Hednesford Valley High

Behaviour Policy

Reviewed by:	Emma Perry
Last reviewed:	May 2026
Next review due by:	May 2027

Website: www.hvh.staffs.sch.uk **Headteacher**: Mr S. Stokes, BSc (Hons), PGCE, NASENCo,NPQH
Deputy Headteachers: Mrs E Hill, BSc (Hons), QTS, NPQSL, MA Mrs E Perry, BSc (Hons), PGCE, PGDip,MA,NASENCo
Associate Assistant Headteacher: Mr C Wall, BSc (Hons), PGCE, NPQSL

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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 vison of “Ready to Learn, Ready for Life”

2. Expectations of Students

All students are expected to:

- Uphold the HVH Values inside and outside of school (Teamwork, Respect, Independence, Confidence and Kindness), see appendix A.
- Come to school regularly and on time (08:50), allowances will be made where local authority transport brings students to school late.
- Go to all their timetabled lessons on time and remain there until given permission to leave the room by staff, or where they have a pass issued by SLT to leave the room, where they must follow the protocol explained at the time the card was given.
- Be ‘Ready to Learn’ at the beginning of and throughout all lessons.
- Follow reasonable directions given to them by staff without argument.
- Allow others to learn without hindrance of any kind.
- Not be verbally abusive or threatening to anyone.
- Not bring any prohibited items (as listed in appendix E) into school.
- Only use electronic devices during break and lunch times, and only outside the school building, unless it is declared a wet break.
- Wear the correct uniform, including removal of outdoor jackets, coats or other outdoor wear, or hoodies at the start of the lesson, SLT can make reasonable adjustments relating to need, students will be issued a card stating this, which they must show staff if challenged.
- Make their way safely around school in a quiet and orderly manner.
- Try their best to progress in all lessons.
- Not use physical contact against others.

3. Expectations of Staff

All staff are expected to:

- Uphold the HVH Values inside and outside of school (Teamwork, Respect, Independence, Confidence and Kindness).
- Always model the positive behaviours that students are expected to show.
- Follow the behaviour policy consistently, whether dealing with positive or negative behaviours.
- Have a dynamic seating plan for all of their lessons which can be quickly updated as needed.
- Be proactive to deal with negative behaviours when they see them, using the principles of emotion coaching, challenge them and remind students of what is expected of them.
- Use positive reinforcement where possible to encourage students to make the right choices.
- Use Arbor to record positive and negative behaviours as soon as possible.
- Communicate effectively with home where positive or negative behaviours have been displayed.
- Not shout in anger at anyone.
- Complete an ‘Early Support Concern Form’ where a student consistently displays behaviours that fail to meet the expectations in this policy, (appendix F).
- To speak to the inclusion team or a member of SLT if they feel that bullying may be occurring.

4. Expectations of Parents / Carers

All parents/carers are expected to:

- Ensure their child attends school regularly and punctually (08:50), allowances will be made where local authority transport brings students to school late.
- Encourage their child to bring the right equipment into school and be 'Ready to Learn' in all lessons.
- Ensure their child follows the school uniform requirements, SLT can make reasonable adjustments relating to need, students will be issued a card stating this, which they must show staff if challenged.
- Inform school if they are aware of any factor which may affect their child's behaviour in school.
- Support their child to understand and follow the school values and expectations.
- Maintain regular contact with school through parents' evenings, EHCP reviews, meetings, email or telephone as appropriate.

5. Rewards and the House System

The school has from April 2023 adopted a house system 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 record house points on the Arbor system to celebrate student successes. The points given will be added to the students' house and rewards will be given for the winning house at the end of each term. Students who individually earn the most house points will be celebrated in special assemblies at the end of each term.

At the end of each week, the students with the most house points for that week will be given an extra 5 minutes breaktime. At the end of the year students from the winning house, whose consequence points are under a set threshold will go on a reward trip.

6. Consequences

When a student's behaviour does not meet the expectations set out in this policy, staff must

- give a verbal warning to the student and explain why their behaviour does not meet the school's expectations, some students may require a visual reminder of this warning.

- If the negative behaviours continue, staff must give a second verbal warning, again explaining how the student's behaviour does not meet expectations.

- If the negative behaviours continue, staff must give the student 5 minutes time outside the class, this should be done with a member of support staff always supervising the student. If this is not possible, then the staff member must call the inclusion team.

- If upon the student's return to class their negative behaviour continues then staff must follow the flow chart in appendix B. The consequence given will be 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.

7. 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'.

It is important for staff to use the definition of bullying above when considering if behaviours amount to bullying and to remember the negative behaviours can be verbal, indirect or physical. (VIP).

If a staff member suspects that bullying is taking place, they must report this to a member of the Inclusion Team or SLT.

