



KING'S LEADERSHIP  
ACADEMY HAWTHORNES

SCHOOLS OF CHARACTER  
MAKING GREAT LEADERS

# BEHAVIOUR & REWARDS POLICY



GREAT SCHOOLS  
TRUST

## Contents

<u>1. Introduction</u>	<u>2</u>
<u>2. Principals and aims</u>	<u>4</u>
<u>3. Staff responsibilities</u>	<u>5</u>
4. Longer term interventions	6
5. rewards	6
6. Additional information	6

## 1. Introduction

### 1.1 Ethos and Values

#### *Our Mission*

- To provide a rigorous and transformational education that prepares our pupils for success at sixth form college, university and beyond.
- To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become a successful citizen in tomorrow's world.

**Independent Learners** who understand their strengths, abilities and interests and are capable of utilising and applying critical and creative thinking to reason through and solve complex problems.

**Intellectual Habits** such as fierce concentration, thoroughness, accuracy reflection, strategic thinking and intellectual volition in all that they undertake.

**Strong Characters** who develop clear established principles that, acted upon consistently, produce virtuous behaviours, compassionate acts and honest answers and decisions in facing up to life's challenges.

**Successful Citizens** who through communication and other relevant academic and social activities make a positive impact on the academy and, eventually, their community and the wider world.

#### *Our Beliefs*

Our beliefs centre around identifying, nurturing and developing potential and hidden talent in every single one of our students. At the Great Schools Trust we believe every child can succeed and that great teaching is the key to that success. This sentiment is reflected in our motto, 'Credimus', which translated from Latin literally means we believe.

At the Great Schools Trust the following beliefs are fundamental to our philosophy:

**We believe** that all students have the ability to reach their potential and it is the job of all who work at the academy to ensure this happens. We want our students, parents and supporters to share in this belief with us.

**We believe** that our curriculum should be based firmly on traditional values, with a focus on outstanding learning. Our students have access to a wide variety of enrichment activities and extended school day to ensure that none fall behind.

**We believe** in appointing only the very best teachers and staff who are committed to serving the students and parents of this community.

**We believe** in having the highest expectations of ourselves and our students as well as accepting no excuses for underperformance.

**We believe** that our school exists to shape the life chances of all our students in order that they can attend the best Universities or places of employment in the years to come.

**We believe** in fully supporting our students throughout their education. Our House system ensures that all children feel welcome and included as equal partners in the daily life of the academy.

**We believe** that the best way to prepare individuals for the future is through 'Leadership'. By adopting this specialism, we will provide opportunities at all levels for both staff and students to develop the character and moral virtues required to contribute positively in the wider community.

### ***Our Values***

"Values-led education is about having high expectations of our students and helping them to develop high expectations of themselves."

At the Great Schools Trust we place great emphasis on the building of strong character traits in all of our students. We firmly believe that strength of character is the fundamental cornerstone of academic success. We have used the word 'ASPIRE' as an acronym to encapsulate our values. Each of the letters stand for one or more 'character' qualities that we wish to see our students develop whilst at our academies.



## Principles and Aims

At King's Leadership Academy Hawthornes, we recognise that every student and member of staff is responsible for promoting good behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated.

King's places specific focus on our ASPIRE code and measure both behaviour and rewards across the seven values of Aspiration and Achievement, Self-Awareness, Professionalism, Integrity, Respect and Endeavour. The ASPIRE code permeates all aspects of school life both in and out of the classroom environment and pupils clearly understand the character they need to demonstrate on a daily basis.

<b>Headteacher:</b>	Mr P.Gaul
<b>Ic Behaviour and Attendance:</b>	Miss R.Prout
<b>Head of Foundations:</b>	Mr P.Kilroy
<b>Head of Senior School:</b>	Mr P.Giles

### At King's, we aim to:

- Have a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent
  - Reflect Government legislation as represented in the Education Act 2002 (amended 2011); The Education and Inspection Act 2006; DFE Exclusion from Academies in England; The School Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2007; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000)
  - Ensure that all staff are aware of the powers available to them to sanction poor behaviour
  - Ensure that students and parents are introduced on entry to the school's expectations via the Home/School agreement and associated documents and pre-induction meeting with SLT and Dock Tutor
  - Ensure that all students are clear about the school's expectations through their ASPIRE lessons, mentoring, visible displays in school and assemblies.
- 
- Ensure that students understand how their behaviour contributes to the overall learning climate of the school
  - Ensure Equality of Opportunity for all students
  - Consider the impact of each individual's behaviour on the school community as a whole
  - Work as part of a multi-agency network to help students achieve more
  - Promote clear values and a clear moral code
  - Enforce fair, consistent and appropriate sanctions when necessary
  - Involve parents and governors wherever it is appropriate or required
  - Use counselling where appropriate
  - Use IEPs wherever relevant to support behaviour
  - Utilize parental support and involvement:
    - I. when conducting reintegration meetings following a placement or short-term alternative provision placement
    - II. when conducting readmission meetings following fixed term exclusion
    - III. when issuing Parenting Contracts and/or Fixed Penalty Notices

