

Procedures for Rewards and Behaviour Consequences

This document is written in conjunction with the following Consortium Academy Trust policies, which are available on the Trust website [The Consortium Academy Trust - Policies \(consortiumtrust.co.uk\)](https://www.consortiumtrust.co.uk):

- Behaviour Policy
- Exclusion Policy
- Anti-Bullying Policy

At Winifred Holtby Academy we create an environment where all pupils can learn and develop safely. This can only be achieved when pupils, staff, and parents work in partnership to ensure a consistent approach to positive behaviour and discipline across the Academy and beyond. Our ethos is underpinned by the three core values of Respect, Ambition and Achievement.

We expect all our pupils, irrespective of ability, starting points and personal circumstances to be polite and demonstrate respect in all aspects of academy life. We expect them to respect their peers, our staff, and the wider academy community. We expect our staff to have high expectations and be ambitious for all our pupils and to forge positive relationships with them. We also expect our staff to model respectful relationships and positive behaviours in their daily interactions with other pupils and with other adults.

We want our pupils to flourish within our academy community so that they can embark on the next stage of their education as confident individuals, contribute effectively to society, and achieve their ambitions. This can only happen when expectations are high, consistent boundaries are in place and positive and respectful relationships exist between all stakeholders.

AIMS

- To maintain high standards of learner behaviour in order to maximise the chances of success for all.
- To develop essential learning habits that will ensure academic success and lifelong achievement.
- To recognise and celebrate the potential within each learner by fostering independence and self-control.
- To foster an atmosphere where learners develop self-discipline, diligence, and accountability for their choices.

- To forge a collaborative partnership among learners, families, and school staff to promote exemplary behaviour and address behavioural challenges effectively.

Our school's commitment to fostering positive behaviour is reinforced through ongoing professional development opportunities for our staff. This professional development includes the refinement of effective behaviour management techniques, tailored teaching approaches, and strategies for delivering high quality education to every learner, including those with special educational needs and disabilities. We are committed to the development and implementation of the Thrive® approach and in doing so we focus on:

- Social and emotional development and well-being.
- The understanding of emotions and their impact on behaviour.
- Building positive relationships and connections.
- Providing tailored support to help learners regulate their emotions and behaviour.
- The development of resilience and self-esteem.
- Close collaboration closely with parents / carers, teachers, and other professionals to create a supportive environment.
- A whole-school approach to foster a culture of empathy and understanding.

Positive Recognition and Rewards

The academy recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

They define the behaviour that is being rewarded.

The praise is given immediately following the desired behaviour.

The way in which the praise is given is varied

Praise is related to effort, rather than only to work produced.

The skills of the pupil profile such as perseverance, independence and resilience are encouraged.

Praise is only given when a pupil's effort, work or behaviour need to be recognised, rather than continuously without reason.

The praise given is always sincere and is not followed with immediate criticism.

Pupils are encouraged, and sometimes supported, to adopt behaviour that supports learning and promotes good relationships. At Winifred Holtby Academy we believe that to facilitate highly effective teaching and learning, acceptable behaviour must be demonstrated in all aspects of academy life. We ensure that the efforts and

achievements of all our pupils are regularly and consistently recognised through praise and reward.

Verbal Recognition

Throughout our academy and during lessons, our staff employ positive language, provide detailed descriptive feedback and positive reinforcement to recognise learners' display of excellent learning habits. Staff members often provide positive phone calls home to provide families with positive information about their child.

Classroom Charter

Pupils will be rewarded by embodying the WHA Classroom Charter within their lessons. They will receive a stamp in the Winifred Holtby Academy Attendance and Rewards section of their planner at the end of each lesson if they meet all four of the reward category criteria:

- Punctual: Be on time to lessons. NO EXCUSES.
- Polite: Respect all members of staff and other pupils. Respect the right for others to learn.
- Prepared: Be equipped for each day. School bag. Correct uniform. Pencil case including pen, pencil, ruler, etc... PE Kit.
- Productive: Consistently produce work to a high standard. Complete homework on time. Be hard working and put 100% effort into everything you do.

