



**THE
HESSLE
ACADEMY**

Hessle High School and Sixth Form College 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 \(consortiumtrust.co.uk\)](http://TheConsortiumAcademyTrust-Policies.consortiumtrust.co.uk):

- Behaviour Policy
- Exclusion Policy
- Anti-Bullying Policy

At Hessle High School and Sixth Form College we believe that Positive attitudes to learning, supported by high standards of behaviour, are fundamental expectations of all members of Hessle High School and Sixth Form College (hereafter 'Hessle'). **Two of our core Academy values - Respect and Kindness - are at the heart of this ethos** and all members of our community (staff, parents/carers and students) are expected to model and demonstrate these values.

Central to securing this culture is a clear behaviour and discipline system that rewards positive behaviours. At Hessle, positive behaviours are consistently promoted, recognised and celebrated. Behind this is the shared belief that all individuals respond positively to recognition and reward and through this are motivated to replicate and further develop these qualities.

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.

Academy Values and the Code of Conduct

Young people are expected to follow the **Academy Values (See appendix 1)** in all that they do. These can be demonstrated through the school Code of Conduct below.

Hesse learners are proud to be recognised for following our values:		
Respect	Resilience	Aspiration
We respect ourselves; each other, our diverse community and our environment	We are determined and do not give up when things get tough. We persevere and know that learning is often hard, but we know that it will be worth it.	We aim high; we have ambitious expectations of ourselves and others. We believe that we can make a difference to our local community.
We are respectful and safe – we respect our school environment, equipment and all people We follow instructions when given the first time We listen, respond politely and ensure mobile phones and headphones are never seen	We act with courage – we give 100% effort, do our best and never give up We are determined – we value and respond positively to feedback and act to improve further	We hold each other to account for our actions. We learn about and consider the best career options for me We aspire to continually learn and aspire to equip ourselves with the skills to achieve.
Responsibility	Integrity	Kindness
We take responsibility for our own actions; equally we are not blamed when we make mistakes. We see mistakes as an opportunity to do better next time.	We do the right thing. We are honest with each other and ourselves. We are comfortable in ourselves and proud of our values.	We treat each other with kindness, courtesy and have good manners.

<p>We aim to be the best we can be, always focusing on learning and responding first time every time</p> <p>We wear our uniform correctly and with pride at all times</p> <p>We take responsibility for our actions</p>	<p>We are always punctual, equipped and prepared to learn</p> <p>We do the right thing and make the right choices even when no one is watching.</p>	<p>We value friendship, equality and kindness – we don't tolerate bullying or discrimination</p> <p>We use good manners when speaking to others</p>
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Positive Recognition and Rewards

Central to the philosophy and culture of Hessle High School and Sixth Form College is the celebration of success and reward. Staff will routinely recognise, praise and reward young people in lessons and around the academy for demonstrating Respect, Resilience, Aspiration, Responsibility, Integrity & Kindness. Such spontaneous day-to-day praise is the foundation on which relationships can be made.

Rewards build progressively and include:

- House Points awarded by subject teachers, tutors and all staff
- Centrally generated incremental Awards for reaching specified numbers of House Points
- Senior Leadership Team recognition
- Awards assemblies and events

Verbal Recognition

Throughout our school 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 in order to provide families with positive information about their child.

House Points

House Points are the foundation of the formal rewards system

All staff have access to Arbor to award House Points.

House Points can be awarded to all young people regardless of age, ability or gender when they demonstrate the attributes associated with the school values.

House Points can be awarded both within and beyond the classroom, offering flexibility to reward young people whenever positive behaviour is witnessed

A maximum of 3 House Points can be awarded in one lesson


Students have many opportunities to demonstrate positive behaviours around the school that are linked to the Academy Values

The rewards hierarchy ensures that all students have the motivation and incentive to achieve recognition for their behaviour.

Out of Lessons

Members of staff can give stamps as rewards and immediate praise to our learners who display behaviours that uphold our values by going above and beyond.

