



**Huxlow
Academy**

Ambition • Respect • Pride

Huxlow Academy Behaviour - Parent Guide

Our Approach to Behaviour

At Huxlow Academy we create the opportunities to enable everyone that walks through our doors to ultimately achieve our vision of “Thriving Through Excellence.” Our mission is to achieve this by building a learning community of aspirational and responsible citizens.

Huxlow is an inclusive school where every student matters. Students come to Huxlow Academy from a variety of backgrounds and quickly become a part of the Huxlow family. Alongside high-quality teaching, we provide a wide variety of effective support. Our success is achieved by knowing every student as an individual and caring for them personally and academically. Students are prepared to successfully navigate the many opportunities and challenges that are presented by the modern world.

Our Core Values

At Huxlow Academy we have 3 simple core values: **Ambition**, **Respect** and **Pride**. We believe everything can be drawn back to these three core values. We refer to them at every possible chance when interacting with others in our school.

Our School Rules

Ambition - Complete all work to the best of your ability, without distracting others.

Respect - Respect members of staff and other students by being calm, courteous and polite, following all instructions given.

Pride - Arrive to all lessons on time, with the correct uniform, equipment and homework.

We know that when students in our school know the rules and associated consequences they can make the right choices. We show our care for students by having clear professional boundaries and issuing proportionate sanctions when they stray beyond them.

This is the ‘Huxlow Way.’

Learning Culture - Classroom Routines

These are the routines that happen in every classroom. These routines are needed to create a consistent experience for students. The collective power of everyone focusing on these routines is that we change culture quickly, students know what happens at Huxlow Academy as a whole rather than in specific classrooms. This is how we do things at Huxlow Academy.

Respectful address	Teachers are addressed as either “Sir” or “Miss” (when not called by their full name) Students are addressed using their forename.
Positive meet and greet	<ul style="list-style-type: none"> As pupils arrive teachers greet them at the door offering a warm welcome Students enter, take their seats and begin the starter activity, displayed on the board.
START and END	<ul style="list-style-type: none"> Every lesson starts with a ‘Huxlow Way’ starter activity (knowledge retrieval practice) and the ‘Ready to Learn’ student routine. <p>‘Ready to Learn’ student routine</p> <ul style="list-style-type: none"> Students enter silently and place coats on the back of their chairs and bags on the floor under their table. Immediately on entry - nominated students give out the books. Everyone else sits down and gets equipment out. Students begin the starter activity once they have their books. Teachers complete registers before commencing with the main content of the lesson. At the end of the lesson - nominated students collect in the books. Everyone else packs away their equipment and stands in silence behind their chairs. Students are dismissed by the teacher either by row or group of tables at a time. Teachers do this from the door to keep an eye on the corridor.
Ask, Tell, Remove	<p>We believe in creating a common approach to classroom behaviour management and expectation.</p> <p>If and when students display behaviour which goes against our Core Values (Ambition, Respect, Pride), teachers will follow a common routine.</p> <ul style="list-style-type: none"> On the first instance - Teachers will explain what part of their behaviour is unacceptable. The ‘ask’ is the warning. The teacher will make a visual record of the ‘ask’ on the board. If and when a student continues to display unacceptable behaviour after being asked, the teacher will make it explicit what they are now telling the student to do to improve their behaviour. The ‘tell’ is recorded by the teacher on Go4Schools. The teacher edits the visual record on the board to indicate the student is now on a ‘tell’. The teacher may also ask the student to move seats. If and when a student fails to improve their behaviour after being asked and told, the teacher will request the student to be removed from the classroom. The teacher will record a ‘removal’ on Go4Schools which will automatically generate a 50 minute detention for the student, to be served after school the next day.
Seating Plans	Seating plans are conducive to learning so that we can create the best learning environment possible. The teacher has the authority to create the seating plan using their professional judgement and request a student to move places at anytime during a lesson if they deem it to be appropriate to aid learning.

Recognition Systems

We believe in celebrating excellent behaviour, effort and achievement. We recognise our students for making positive choices.