Attendance

Pupils will also collect attendance stickers from their tutor on a weekly basis. For every am and pm session attended in the Academy, totalling a maximum of 10 stickers per week. These will be placed in the Winifred Holtby Academy Attendance and Rewards section of their planner.

Pupils will have the opportunity to complete their planner page to collect Golden Tickets which will be transferred by our student leadership group into Prize Draws and the opportunity to earn a variety of prizes. A number of school trips and events are planned in the calendar which reward positive behaviour and good attendance such as the Yorkshire Big Day OUT/Roof Top BBQ.

Celebration assemblies

Each term a celebration assembly takes place where pupils' academic achievement, attendance and broader contributions to school life are celebrated. Achievement, attitude and attendance are recognised and rewarded with termly Year Group and

House team awards, Golden Ticket and Spin the Wheel awards, Brunches and events such as the Rooftop BBQ.

Commendation Awards

Postcards of praise are given to pupils who go above and beyond in the Academy and issued by faculty areas, Year/ House teams, Support staff and the Senior leadership team

Expectations of Learner Behaviours at Winifred Holtby Academy

Classroom rules and routines

Winifred Holtby Academy has an established set of clear, comprehensive, and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. All students should enter the classroom in an orderly manner. Students should not enter any Science or D&T classroom without a teacher being present.

Entering the Classroom

Planner and equipment on their desk

Remove all non-uniform items, including their coat and non-academy jumpers

Place their bag and coat in the bag store

Write the date and title in their book – underline with a ruler

Engage immediately in their DO NOW activity

Teachers will insist on active listening and will use a 5,4,3,2,1 countdown to ensure they have everyone's full attention before starting

Seating Plans

Pupils will be expected to stay in their seating plan unless directed to move by a member of staff,

e.g. for paired work, group work or a 'Move' consequence.

Pupils are expected to follow the Classroom Charter

Be Punctual

Be Polite

Be Prepared

Be Productive

Respect the right of everyone to learn

At the end of a lesson

- Clear away their own equipment and resources
- Place all rubbish in the bin
- If leaving the room, stand behind their chair in silence
- Put their chair under the table
- Await the teacher's instructions to leave in an orderly manner

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the consequences that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g., placing the classroom charter on walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The Academy will take the following steps when classroom charter expectations are not adhered to and the Warn, Move, Remove system will be implemented. The purpose of the Warn, Move, Remove system is to eliminate the low-level and persistent disruption to learning in lessons

Warn: A positively framed friendly warning in which the member of staff clearly explains the reason for the warning and the need for the pupil to change their behaviour.

Move: If a pupil continues to disrupt learning, they will be moved elsewhere within the lesson and again be provided with a clear and positively framed explanation for them being moved.

Remove: if after being moved a pupil continues to disrupt learning then they will be removed from the lesson and placed in another classroom.

At all stages in the classroom Warn, Move, Remove system, pupils must be given sufficient time and, if necessary, support and guidance, to change their behaviour.

Uniform

We are preparing our learners for life beyond school and the world of work and therefore we expect them to take a pride in their appearance. Our uniform

expectations are clearly outlined in our uniform policy, and this covers learners on their way to and from school. When learners do not conform to our uniform policy, it is not fair on everyone else and therefore a consequence will be issued. This usually involves them being placed with their Form Tutor until a family member can bring in the correct item of clothing or they may be able to borrow the correct clothing item from the school and return to lessons. Persistent breaches of uniform policy will result in isolation in the Reflection Room. If uniform is not returned after it has been loaned, we will invoice through Arbor pay. There will be a uniform shop available.