HOUSE POINT REWARDS

PLATINIUM	End of year reward trip voucher Letter and certificate from CEO Prom discount (Year 11 only) Yearbook discount (Year 11 only)		HEAD OF YEAR	Positive behaviour/achievement rewards Above and beyond rewards Post cards home Letters/Certificates home Hot chocolate and waffle mornings Weekly Attendance Rewards 100% attendance each half term Uniform rewards Celebration assemblies Highest house points reward 0 behaviour points reward Year group trip/activities 1-2 per year
GOLD	Amazon voucher Letter from Headteacher Queue Jump pass Big sweet selection Letter from Chair of Governor Queue Jump plus friend pass Large chocolate gift box All in one vouchers		SILVER	Pop corn Queue Jump pass Chocolate biscuits Queue Jump plus friend pass Box of chocolates Pack of highlighters Letter from Assistant Headteacher
BRONZE	Sweet treats - fizzy Sweet treats – fruit gummies Queue Jump pass Chocolate biscuits Queue Jump plus friend pass Chocolate bars Letter from Head of Year		HEAD OF HOUSE	Competition rewards/house points Post cards Extra-curricular award Charity award Above and beyond rewards Student Council rewards Sustainability rewards (Eco reps) Inclusivity rewards (LGBTQIA+, Tutor / House reps) Celebration assemblies
			TUTOR	Daily equipment points Daily uniform points Attendance points (weekly and accumulative) Sweet treats - fizzy Sweet treats – fruit gummies Post Card Home – Tutor Tutor Reward Post Card Home – Asst Head Of Year
			ATTENDANCE	Amazon Voucher Letter and certificates home Attendance draw for prizes End of Year 100% Attendance Reward

Postcards

Postcards can be awarded by staff in a Department in recognition of a student who has gone above and beyond in their effort.

Postcards are sent home through the House System to celebrate success and demonstration of school values.

Bridge coins

Bridge coins will be awarded by visitors to students who display any of the six school values during their visit. Students can exchange the Bridge coin for a reward from the reception.

Expectations of Learner Behaviours at Hessle High School & Sixth Form

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, they will be given the opportunity to wear uniform from our stock. If this is refused, it is not fair on everyone else and therefore a consequence will be issued. This usually involves them being placed in the Aspirational Room for defiance, 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.

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 Hessle, learners are expected to have a pencil case, containing the minimum of a pen, a pencil and a ruler. All learners are also expected to carry their planner at all times. Learners must also have their full PE kit on the days that they have PE.

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 Hessle homework is set in line with our teaching and learning policy.

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 after 8:30am to Hessle without a valid written note will be issued a late detention at lunchtime on the same day. If the learner arrives after registers close, they will be issued a 30-minute detention after school.

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 a

verbal warning initially with a reminder of school expectations. If these behaviours continue to escalate a consequence detention or a class removal will be issued.

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.