One of our core values is Ambition and we believe in students having intrinsic rather than extrinsic motivations for good behaviour. In other words, we want our students to make good choices, not because they think they will win a prize but because they know it is the right thing to do. We therefore have an ethos of “Now That....” rather than “If Then.....” rewards.

This means that we recognise and celebrate students once they have done something brilliant, rather than offering up a prize as an incentive.

House Points

When students are displaying the school values they can receive house points. This is logged through the school’s Go4School management system. Over each term house points will be tracked and shared in assemblies, with points available for house competitions, culminating in prizes at the end of each term and the presentation of the house cup at the end of the year.

Positive Postcards

When students go above and beyond teachers can award them positive postcards by completing the online postcard form. We praise the process and link it to our school values. When submitted it triggers an automatic email home to parents and the postcard is then handed out during form time.

Other Recognitions

Students can also be recognised at various points throughout the year for sporting excellence, academic excellence or for their involvement in performing or representing the school.

Behaviour for Learning Systems

We operate a robust behaviour for learning system which promotes students taking responsibility for their own actions to support our core values.

We have our four ‘R’s

- Reset** - Detentions - these can be at breaktime, lunchtime, and after school for 25 or 50 minutes.
- Remove** - A student is removed from their current classroom to work in a different room within the faculty for the rest of the lesson
- Reflection** - Isolation in a supervised room, for the rest of the day or the whole of a day.
- Restart** - Intervention following a suspension.

Students who fail to complete a sanction will be escalated to the next level. E.g. if they have a lunchtime reset and they do not attend, they will be moved to a reset afterschool for 25 minutes.

Repeated missed afterschool detentions may lead to a suspension for persistent disruption.

Behaviour for Learning Systems

Outside the Classroom

Students will be given instructions to follow and they are expected to follow them on the first time of asking.

Incidents of students not following instructions on the first time of asking are taken serious and they should be logged as an incident. Other more serious incidents may be logged, examples are below:

Type of Behaviour	Possible examples
Disruptive Behaviour	shouting / swearing / running inside / rowdiness / blocking doors
Disrespectful Behaviours	littering / refusal to cooperate with an adult
Anti-Social Behaviours	confrontation / offensive language / physicality / theft / continuous refusal to cooperate / vandalism / bullying / smoking or vaping / graffiti

Student missing from lesson

Students are expected to attend all their lessons and planned interventions.

If a student is missing from their lesson when they have been marked as present in a previous session the on call system will be used to locate the student.

If a student is located with a member of staff (as part of a planned action) or attending an intervention the missing student record will be deleted.

Inside the classroom

In the classroom, staff will build rapport with students, plan lessons conducive to deep learning, and making progress over time and support the school's culture by reinforcing our classroom code and routines. Staff have the authority to enforce the rules and routines by following the school's behaviour system, including all available sanctions.

Sanctions

10 minute breaktime Reset	(Tutors only) Failure to meet basic school expectations: <ul style="list-style-type: none"> • Incorrect equipment / Incorrect uniform
20 minute lunchtime Reset	Failure to attend or complete 10 minute breaktime reset / Failure to meet school expectations: <ul style="list-style-type: none"> • Lack of homework / late to school / mobile phone confiscated
25 minute afterschool Reset	Failure to attend or complete 20 minute lunchtime reset / Failure to meet school expectations: <ul style="list-style-type: none"> • 2 behaviour points recorded in one day
50 minute afterschool Reset	Failure to attend or complete 25 minute afterschool reset / Failure to meet school expectations: <ul style="list-style-type: none"> • Truancing lesson / removal from lesson / serious incident not requiring reflection
Reflection	Refusal to attend or complete 50 minute reset / Refusal to be placed with HOY / Placed whilst an incident is being investigated / Failure to meet school expectations: <ul style="list-style-type: none"> • Repeated truancing lesson / serious incident not requiring suspension
Suspension	Repeated failure/refusal to attend or complete 50 minute afterschool reset / Displaying any non-negotiable behaviour. Examples of behaviours likely to result in suspension are: <ul style="list-style-type: none"> • Perpetrating bullying • Causing damage to property • Bringing in or using any drugs (non-prescribed), vapes and alcohol on school site • Persistent or general disruptive behaviour • Perpetrating physical assault against an adult • Perpetrating physical assault against a pupil • Perpetrating racist abuse • Perpetrating any sexual misconduct • Theft • Perpetrating verbal/threatening behaviour against an adult • Perpetrating verbal/threatening behaviour against a pupil • Use or threat of use of an offensive weapon or prohibited item • Perpetrating abuse against sexual orientation or gender identity • Perpetrating abuse relating to disability • Inappropriate use of social media or online technology • Wilful and repeated transgression of protective measures in place to protect public health
Permanent Exclusion	The Academy follows the statutory guidance on permanent exclusions whereby the decision to exclude a pupil permanently will only be taken in response to a serious breach or persistent breach of the Academy rules and where allowing the student to remain in school would seriously harm the education or welfare of other pupils or others in the Academy. See exclusion policy. Examples of behaviours likely to result in permanent exclusion are: <ul style="list-style-type: none"> • Serious physical assault upon a student or staff member • Supply of illegal drugs or so-called 'legal highs' or similar substances • Possession or use of a weapon or blade • Posing a persistent danger to others in school • Persistent serious disruptive or non-compliant behaviour