Equipment

All learners are expected to be prepared for each lesson with the correct equipment. When learners do not have the correct equipment, this disrupts the learning of others because the teacher has to interrupt the lesson to provide the necessary equipment. At School Winifred Holtby Academy, learners are expected to have; a pencil case, containing the minimum of a black / blue pen, a red pen, a green pen, a pencil and a ruler. If pupils are not equipped for lesson and need stationery, they will be invoiced for this equipment through the Arbor App. All learners are also expected to carry their planner at all times. If a planner is lost, then we will invoice parents / carers for a replacement and any rewards will not be re-awarded to the learner. Learners must also have their full PE kit on the days that they have PE. Persistent lack of equipment will result in sanctions at the discretion of SLT.

Homework

All learners are expected to complete homework when it is set by their teachers. Homework serves several important purposes in a learner's educational journey. Firstly, it reinforces the concepts taught in lessons, helping students retain information and deepen their understanding of the subject matter. Additionally, homework provides an opportunity for students to practice and apply what they have learned independently, fostering critical thinking and problem-solving skills. It also helps teachers assess students' understanding of the material and identify areas where additional support may be needed. Furthermore, homework teaches important life skills such as time management, organisation, and responsibility, which are essential for success both academically and in later stages of life. Overall, homework plays a vital role in complementing classroom teaching and learning and preparing learners for future academic and professional challenges. At Winifred Holtby Academy homework is set in line with our homework / teaching and learning policy. Learners who do not complete their homework to a required standard or who fail to hand their homework in on time will be required to complete a faculty detention and parents will be informed.

Punctuality

All learners are expected to arrive to school on time and attend each lesson on time. Punctuality to school and lessons is crucial for several reasons. Firstly, it sets a

positive tone for the day, allowing everyone to start their learning on time and fully engage with the lesson. Arriving punctually demonstrates respect for teachers, classmates, and the learning environment, fostering a culture of mutual respect and responsibility. Moreover, consistent punctuality helps students develop crucial time management skills, a valuable asset in both academic and professional settings. It also reduces disruptions in the classroom, ensuring a smooth flow of learning and maximising teaching time. Additionally, punctuality cultivates a sense of accountability and discipline, traits that are integral to success in all aspects of life. Overall, being punctual to school and lessons not only benefits individual students but also contributes to a positive and productive learning environment for everyone involved. Learners who arrive late to Winifred Holtby Academy without a valid written note or telephone/email communication from parents/carers will be issued a same day 30-minute lunchtime detention.

No calling out or interrupting

It's important for learners not to call out or interrupt during lessons for several reasons. Firstly, doing so disrupts the flow of teaching, causing distractions for both the teacher and fellow learners. This interruption can hinder the learning process and prevent students from fully understanding the material being presented. Additionally, calling out or interrupting shows a lack of respect for the teacher and others who are trying to learn. It can create an environment where other learners feel discouraged from participating or sharing their thoughts, inhibiting collaboration and the exchange of ideas. Moreover, waiting for an appropriate time to speak teaches patience and self-control, valuable skills that extend beyond the classroom into various aspects of life. By fostering a respectful and attentive atmosphere, students can maximise their learning potential and contribute to a positive classroom environment conducive to academic success. Learners who call out or interrupt in lessons can expect to be issued with a 'warn' if they persist to call out and interrupt this will escalate to a 'move' and then a remove from the lesson.

On-task

Learners are expected to stay on-task, work hard and play an active part in lessons for several reasons. Firstly, maintaining focus ensures they utilise their class time effectively, optimising their learning opportunities. Actively engaging with the lesson enhances understanding and retention of concepts. Additionally, working hard demonstrates a commitment to academic success and personal growth, fostering a strong work ethic and resilience. Moreover, active participation contributes to a positive learning environment, where students can collaborate, ask questions, and engage in meaningful discussions. Ultimately, when students are focused and diligent, they not only enhance their learning but also contribute to the success of the classroom community.