8. Searching, Screening and Confiscation

The Headteacher has a statutory power to search a student and their possessions where they have reasonable grounds to suspect that a student may have a prohibited item, appendix E or any other item that the school rules identify as being prohibited. (Searching, screening and confiscation guidance for schools.)

The Headteacher can also nominate specific staff to carry out such searches, currently these nominated persons are SLT, Inclusion Team and the Pastoral Manager only.

Being in possession of a prohibited item, especially weapons or items that can cause injury of any kind, may mean that the student is involved in, or at risk of being involved in anti-social or criminal behaviour. Conducting a search may prevent circumstances advancing beyond reproach and thus safeguard the students and others.

A nominated member of staff may, in a private setting with at least one other member of staff present, search a student's outer clothing, pockets, possessions, desks or lockers. In all instances the parents / carers of the student will be informed of any search, the reasons for it and the outcomes of the search. Where a student refuses to be searched, parents / carers will be called to come into school and facilitate the search.

If a student is found in possession of a prohibited item which has or may cause harm to themselves or others in any way including emotionally, then the staff member will alert the Designated Safeguarding Lead, the item will be confiscated, and the student will be sanctioned accordingly. If any illegal items are found, then the school will notify the police.

Staff nominated to be able to search can under law retain or dispose of a student's property as a disciplinary penalty, where it is reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to any item they have confiscated, provided they acted lawfully.

9. The Use of Reasonable Force to Control or Restrain Students

Government legislation provides schools with the power to use reasonable force or make other physical contact where needed under the circumstances below to. (Use of reasonable force in schools).

- prevent a student from attacking another student or member of staff or to stop a fight.
- restrain a student at risk of harming themselves or others through physical outbursts.
- prevent a student from damaging property.
- conduct a search for prohibited items, appendix E
- prevent a student behaving in a way that disrupts a school event, trip or visit.

At this school, using the principles of PROACT SCIPr, physical control or restraint is always used as a last resort or in rapidly escalating situations where the student or others are in immediate danger of harm, and should be used for the minimum amount of time possible.

10. Early Intervention Plans

If a student is consistently displaying behaviours that do not meet expectations, teachers should fill out an 'Early Support Concern Form' (appendix F) and forward it to the Inclusion Team 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 Inclusion Team will provide support to the teacher as deemed necessary.
Behaviour patterns will also be tracked via Arbor and similar interventions may be provided for those students identified.

11. PIP's and Risk Assessments

If a student displays serious behaviours, which do not meet expectations, a PIP and/ or risk assessment should be written in conjunction with the Inclusion Team and / or Pastoral Manager and updated as needed.
These then need to be uploaded to SharePoint and shared with all relevant staff.

12. 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.

The student's targets relate specifically to meeting the school values and expectations.

Students meeting their targets will be rewarded in the same way any other student who meets the school expectations would be.
Students who are not meeting expectations whilst on a report will receive consequences as detailed below.

Target Card Scores	Consequence
less than six 2's in a week	discussion with tutor / inclusion team / SLT on issues which caused these scores and how they may be alleviated positively.
more than six 2's in a week	15-minute detention with person the student is on report to.
any 3's in a lesson	the staff member who gave the 3, must set a breaktime detention for 15 minutes.
more than six 3's in a week	1 hour after school detention, possible escalation to next level of report.
any 4's in a lesson	1 hour after school detention, possible escalation to next level of report.
more than three 4's in a week	immediate escalation to next level of report.

A tutor target card should last 2 to 4 weeks, if no improvement has been made the student will need to be referred to SLT as a C4, (appendix B).

13. Reflection

When students commit serious breaches of school expectations or persistently fail to meet school expectations SLT can issue a period of reflection, in the first instance this will usually be in a classroom with a middle leader, separated from their usual class. Subject teachers must provide work for the student to complete if they would normally be teaching them during their reflection time. The student may also be given a 1-hour after school detention.

For very serious breaches of school expectations the reflection may be with the Inclusion Team or SLT. The student will also be given a 1-hour after school detention.

14. Support

The school will provide support for students who need extra help to meet their 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.

In the first instance staff are responsible for classroom management and giving consequences for poor behaviour.
There is a clear escalation flow within this policy for dealing with negative behaviours, appendix B, the Inclusion Team can be called at the C3 or above stage or if no staff are available to facilitate a 5-minute time out, if no staff are available to find a student missing from a lesson, or if a student refuses to return to a lesson.

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 escalated to the next C stage, e.g. failing to attend a C1 detention, escalates it to a C2 detention, these changes should be recorded on Arbor.

After school detentions held by teaching staff can be any night as long as 24 hours' notice has been given to the parent / carer. A parent / carer may also agree to a same day detention if the student would normally be in a club that day. Where a parent / carer wants to refuse the detention, advice should be sought from SLT, and the parent / carer should be informed that this will happen.