Behaviour Monitoring Reports

Students who have accumulated a significant number of behaviour points in a relative short amount of time or returning from a suspension which was linked to in class behaviour will be placed on a behaviour monitoring report. Students are on report for 10 days.


They must hand their report to the teacher each lesson for it to be completed and collect it at the end of each lesson. At the end of the day the student gives their report to the person they are reporting to. The person they are on report to will review the report and give some feedback to the student. When a student starts a report parents/carers are informed, with an update on day 5 and on day 10.

If a student fails 3 days out of the 10 they will start the same level of report for a second cycle. If they fail on the second cycle they are moved up to the next level. The levels are outlined below:

Tutor Report (Entry Level)	Students report to their form tutor and give their report to tutor at the end of each day. Parents/carers will be informed by letter at the start, by email on day 5 and by phone on day 10 or sooner if they fail. If they fail the tutor report on the 2nd cycle, they will be moved to Head of Year report.
Head of Year (HOY) Report	Students report to their Head of Year and give their report to their HOY at the end of each day. Parents/carers will be informed by letter and phone at the start, by email on day 5 and by phone on day 10 or sooner if they fail. If they fail on the 2nd cycle of Head of Year report, they will be moved up to Assistant Headteacher report.
Assistant Headteacher (AH) Report	Students report to the Assistant Headteacher for Behaviour and Attendance and give their report to the AH at the end of each day. Parents/carers will be invited in for a meeting at the start and contacted by phone on day 5 and day 10. If they fail the 1st cycle of Assistant Headteacher report, parents will be invited in for a meeting to discuss why the student failed and how they can support the student in being successful on the 2nd cycle. If they fail the 2nd cycle of AH Report, they will be moved up to Senior Assistant Headteacher report
Senior Assistant Headteacher (SAH) Report	Students report to Senior Assistant Headteacher and give their report to the SAH at the end of each day. Parents/carers will be invited in for a meeting to be informed at the start and contacted by phone on day 5 and day 10. If they fail the 1st cycle of Senior Assistant Headteacher report, parents will be invited in for a meeting to discuss why the student failed and how they can support the student in being successful on the 2nd cycle. If they fail the 2nd cycle of SAH report, they will be moved up to Headteacher report
Headteacher Report	Students report to the Headteacher and will hand in their report to the Headteacher at the end of each day. Parents/carers will be invited in for a meeting to discuss the fact that the student's place in the school is at risk due to their continuous persistent disruptive behaviour and a plan put in place to assist parents/carers in supporting their child. They will be informed of their child's progress on report by phone on day 5 and day 10. If they fail the 1st cycle of Headteacher report, parents/carers will be invited in for a 2nd meeting to discuss the significant risk of permanent exclusion, why the student failed and alternative arrangements to support the student. If they fail the 2nd cycle of Headteacher report, the student's place at the school will be at serious risk. The Headteacher will consider all options available.

