <p>Behaviour logged by teacher - at the end of the day</p> <p>Pupil is sent to Vice Principal</p> <p>If more than one red card is issued in a half term, pupil sent to Principal – parents are invited to attend a meeting</p>	<p>Child to receive playtime and lunchtime detention – supervised by Vice Principal or Principal – this may be extended for more than one day if the behaviour is severe.</p> <p>Reflection as above.</p> <p>For one red card, Vice Principal to inform parents.</p> <p>For two red cards, Principal to call parents – immediate meeting to be arranged (Principal, classteacher, parent & child)</p>
<p><u>EXTREME BEHAVIOUR OR REPITITION OF RED CARD BEHAVIOUR</u></p> <p>This is at the discretion of the Principal - Report Card /Individual Behaviour Plan/ Fixed Term Lunchtime Exclusion/Fixed Term Exclusion/Permanent Exclusion – Follow DfE Protocol and Hockley Heath Behaviour Policy</p>		

VALUES

We have twelve school values which support our pupil and adults in school, to understand our expectations and how to treat one another. Our aim is to follow our values to give our community a purpose to achieve positive outcomes. They give us something to follow and work towards to achieve the best results.

These form an integral part of the ethos we promote and have a high profile within the school, both visibly and within the curriculum. They are a focus for assemblies each week and incorporate British Values, whilst supporting our school community in being the best it can be.

Our values have a definition alongside them, so it is clear to all stake holders what we mean by each one, and how it can be achieved.



REWARD SYSTEM

REWARD SYSTEM GUIDANCE

At Hockley Heath Academy, our aim is to do our best all the time. Through our Merit reward system, we aim to encourage our pupil to work hard, build positive self-esteem, be proud of their achievements and promote and encourage excellent behaviour.

Effective classroom management is vital in creating and maintaining a positive learning environment. We endeavour to promote an encouraging classroom culture by motivating with praise and class rewards. Verbal praise by teachers, when used consistently and correctly, can result in an overt change in the classroom. Pupils can also benefit from a system which uses a strategy to gain their interest and commitment to improve.

Through our reward system, we will engage our pupil and help improve their learning, behaviours and attendance using positive behaviour management, encouraging them to become more active members of our school community.

Our reward system will help to establish a positive ethos in our school by recognising the good work, behaviour and effort of our pupils. The system engages parents as well as pupils as pupil will be sharing their achievements at home. Our school reward system gives our teachers a tool in the classroom for increasing the motivation of our pupils, as well as methods to promote positivity in the rest of the school environment.

When a child displays something worth recognition: produces a high quality piece of work; demonstrates an impressive attitude; exhibits an act which makes an impact; illustrates kindness, they should be rewarded.

There are therefore, several tiers to our reward system which aim to support a positive learning environment in and out of the classroom; merit charts and stickers, house-points and pupil of the week.

MERIT SYSTEM

MERITS

We would like our MERIT system to engage parents as well as pupils and encourage pupil to share their achievements at home.

There are several tiers to our reward system based on merits, stickers and certificates; BRONZE, SILVER, GOLD, SUPER GOLD, PLATINUM, DIAMOND AND HEADTEACHER'S AWARD.

When a child is awarded a MERIT, they will be given a sticker to place on a chart. When the chart is complete with stickers, they will be awarded with a certificate.

The child will then move on to the next Merit Chart and continue their journey of achievement progressively, during their time at Hockley Heath Academy.

Sample Charts

Name _____ Class _____

1. BRONZE AWARD

○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○

Name _____ Class _____

6. DIAMOND AWARD

○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○

Name _____ Class _____

7. PRINCIPAL'S AWARD

○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○

HOUSE POINTS

At Hockley Heath Academy, we have four houses and every child is assigned to one of them;

Gowan, Scott, Deakin, Belton.



A child can be awarded a house-point, or more than one, for being caught displaying great behaviour, attitudes, manners, courtesy to others, kindness etc. If they display behaviours which align with our school Values, these will be rewarded with house-points.

The house-points are counted each week and the winning house is announced in a Friday assembly. Each house is then awarded scores depending on their ordinal position. Every term, the winning house is announced and can display their house colour on the 'House-point Cup' for that term.

The pupils in each of the four houses also represent their house during our annual Sports Day, where they participate in both competitive and skills based sporting activities.

The aim of the house-points is to provide our pupil with a sense of teamwork, community and identity.

STAR OF THE WEEK

A child is chosen every week by their teacher for excellent achievement in class. The award is always related to work and presented by the class teacher, during a Friday assembly. The teacher will verbally share the pupil's achievements with the rest of the school and the child will stand up and be celebrated by all.

There is a weekly Principal's award which is presented to a child who has been noticed for doing something exceptional over the week. They are presented with a note to take home and share with their family.

At Hockley Heath Academy, we encourage all of our pupil to share with us, any accomplishments they have achieved out of school. We celebrate these in our Friday assembly and through our half-termly newsletter.

USE OF REASONABLE FORCE

USE OF PHYSICAL INTERVENTION

- It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :

A. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;

B. causing personal injury to , or damage to the property of, any person (including the pupil himself);

or

C. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

- The general guidance on ***The Use of Force to Control or Restrain Pupils (2010)*** continues to be supplemented by two specialist guidance documents, namely :

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (Circ LEA/0242/2002); and

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Circ LEA/0264/2003).

The circular entitled *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or*

Autism Spectrum Disorders applies to all special school settings.

CONDUCTING A SEARCH

- Principals 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.
- Schools can also identify additional items in their Academy rules which may be searched for without consent. Force **cannot** be used to search for these items.
- Additional local guidance includes:

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (Circ. LEA/0242/2002) <http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>; and

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Circ. LEA/0264/2003) http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties_2003.pdf .

The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders applies to all special education provision settings.

Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the governing body / trust board / management board / proprietor (delete as appropriate) to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

Roulla Gabriel

Principal

June 2016