Behaviour patterns will also be tracked via Arbor and interventions may be provided for those students identified.

15. 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 Deputy Headteacher. If multiple suspensions occur, or extremely serious one-off incidents, then a permanent exclusion may follow. These proceedings would be in line with Staffordshire County Council's statutory guidelines.

16. Training

- Staff will receive CPDL training when they join the school, when new procedures or techniques are introduced or where development needs have been identified.
- If staff feel they need any additional training, they should ask a member of SLT.

17. 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.

18. Review of Significant 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.

School Rules

Our school values are a “TRICK” – Teamwork, Respect, Independence, Confidence & Kindness.

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

Appendix A

Behaviour Flow Chart

When a student's behaviour does not meet the expectations, staff must

- give a verbal warning to the student and explain why their behaviour does not meet the school's expectations, some students may require a visual reminder of this warning.
- If the negative behaviours continue, staff must give a second verbal warning, again explaining how the student's behaviour does not meet expectations.
- If the negative behaviours continue, staff must give the student 5 minutes time outside the class, this should be done with a member of support staff always supervising the student. If this is not possible, then the staff member must call the inclusion team.

Student Behaviour	Type of Consequence	What should be done
If a student continues to not respond to staff instructions and persists in not meeting expectations.	C1	The staff member logs the incident on Arbor and issues a class teacher detention (15 minutes), for the next available breaktime.
If a student continues to persist with negative behaviours, which do not meet expectations.	C2	The staff member logs the incident on Arbor and issues a class teacher detention (30 minutes), during lunch or after school. Staff member parks the student with another class within faculty.
If a student commits minor assault, absconds from school premises, causes intentional damage to someone else's property, including school's or is persistently not meeting expectations.	C3	The staff member logs the incident on Arbor and calls for the inclusion team. Senior Leadership Team may issue one full school day in reflection, there may also be an afterschool detention in some circumstances. The student may be put onto form tutor report.
If a student commits major assault or is persistently and methodically not meeting expectations.	C4	Senior Leadership Team may issue two full school days in reflection and a 1 hour after school detention. The student may be put onto SLT report.
If a student has continual persistent recorded failures to meet expectations and non-engagement with interventions, or extremely serious one-off incidents	C5	Headteacher or Deputy Headteacher can issue a fixed-term or permanent exclusion as is deemed necessary.

Where a student is missing from a lesson, support staff from the lesson should attempt to locate the student and return them to class, where staff are on their own or where the student refuses to come to the lesson, then the Inclusion Team should be called.

Appendix B

Discovery Behaviour Chart

Type of Behaviour	Minimum Consequence
Swearing at someone deliberately	Break detention
Refusing to follow reasonable instruction from staff	Break detention
Truancy	Detention to make up missed time / work
Electronic device being out during lesson or inside school building	1 warning by staff. If seen again then student will not be allowed to bring the device into school the rest of the half-term. Can be confiscated until the end of the day if student refuses to put the device away.
Intimidating behaviour towards others: Deliberately making others feel scared or uncomfortable verbally or physically.	½ day reflection
Absconding from school premises	1 day reflection
Intentional damage to school buildings and fittings or someone else's property	1 day reflection
Minor assault: Intended kick, slap, punch, bite etc.	1 day reflection
Major assault with intention to cause injury: Repeated punching, kicking, slapping, biting etc.	2 days reflection Possible suspension and meeting with parents and SLT if needed.
Bringing an unauthorised item into school	Direct to Headteacher or designated SLT member.
Making a false allegation against an adult	Direct to Headteacher or designated SLT member.

Appendix C

Hednesford Valley High School 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 at the end of the school year will get the house trophy
- The winning house at the end of the school year will get a special trip

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 Arbor, they will be taken away from House points

Appendix D

Prohibited Items in School

- **Weapons and dangerous implements:** Knives, firearms, sharp objects, and any items that could be used to cause harm.
- **Fireworks:** Due to the inherent danger and potential for causing harm.
- **Illegal substances:** Alcohol, illegal drugs, and paraphernalia related to drug use.
- **Tobacco and cigarette papers:** To protect student health and that of others.
- **Matches and lighters:** To prevent accidental fires or misuse.
- **Laser pens:** Potential eye damage.
- **Aerosol cans (deodorants):** These set of the smoke alarms
- **Stink bombs:**
- **Glass bottles:** To prevent breakage and potential injury.
- **Fizzy drinks or Energy drinks:** To prevent students becoming hyperactive and increasing the risk of injury to themselves or others.
- **Pornographic material of any kind:** To prevent students viewing sexually inappropriate materials.
- **Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage to property of any person, including the individual themselves.**

Early Support Concern Form

The Early Support Concern Form is an electronic form which can be found at the link below

https://forms.office.com/e/5vP0KtSswM

Appendix F