Behaviour Monitoring Reports - Monitoring Sheet

When a student is placed on report the form tutor will start a report monitoring sheet. This records the success or failures of a student on report.

Report Monitoring sheet											
Student Name: _____						Tutor Grp: _____					
											
Tutor Report - 1st Cycle											
Day											
1	2	3	4	5	6	7	8	9	10	Pass /Fail	
Parent Informed at the start				Parent informed day 5				Parent informed on completion			
Tutor Report - 2nd Cycle											
Day											
1	2	3	4	5	6	7	8	9	10	Pass /Fail	
Parent Informed at the start				Parent informed day 5				Parent informed on completion			
HOY Report - 1st Cycle											
Day											
1	2	3	4	5	6	7	8	9	10	Pass /Fail	
Parent Informed at the start				Parent informed day 5				Parent informed on completion			
HOY Report - 2nd Cycle											
Day											
1	2	3	4	5	6	7	8	9	10	Pass /Fail	
Parent Informed at the start				Parent informed day 5				Parent informed on completion			

AH Report - 1st Cycle												
Day												
1	2	3	4	5	6	7	8	9	10	Pass /Fail		
Parent Informed at the start				Parent informed day 5				Parent informed on completion				
AH Report - 2nd Cycle												
Day												
1	2	3	4	5	6	7	8	9	10	Pass /Fail		
Parent Informed at the start				Parent informed day 5				Parent informed on completion				
SAH Report - 1st Cycle												
Day												
1	2	3	4	5	6	7	8	9	10	Pass /Fail		
Parent Informed at the start				Parent informed day 5				Parent informed on completion				
SAH Report - 2nd Cycle												
Day												
1	2	3	4	5	6	7	8	9	10	Pass /Fail		
Parent Informed at the start				Parent informed day 5				Parent informed on completion				
Tutor Start date	Tutor End date	HOY Start date	Hoy End date	AH Start date	AH End date	SAH Start date	SAH End date					

Behaviour Monitoring Reports - Example



(Please circle relevant report) Tutor/HOY/AH/SAH

Name		Day number on report (please circle)
Tutor Group		1 / 2 / 3 / 4 / 5
Date		6 / 7 / 8 / 9 / 10

All three school rules can be used for a student report.

Classroom Code of Conduct

- **Respect** - Respect the member of staff and other students, following all instructions without question or answering back.
- **Ambition** - Complete all work to the best of your ability, without distracting others.
- **Pride** - Arrive on time to all lessons with correct equipment, homework and uniform.

Time	Target			Staff Signature
	1	2	3	
AM Reg				
Lesson 1				
Lesson 2				
Break				
Lesson 3				
Lesson 4				
Lunch				
Lesson 5				
Additional information:				
Tutor / HOY / SLT Signature:				
Date:				
Staff	Please give a mark out of four for each expectation Removal from lesson will result in a 0.			
Student	Please hand this report to each of your teachers at the start of each lesson. All aspects of this report <u>is</u> the students responsibility.			

Key	0	1	2	3	4
	No evidence of progress towards expectation	Limited evidence	Some evidence towards expectation	Satisfactory progress towards expectation	Expectation Achieved

Other Behaviour Guidance

	Rationale	Possible Consequence
Uniform	During school hours, we expect all students to wear their school uniform correctly and with pride. This helps us instil our professional learning environment and minimises differences in appearance between students, which can be exploited.	If a student is not wearing the correct uniform it will be dealt with immediately by the form tutor. Where possible issues will be rectified, e.g. shirt tucked in, item confiscated. If it cannot be dealt with immediately e.g. incorrect footwear, then students will be expected to borrow a spare pair from the school supply and receive a 15 minute breaktime reset. Failure to borrow will result in reflection until the issue is resolved.
Mobile Phones	Students are welcome to carry a mobile phone for the journey to and from school, however they must be turned off and stored in a bag or school office during the day. This is to avoid distractions from learning, the influence of social media, bullying and theft.	Any mobile phone that is seen or heard will be confiscated until the end of the day. Students can collect their confiscated phone from the school office at the end of the day.
Quiet Transition	Students are expected to move quietly (without disturbing others) around the school buildings and between lessons. This ensures that our corridors are calm and safe, reduces lost learning time and prevents other lessons being disturbed.	Making noise which disturbs lessons or is deemed as unacceptable breaks one of our basic expectations and will result in an automatic 20 minute lunchtime reset.
Conduct outside the school premises	We expect our students to be positive members of our local and global community. When they are in uniform, students are ambassadors for our school, even when they are not on school premises.	We will, when necessary use consequences where behaviour falls below an expected level when students are not on our school premises but in school uniform. This includes travel to and from school (on or off the buses), when wearing the school uniform in a public place and on activities arranged by the school such as work experience, college courses, educational visits and sporting events.