Consequences at Winifred Holtby Academy

At Winifred Holtby Academy we have a straightforward approach to issuing consequences to learners who do not meet our high expectations. Evidence clearly shows that consequences are most effective when they are immediate and completed on the same day. This certainty of a consequence support learners most effectively in correcting their behaviour in the future. The Consequences Matrix on clearly indicates the consequences that a learner can expect to receive if their behaviour does not meet our expectations.

Prevention strategies and consequences for unacceptable behaviour:

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The academy focuses heavily on forming these relationships to allow teachers to understand their pupils and create a solid foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation.

This includes:

- Appearing calm and using a modulated, low tone of voice Using simple, direct language.

- Avoiding being defensive, e.g., if comments or insults are directed at the staff member.

- Providing adequate personal space and not blocking a pupil's escape route unless the pupil is a danger to themselves or someone else

- Showing open, accepting body language, e.g., not standing with their arms crossed.

- Reassuring the pupil and creating an outcome goal.

- Identifying any points of agreement to build a rapport.

Offering the pupil, a face-saving route out of confrontation, e.g., that if they stop the behaviour, then the consequences will not escalate or Rephrasing requests made up of negative words with positive phrases, e.g., "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work."

The academy will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Following repeated incidents of unacceptable behaviour, the following consequences are implemented:

Students may be placed on a tracking card to support them in making better choices

Detentions

The academy will make it clear to parents and pupils that they are able to use detention, both during and outside of academy hours. This may include lunch times and break times although pupils will always be permitted to use a toilet and will receive their lunch.

Further persistent disruption to own learning and the learning of others will result in a pupil being Removed from that lesson and a same day 30 minutes detention issued. The subject teacher will collect the pupil at the end of the day and spend time rebuilding the relationship and reinforcing classroom expectations prior to returning to lesson offering a fresh start. During such discussions, students are expected to conduct themselves in a polite and reasonable manner. Failure to do so may result in further consequences.

The teacher will also notify by telephone the parents and carers to discuss the behaviour.

Truancy will result in a same day one hour detention after school, where parent / carers will receive notification. If a learner refused to attend Year Teams will contact parents / carers and request, they are returned to the academy. Failure to attend the truancy detention and refusal to return to complete the detention will result in a one-day FTS and a day in the Reflection Room. Learners who persistently truant will be placed in the Reflection Room for an appropriate period of time and placed on a Truancy Action Plan after a meeting with parents to identify areas of concern for implementation of future support strategies.

Tracking Cards – Graduated response

Pupils may be placed on a tracking card to support them in making better choices. Please note - tracking cards will run in parallel with the Consequences Matrix.

There are 5 tracking cards: Tutor, Year Leader, Assistant Head Teacher, Deputy Head Teacher, and Headteacher Teacher tracking card. Each tracking card will have the same three expectations and the opportunity to add a personalised target if required.

Expectations

1. Be punctual to all lessons, be equipped, ready to learn and work to the best of your ability
2. Follow all instructions the first time of asking
3. Have regard for your own safety, and that of others, and always conduct yourself in a sensible and appropriate manner, both in lessons and around the Academy
4. Personalised target

Levels of support and strategies used will vary according to the Wave of support required for each individual pupil. Weekly contact with parent/carers will take place over the telephone and review meetings will be set up with parent/carers at the appropriate stages.

Removal from mainstream lessons

The academy may decide to move pupils to a separate room away from other pupils for a limited period – Pupils may be placed in an appropriate classroom with a member of staff for that day or they may be required to work in the Reflection Room.

The Reflection Room is a quiet restorative working space where students can reflect on how they intend to improve their behaviour. They will work for a full day (or number of days) independently on activities aligned to their standard curriculum. Pupils will take part in one-to-one restorative conversations and discussions so that they are prepared and feel confident to return to mainstream lessons with a fresh start.

The academy will only move pupils to the Reflection Room where necessary. The academy will ensure that pupils' health and safety is not compromised during their time in the Reflection Room, and that any additional requirements, such as SEND needs, are met.