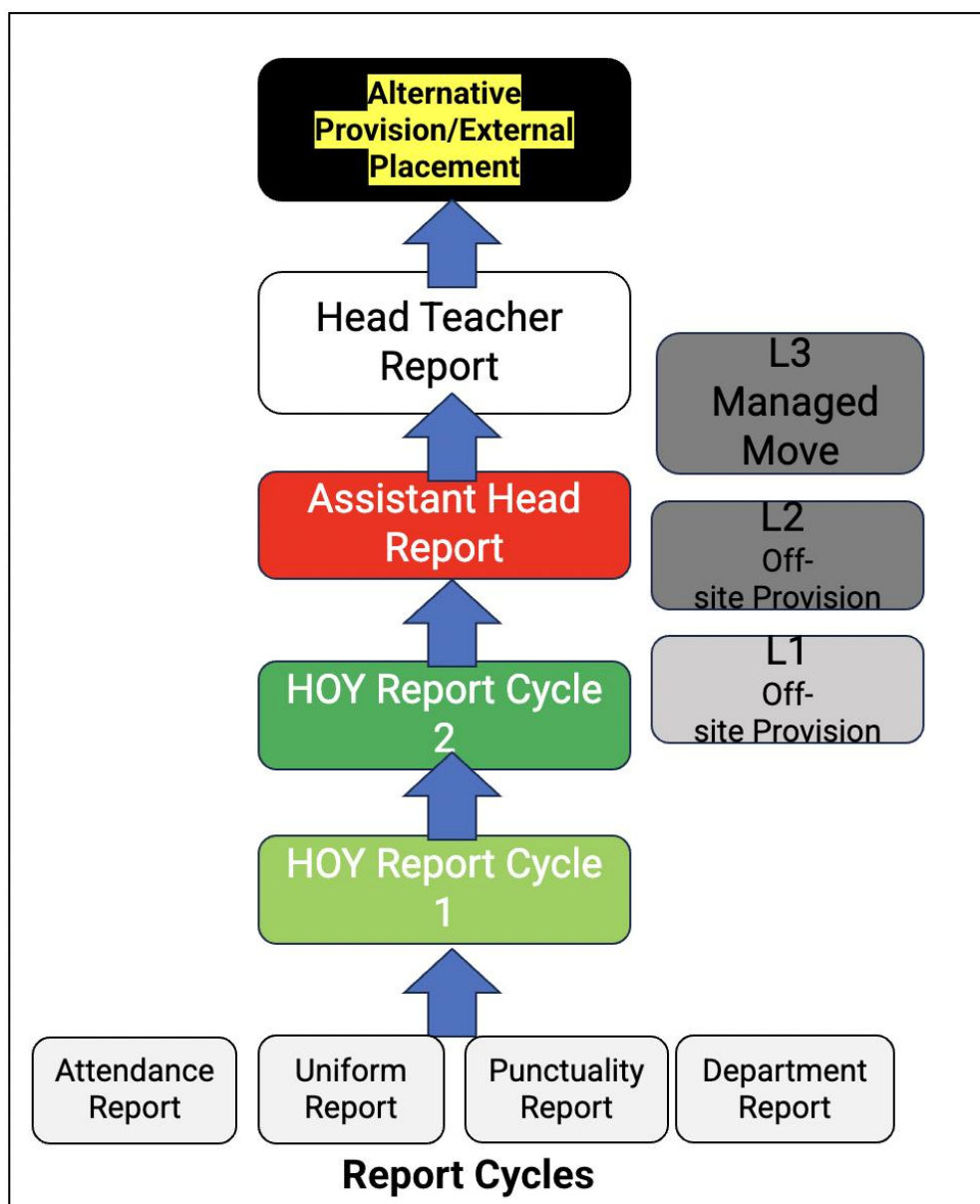
Consequences at Hessle High School and Sixth Form College

At Hessle 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 or within 24 hours. This certainty of a consequence support learners most effectively in correcting their behaviour in the future. The Consequences Matrix on pages 36-41 clearly indicates the consequences that a learner can expect to receive if their behaviour does not meet our expectations.

Consequence Hierarchy

Warn	Planner placed on the teacher's desk. Explain to the student why you have removed the planner and give guidance on how the student is expected to behave. Formal verbal warning given. Log on ARBOR Remove Planner – no WW Take up time
Consequence (Move)	1 st Written warning in planner and logged on MIS 15 - minute class teacher detention – Text message/calls 24 hour notice Departmental detention Take up time
Remove	2 nd Written in planner and logged on ARBOR as '2 behaviour warnings in one lesson (Department Isolation DI) Student sent to Department Isolation classroom Student receives a 1 hour after school detention Pastoral Detention – Teacher Calls & Log on ARBOR
	PASTORAL INTERVENTION
Remove plus	The student initially refuses to go to the DI SS team/SLT arrive at this point to de-escalate and the student changes

	<p>their behaviour and member of staff encourages them to make the right decision to go to DI</p> <p>Student receives a 1 hour after school detention</p> <p>Pastoral Detention – Teacher Calls & Log on ARBOR</p>
Refusal to go to DI	The student receives one day in ARK and 75 min after school detention.
SOS Call	Urgent assistance needed – Fight, weapon, illegal substance, searches



Mobile phones and electronic devices

Mobile phones and electronic devices should be turned off and placed in the learner’s bag.