Intervention and Support (this is not an exhaustive list, deployment will be determined by appropriateness for each student)

Trusted Adult	All students are asked to identify at least one adult in the school who they feel comfortable in talking to. They are encouraged to go to their Trusted Adult before school, during breaktimes, Lunchtimes and Afterschool if they are feeling anxious, need to talk, want to report something, want to discuss an issue. Students are not permitted to seek out their identified adult during lesson time unless the identified adult has pre-arranged this and notified all relevant people.
Reset	Although reset is seen as a punishment it is also intended to give students the opportunity to reset themselves and consider what they have done to receive a reset and what they can do avoid one next time.
Restorative Conversations	When a student has been removed from a lesson they will be issued an automatic 50 minute afterschool reset. The teacher who had the student removed from their lesson must meet with the student during the reset to have a restorative conversation to ensure both the student and teacher are clear on what needs to happen in the next lesson to avoid a repeat of the behaviour which led to the removal. The reflection team or HOYs or SLT can be requested to support a teacher with these conversations if required.
Reflection	Students in reflection for the whole day will meet with one of the reflection team during that day to have support in reflecting on why they have been placed in reflection and what they can do to make amends and avoid being placed in reflection in the future. They will also be able to discuss any issues which they feel need resolving. The reflection team can act as an advocate for the students to support them in voicing their concerns to the appropriate teacher if necessary.
Behaviour Monitoring Reports	Behaviour monitoring reports are used to closely monitor a student's behaviour in lessons, they do not have an automatic sanction attached to them, they are designed to help a student focus more on our school values and learning, and less on displaying behaviour which does not meet our expectations. The scoring system enables students to be successful and have immediate feedback on how they have presented themselves in each lesson.
Behaviour Team Interventions	<p>The reflection team offer a variety of 6 week courses where a member of the reflection team meets once a week with a student (either 1:1 or in small groups) to improve a student's behaviour and attitude. The courses on offer at present are:</p> <ul style="list-style-type: none"> • Coping Skills - Coping skills is a 6 session intervention exploring ways in which to help manage feelings and behaviours when students are not coping, and helps students find ways to overcome these to feel safe. • Anger Management - SEAL programme used to help students develop strategies to support them in managing and understanding their anger. • Protective Behaviours - 6 week programme designed to help students how to keep themselves and others safe. • Friendships - To educate students on ways of making and keeping positive friendships/relationships. • Bullying Behaviours - Students identified as struggling with understanding the impact of their actions towards others resulting in others feeling bullied. 6 week program designed to educate students and enable students to alter their behaviour towards others to reduce bullying across the school. • Racist Behaviours - Students identified as struggling with understanding the impact of their actions towards others resulting in others feeling abused. 6 week program designed to educate students and enable students to alter their behaviour towards others to reduce racist behaviours across the school.
Restart	On returning from a suspension it may be necessary for a student to be placed in reflection to access support from the reflection team to enable them to restart their thinking about school, their behaviour and attitude towards learning, teachers and how to meet the school's expectations. This can vary from one initial lesson on their return to a number of timetabled sessions over the course of a couple of a few weeks.
Support Plans	For some students who have reached a significant number of suspensions, a support plan will be put in place which will have very specific targets and actions which will have short term deadlines. These plans will be created in the readmittance meeting, may include a variety of the above interventions and support, stored in Edukey, accessed shared with parents and reviewed.