



Hednesford Valley High

Behaviour Policy

Reviewed by: E Perry

Last reviewed: February 2024

Next review due by: February 2025

Contents

1. Rationale – page 2
2. Positive Reinforcement – page 2
3. Restorative Practice – page 2
4. Clear Expectations – page 2
5. Consistency – page 3
6. Consequences – page 3
7. Support – page 4
8. House System – page 5
9. Bullying – page 5
10. Behaviour not conducive with the values of Hednesford Valley High – Page 6
11. Training – page 6
12. Dissemination and Review – page 6

1. Rationale

The main purpose of the Behaviour Policy is to create a safe and respectful learning environment where all students can thrive. The policy not only helps to prevent disruptive behaviour, but also promotes positive behaviour and reinforces the school's values and mission.

2. Positive Reinforcement

The school will use positive reinforcement techniques such as praise, encouragement, and recognition to promote good behaviour among students. Staff will look for opportunities to acknowledge and reward students who demonstrate positive behaviours such as kindness, respect, and responsibility.

Points will be offered in two ways as part of the class reward system where students earn points within lessons that go towards the target of an end of term reward day. Each tutor room should display a class chart showing the amount of points accrued by the students. Students should in KS4 be responsible for their own point sheet and collecting their points. Students in KS3 can have a points folder which a member of the tutor group is responsible for each week.

The second way in which student will be rewarded is through the house system, see appendices F.

3. Restorative Practice

Restorative practices can be a powerful tool to promote positive behaviour and repair harm. By focusing on repairing relationships and addressing the underlying causes of behaviour, restorative practices can help to create a more supportive and inclusive learning environment for all students.

When an incident occurs, the first step is to identify the issue and gather information from all parties involved. This includes the person who caused the harm, the person who was harmed, and any witnesses.

A restorative meeting is held with all parties involved to discuss what happened, how everyone was affected, and what can be done to repair the harm. The facilitator helps guide the conversation in a respectful and productive manner.

The group works together to determine how the harm can be repaired. This may include apologies, restitution, or other actions to restore the relationship and make things right.

After the restorative meeting, the facilitator follows up to ensure that the reparative actions have been completed and to check in on the progress of the parties involved. This helps to prevent future incidents and maintain positive relationships.

4. Clear Expectations

Clear expectations will be set for student behaviour both in and out of the classroom. These expectations will be communicated to students and staff through written policies, assemblies, and other communication channels. The expectations will be fair, consistent, and achievable for all students, regardless of their abilities.

Classroom behaviour charts will be displayed in each classroom and rooms that face the playground will display the playground rules.

Behaviour expectations when walking around the school will be displayed in the corridors, see Appendix A, B & C – The HVH Expectations chart

5. Consistency

The school will ensure consistency in the application of its behaviour policies. Staff will follow the same procedures when dealing with behavioural issues and will communicate regularly to ensure that students receive consistent messages about expectations and consequences.

All behaviour incidents will be reported through SIMS. There is a clear expectation that all staff record behaviours correctly on SIMS and notify parents / carers.

At Hednesford Valley High School we; **PIP- Praise in public** and **RIP- Reprimand in private**.

We are a “No shouting school”. Staff can and should raise their voices to prevent danger, but staff should never shout in anger.

6. Consequences

There will be clear consequences for behaviour that does not meet the expectations set out in the school's policy. The consequences will be age-appropriate and proportional to the behaviour in question. They will be communicated to students in advance so that they are aware of what will happen if they do not meet the expectations. See appendix D – Behaviour Chart.

Detentions

Staff may carry out detentions when required.

If a student does not complete the appropriate amount of work a detention can be issued by and completed with the subject teacher for a time, they deem appropriate.

If a student absconds from the lesson the subject teacher will issue an after-school detention for the amount of time they were out of the lesson. Parents/carers must be contacted to organise a pickup time.

If a student displays inappropriate behaviour in a lesson the subject teacher may issue a detention at break and lunch depending on level of behaviour.

If a student refuses to attend a school detention then parents/carers should be contacted and the detention will be completed as an after school detention by the teacher.

As long as students are given the opportunity to eat, drink and go to the toilet the whole break and lunch may be spent in detention.

Detentions to be logged on SIMS when completing behaviour incident report.