The device will be confiscated, and a warning is logged on Arbor. The device is handed in to Student Services. The learner will receive their device at the end of the school day when collected by parents. (If this poses a safeguarding risk, a decision will be taken by the school).

*Learners who use a device to take photos or video footage of another learner or member of staff will be dealt with appropriately; this may be referred to the police.

**The exemption to the mobile phone and electronic devices is for medical purposes and use in photography lessons.

Aspiration/Kindness/Resilience Rooms - ARK

ARK

Following incidents of inappropriate behaviour in lessons or during unstructured time, students may be removed from normal lessons for a set period and placed in ARK

ARK allows students a period of reflection time to consider their choices in terms of behaviour and the implication of their behaviour both to themselves and other members of the school community. Students will be given appropriate work to do during the period spent in the ARK and supported by the Pastoral inclusion manager.

In normal circumstances, students will spend break and lunch in the canteen and will not be allowed to socialise with other students. Students must not be sent to collect work. Students placed in the ARK arriving late without good reason will make up time the following day. Students working in ARK will have placed their planner on the desk and will follow, as closely as possible, their normal timetable with work being provided for each lesson.

Normal behaviour and rewards policies will apply whilst students are in ARK. Students will receive stamps for positive work and written warnings for poor behaviours. Warnings include talking, refusal to engage in work, distracting other students etc. After several warnings in ARK a member of SLT may be called to speak to the student and, if available, parents will be contacted to provide the student with every support to choose more positive behaviours. It must be stressed that the sanction of ARK, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction. The period in ARK will end when the key staff involved agree that matters have been resolved

Alternatives to ARK – Reasonable adjustments:

It is important that the sanction of being in ARK provides all students with the opportunity to reflect on their behaviours and to demonstrate that they can work effectively and appropriately whilst isolated from their peers. This policy recognises that the ability of students to do this may be affected by a range of other emotional needs. Therefore, the application of the ARK sanction may be adjusted to meet the needs of the student whilst still being an appropriate sanction. This might include:

The student being isolated to other areas of the school (E.g. LEAP area, Students Services office, Headteacher's office and Aspiration Room)

The student will be provided with a 'break' in the canteen enabling them to leave the room, whilst supervised, for a limited period.

The choice of whether to make the above adjustments is at the discretion of staff and will not be required, nor permitted for all students.

Behaviour Procedures

Procedure 1 - The Behaviour Curriculum

The behaviour curriculum is an operational document outlining the expectations of all students and staff to meet our high expectations. It covers how students should attend school and how staff should greet students. The document also details expectations in tutor line up, during tutor sessions, in classrooms, movement around the building, during unstructured times and travel to and from school.

Procedure 2 - The Recognition and Rewards process

The recognition and rewards process sets out how we will continue to recognise positive behaviours and when students go above and beyond. These include an escalation of rewards and recognition when House points are accrued. Recognition thresholds will be communicated with parents.

Procedure 3 - The Sanctions Hierarchy

The sanctions hierarchy sets out the procedures for sanctions issued when expectations aren't met in lessons, unstructured time and when travelling to and from school. We use the Warn, Consequence (Move), Remove system and each of these stages will be communicated with parents. Any detentions are covered in this procedure.

Procedure 4 - Pastoral Intervention Procedure

The pastoral intervention procedure sets out the different levels of support that a child may receive depending on their need. This includes the report system, SEND input and external services to support social, emotional and mental health needs.

Procedure 5 - The Role of the ARK (Aspiration/Kindness/Resilience)

The role of the ARK is set out in this procedure including supportive measures in place and when each of the three rooms are used to ensure they are appropriate in supporting the child.

Procedure 6 - Code of Conduct for Bus and Community Behaviour

The Code of Conduct for Bus and Community behaviour procedure sets out potential sanction should expectation not be met when travelling on school buses including trips and when students are out in the community, through a school trip or commuting to and from school.

Procedure 7 - The Teacher Toolkit

The teacher toolkit procedure is a toolkit produced by teachers for teachers to support with classroom management and building a calm and purposeful working environment.