



Dear Parents/Carers,

This is the second in a series of quick 'Explainers' to allow you to understand why we have the systems and structures we do. We have worked very hard with staff and Scholars (our students) so that they understand different elements of the school. We hope that by doing this, you will understand how the school operates and, most importantly, why!

2. Credits and Debits.

Credits:

Our rewards system is based upon developing a set of character traits that we think are really important for our Scholars to develop as they move through their lives. Rather than simply giving out postcards or prizes for good work, we want to recognize all of the kind acts that Scholars do, we want to reward their bravery when they take a chance in the classroom and also be as positive as we can be.

The character traits we focus Credits (rewards) on are:

- Purpose-for behaviours such as being on-task straight away, producing consistently strong work or completing homework to a high standard.
- Respect-for behaviours such as holding the door for others, being kind to others or listening to other people and other peoples ideas.
- Intelligence-for behaviours such as reading around a subject, making a good decision or helping another Scholar to make a good decision.
- Determination-for behaviours such as showing consistent effort, revising answers effectively or volunteering answers in lessons.
- Excellence-for behaviours such as helping the Academy, representing the Academy or helping the community. These behaviours carry the biggest rewards.

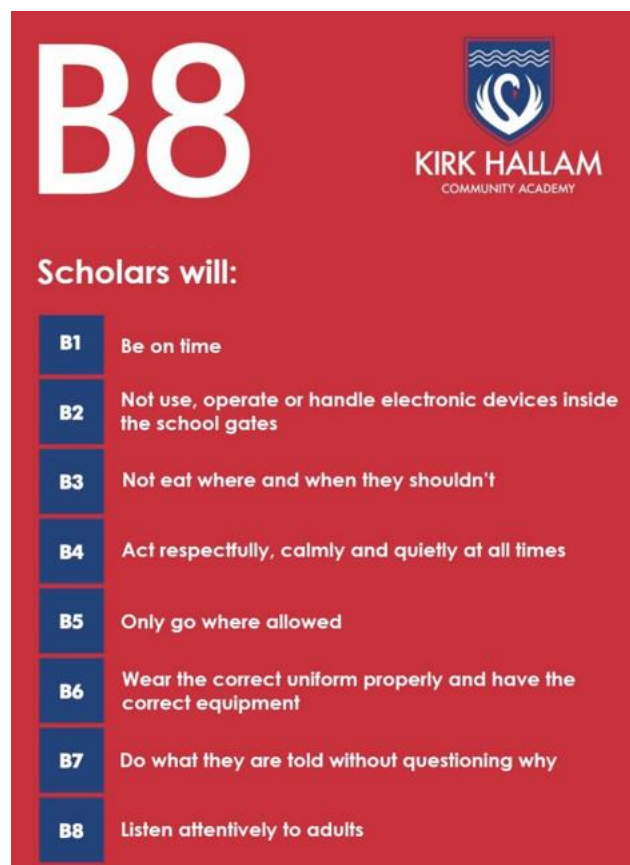
Over the course of a week, we expect and have trained our teachers to be giving around 9-10 Credits for every Debit. So far in the 1st 2 weeks of the new year, we have issued 28992 Credits to 2833 Debits and so have hit this target.

Every behavior Scholars demonstrate has a PRIDE Coin value attached to it. We record all of this on an app called Kickboard and at the end of the week students receive a Paycheck with their weekly balance on for you to see. Within a fortnight, we will send you details of how to access this as an app on your phone or via the internet on your browser.


At the end of the week, the top 2 Scholars in each Home Room get to wear a special tie to show their performance and the top 5 in each year group receive a prize. We also have something called the Centurians club for any Scholar who earns over 100 Pride Coins in a week and Scholars will be able to make small purchases from our Pride store with their balance.

Debits

The other side of Credits are the Debits that Scholars get when they don't meet our minimum expectations. These are separated into 2 simple guides, the B8 our expectations outside of a lesson, and the L8, our expectations inside of a lesson.