Early Intervention Plan

If a student is consistently displaying behaviours that are disruptive to their learning in a lesson, subject teachers should fill out an ‘Early Support Concern Form’ and forward it to the B/M and Pastoral Manager. The form will help identify behaviours before they escalate.

If a form is handed in, the Pastoral Manager will work with the student to work on their behavioural skills and the B/M will support within the lesson.

PIP's and Risk Assessment

If a student displays serious behaviour a PIP and/ or risk assessment should be written and updated as needed. These then need to be uploaded to SharePoint.

Report Cards

A student may be put on a report card if they are consistently not following one or more of the school rules. This will also target Truancy and Low-Level Disruption.

A student's target must relate specifically to the school rule/s they need to improve on.

A target card must clearly display the consequences a student may get for not achieving their target and rewards a student can achieve for reaching their target.

A target card should last 3 to 4 weeks if no improvement has been made student will need to be referred to BSM or SLT.

A target card made be used to monitor other areas such as toileting these target cards do not need to have consequences and rewards.

Report Cards

A student placed on a target card should report to their Tutor Team at the end of each day to show their target card and discuss the day. The target cards will be reviewed after a period of no more than 2 weeks. If a tutor report has not been successful, the student can be given a BSM or SLT report card. Any tutor team who use a target card with a student, should notify BSM so the intervention can be monitored.

If a student does not meet the agreed target, then they will have a consequence, if they do meet their target, they will receive a suitable reward, these can be discussed with BSM and are on an individual basis and should be carried out by the Tutor Team.

Isolation

All isolation will include 1 hour after school detention where appropriate and parents/carers will be notified of this by the BSM and parents / carers will need to collect their child.

7. Support

The school will provide support for students who need extra help to meet the behaviour expectations. This may include counselling, mentoring, or other interventions. Staff will work closely with parents and outside agencies as needed to provide the best support for students.

There is a clear escalation within the school of behaviours. In the first instance staff are to go through the standard procedures of classroom management and giving consequences for poor behaviour. These can start with verbal warnings, offering time out of lesson and quiet discussions with the student reinforcing the required standard of behaviour expected. If this does not work staff can call for Behaviour support and the Behaviour support team will, if possible, reintegrate the student back into the lesson. If this is not possible

the student will be internally isolated.

Staff are encouraged to use sanctions if required such as break/lunchtime detentions and after school detentions. If the student does not attend these detentions, they can be referred to the behaviour support team by completing the referral form. See Appendix E – Detention Referral form.

After school detentions held by teaching staff can be any night, if a referral has been made to the Behaviour support team, their detentions will be held on a Tuesday and Thursday evening. If there is deemed to be an instance where the behaviour warrants it there will be a member of the Senior Leadership Team available every evening in which to facilitate a detention.

8. House System

The school has from April 2023 adopted a house system as a way to promote positive behaviour, build community, and enhance the overall school culture. Each house is led by a designated staff member, and students compete in various events and competitions throughout the year to earn points for their house. The purpose of a House system is to encourage teamwork, promote positive behaviour, and foster a sense of belonging among students. By creating a smaller, more personal community within the larger school community, students can build strong relationships with their peers and staff members and develop a sense of pride and loyalty to their house. Ultimately, the goal of a House system is to enhance the overall school culture, promote positive behaviour, and create a more supportive and inclusive learning environment for all students. Staff can nominate students for house points and send these to the behaviour support team who will ensure that the monitoring and updating is done on a weekly basis. The winning house at the end of the academic year will receive a reward. See appendix F – House system

9. Bullying

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

ANTI-BULLYING ALLIANCE

Definition of bullying

Bullying behaviour is repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Repeated = doing something more than once

Intended = doing something on purpose, not an accident

Negative behaviour = doing something that makes someone else feel upset, uncomfortable or unsafe.

The types of negative behaviour can be remembered by VIP:

V = verbal

I = indirect

P = Physical

Bullying incidents in school will be decided by B/M and SLT after reviewing incidents on a monthly basis. If staff feel bullying is taking place, they must speak to the B/M or SLT.

If definition is not met, incident refers to main behaviour policy / other areas.

10. Behaviour not conducive with the ethos and values of Hednesford Valley High

Students whose behaviour is deemed to be so serious that it is not compatible with the values of Hednesford Valley High School including but not exclusively to putting themselves, others or the school in danger can be suspended if seen fit by either the Headteacher or the Assistant Headteacher. If multiple suspensions occur, then a permanent exclusion may follow. These proceedings would be in line with Staffordshire County Council's statutory guidelines.