iv. when discussing placements within the Room 38 structure for curriculum re-integration

## **Staff responsibilities**

At KLAH, all Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Leadership Team provide further support by patrolling key areas of the school during every break and lunchtime.

### **Managing classroom behaviour**

The school's behaviour for learning system places the emphasis on classroom leadership by the teacher and the students' adherence to the Aspire Values.

When incidents of poor behaviour occur, the following system is employed:

1. Warning
2. Move seat
3. Exit from classroom
4. Restorative Conference as soon as is possible

A number of interventions are put in place to ensure that pupils' work is maintained in Room 12.

### **Tracking poor behaviour and attitude to learning**

Behavioural records on Bromcom are analysed every week by the behaviour team to identify patterns of poor behaviour and inform intervention strategies in support of both teachers and students. This is overseen by the senior member of staff and JMO who coordinates the recording of referrals.

We track poor behaviour via 'Attitude to Learning' marks (ATLs'). An ATL 1 means a pupil has gone above and beyond; an ATL 2 means they have demonstrated the expected behaviour for a King's pupil in lesson; an ATL 3 means they have displayed behaviour that is not in line with the academy's expectations and an ATL 4 constitutes a serious breach of the behavioural policy.

### **Behaviour Sanctions:**

If behavioural issues continue, a number of further strategies are employed.

- Regular contact home
- Aspire Monitoring cards which track behaviour on a lesson by lesson basis
- Mentoring

### **Exclusions**

In the event of an external exclusion the school, parent and student are required to meet for a re-admission agreement, which stipulates the expectations placed on any student returning to school following a fixed term exclusion.

## **Longer term interventions:**

If a student struggles to maintain consistently good levels of behaviour in the mainstream curriculum, we employ various interventions to enable the student to continue to make progress. Room 38 enables Senior school students to access a more bespoke provision at KS4. We also use a variety of structures at KS3 to tackle students with SEMH issues.

If necessary, we engage the services of a variety of external agencies to address behavioural issues in a bespoke fashion.

## **REWARDS**

### **Rewarding good behaviour**

At King's we fundamentally believe in the importance of rewarding students for demonstrating exemplary codes of practice across all aspects of their school life, including exemplary behaviour. We believe that the encouragement and rewarding of good behaviour and practice eg. following the ASPIRE code, working hard in lessons and producing high quality work builds student confidence and goes some way to minimising poor behaviour.

To this end, all teachers apply the 'Praise Strategy' in the classroom to reward pupils. This strategy can be seen below.

### **Praise Strategy for Classroom**

At KLAH we expect that pupils follow our ASPIRE code at all times.

At the end of each Learning Cycle, there is an achievement assembly where students receive certificates linked to the Aspire Value of the half term.

## **ADDITIONAL INFORMATION**

### **Banned items**

**The following items are not permitted on the school site:**

- chewing gum
- lighters
- cigarettes / electronic cigarettes laser pens
- non-uniform clothing and footwear
- jewellery
- This list is not exhaustive and the school maintains the right to confiscate any item considered
- dangerous, offensive and inappropriate or that may compromise safety.
- The following items are considered dangerous and are also banned:
- fireworks
- illegal drugs
- solvents
- knives
- blades
- pointed items
- alcohol
- guns (including plastic toys or replicas)

- Students found in possession of 'banned' items will have them confiscated and may be excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items.

### **Detentions**

Detentions may be used as a sanction in response to punctuality, poor quality classwork, lack of or poor quality homework and behaviour concerns.

### **Risk Assessment**

In order to Ensure that appropriate support is in place and the rights of all students to learn in an orderly environment are protected, King's may carry out a risk assessment in cases when a student is considered a risk to the learning or health and safety of other students or staff.

### **Parents**

Parents are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff. When a parent's behaviour is giving ongoing cause for concern the governing body has the authority to ban the parent from site.