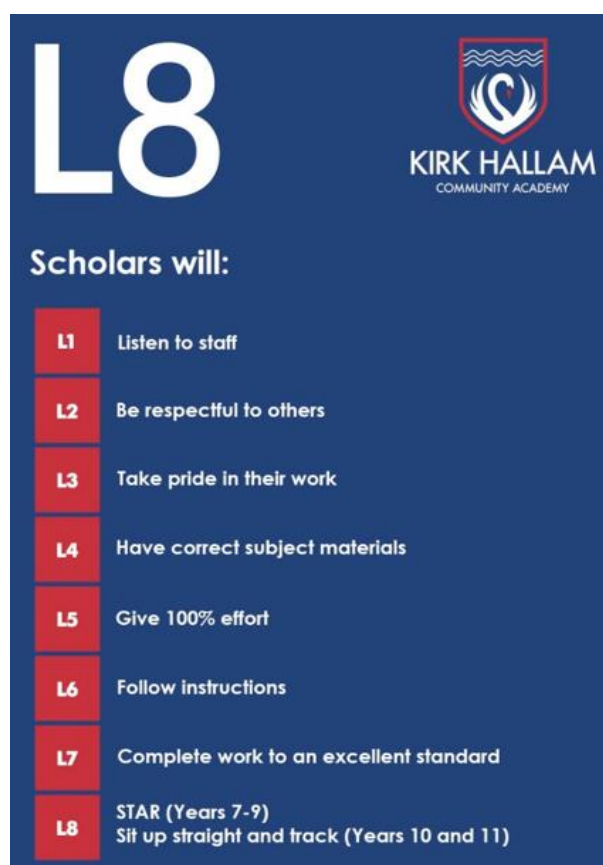


B8



KIRK HALLAM
COMMUNITY ACADEMY

Scholars will:

- B1** Be on time
- B2** Not use, operate or handle electronic devices inside the school gates
- B3** Not eat where and when they shouldn't
- B4** Act respectfully, calmly and quietly at all times
- B5** Only go where allowed
- B6** Wear the correct uniform properly and have the correct equipment
- B7** Do what they are told without questioning why
- B8** Listen attentively to adults



L8


KIRK HALLAM
COMMUNITY ACADEMY

Scholars will:

- L1** Listen to staff
- L2** Be respectful to others
- L3** Take pride in their work
- L4** Have correct subject materials
- L5** Give 100% effort
- L6** Follow instructions
- L7** Complete work to an excellent standard
- L8** STAR (Years 7-9)
Sit up straight and track (Years 10 and 11)

As you can see, these are clear, easy to follow and designed to ensure that we have consistency. We have invested considerable time training staff and Scholars in how to follow these as well as in how to ensure that any Debits are correctly inputted but as with any new system there will be teething issues.

B8 Debits are issued privately after the Scholar is spoken to and well away from anyone else. L8 Debits are only ever issued after teachers have made several attempts to correct the Scholars behavior. Where we have students with particular needs, our SEN team will always attempt to intervene at that point as we recognize that some of our learners will need different strategies and longer to process teachers corrections. At the same time, we need to ensure that learning continues in every room.

Why do we have these?

A 2014 National report from Ofsted about Behaviour in classrooms stated 'A YouGov survey show that pupils are potentially losing up to an hour of learning each day in English schools because of disruption in classrooms. This is equivalent to 38 days of teaching lost per year. A large number of pupils, therefore, are being denied a significant amount of valuable learning time. Many teachers have come to accept some low-level disruption as a part of everyday life in the classroom. One fifth of the teachers surveyed indicated that they ignored low-level disruption and just 'tried to carry on'.

This is not good enough for our Scholars and not acceptable at Kirk Hallam.

Recent research on behavior has clearly identified that any effective behavior system must come with clear consequences which occur as close to the poor behavior as possible in order to ensure that Scholars learn from their mistakes. As the DfE behavior expert Tom Bennet states, "Certainty is more important than Severity." This means that the certainty of a sanction such as a detention is much more important than the length of the detention.

At Kirk Hallam we have worked on this idea by ensuring that every B8 Debit is coupled with a 15 minute detention at break time or after school that day. Where a Scholar has 3 L8 debits across the day, 2 in a single lesson or have failed to hand in homework then they will have an Academic Consequence which lasts 30 minutes on the same day. Should your child have an Academic Consequence we will inform you via text, you will be able to see if your child has a detention of any length via the Kickboard app.

My simple message about detentions is that they are a critically important part of our behavioural system. Without clear consequences we can't change the culture in the school. These consequences will be sat on the day they are issued because that is the way that they are most effective.

Some parents have asked about the need for 24 hours notice for detentions, this is not the case and I have explained our reasoning clearly above-we are not doing this to be deliberately difficult, but because research says this will improve behavior, and therefore, learning for everyone. It may be useful to read this summary document from the DfE to see the law with regards to behaviour in schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

It goes without saying that when you have a school that is based upon positivity and clarity, our aims are to ensure that where Scholars make a good decision they are rewarded, where they make a bad choice, there has to be a consequence for that. Giving nearly 30,000 positives in the first 3 weeks of a brand new system where we have been deliberately resetting the Culture bodes well for the future and shows how wonderful Kirk Hallam students are.

Yours sincerely



Damian Belshaw
Head of School