11. Training

- Staff will receive CPDL training
- There will be a review of the incident
- If staff feel they need any additional training, they should ask.

12. De-escalation

The expectation is that staff will reduce and de-escalate at early signs.

13. Dissemination and Review

The policy will be disseminated widely both to Staff and Governors through appropriate meetings. The policy will be shared with Parents / Carers and displayed on the school website.

Review of incidents

When significant or emerging situations take place, the school will implement a 'review of incident'. This is to ensure that the health and safety of students and staff are considered and if any 'lessons are to be learned' and the behaviour policy remains relative.

The policy will be reviewed February 2025.



School Rules

Our school values are a "TRICK" - **T**eamwork, **R**espect, **I**ndependence, **C**onfidence & **K**indness.

So, our school rules are:

- I am part of the HVH team - I will work with others
- I am respectful - To others, their things and our school
 - I am Independent - I will be ready to learn
- I have the Confidence to speak out when I see something wrong
 - I am kind - I will help others when I can



Discovery Behaviour Chart



Types of Behaviour	Minimum Consequence
Major assault with intention to cause injury- Repeated punching, kicking, slapping, biting etc	2 days isolation Possible parent/carer meeting with B/M/SLT if needed
Minor assault- Intended kick, slap, bite or punch etc	1 day isolation
Intimidation towards staff/ students (deliberately making someone feel scared or uncomfortable either verbally or physically.)	$\frac{1}{2}$ a day isolation (3 lessons) Letter or verbal apology to victim
Obvious swearing	Isolation in classroom Discussion to finish incident
Intentional damage to school building and fittings	1 day isolation Letter to parent/carer requesting payment for damage
Truancy	After school detention for the time spent out of lessons. Possible parent/carer meeting with B/M/SLT if needed.
Making False allegation against an adult	Direct to Head teacher to be dealt with or SLT member in charge of behaviour
Mobile phone being out during a lesson, in the school building, travelling during lesson time or where educated off site.	1 warning by staff. If student uses the phone again, staff will confiscate the mobile phone and parents or carers will have to collect at the end of the day. - see Mobile phone policy
Absconding	2 days isolation

Details of incident that lead to detention being set

Reasonable adjustments made by staff before issuing the detention

Hednesford Valley High



Detention checklist referral form

Student name: _____ Tutor Group: _____

Date detention issued: _____ Detention sat: _____

Hednesford Valley High - Striving for Excellence

Detention has been agreed with BST Signed

Parents/ Carers of student has been contacted Yes NO

Appropriate work set for detention Yes NO

Student has sat the detention Yes NO

Detention has been escalated to SLT Yes NO

Signed:

Detention Referral pro-forma

After school detentions in the first instance if set by the class teacher are to be supervised by the teacher. If a student does not attend the teacher detention this is to then be escalated to the BST.

Staff setting the detention need to provide work and / or instructions for students to complete during the after-school detention (work can be emailed to BST team for detention)

Staff setting the detention are to ensure that they contact the parents / carers of the student before the detention if this has not been done then the detention will not be completed.

Referral forms for detention needs to be agreed and signed by a member of the BST team prior to the detention.

Please ensure that the details of the incident are recorded on the referral form as well as the steps taken by the staff prior to after school detention being set.

A copy of the referral form goes home with the student and a copy goes to the BST for record keeping

There will only be space for a certain number of students in detention each week so the student may not sit the detention the same week

Please ensure that the incident and the detention is recorded on SIMS.

Appendix F

House System

Purpose:

- To recognise and reward
- To build a positive atmosphere for learning
- To encourage teacher/student praise
- To promote achievement

There are 4 Houses:

- Shugborough Hall
- Cannock Chase
- Weston Park
- Littleton Colliery

How to Earn Points:

- Full weeks attendance
- Half a terms full attendance
- Full terms attendance
- Act of Kindness
- Completion of homework
- Student of the week
- Representing school in competitions
- No behaviour points
- Reading Books
- Completing your book quizzes

What do the Winners get?

- Each term the winning house will be announced
- The winning house will get the house trophy
- The winning house will get a trip at the end of the year

What do you need to know:

- Everyone in a house will have a badge showing the house you are in
- Each house is a team, work together!!!
- If you get negative behaviour points on SIMS they will be taken away from House points