

HITCHIN GIRLS' SCHOOL



BEHAVIOUR FOR LEARNING

2021-2022

**“The very highest standards of conduct, respect,
effort and personal attainment are our goal.**”



BHAVIOUR FOR LEARNING



At Hitchin Girls' School the very highest standards of conduct, respect, effort and personal attainment are our goal. Students are helped to understand the need for positive behaviour choices and their relevance to life both in school and in the wider community. Through our Behaviour for Learning system the students are expected to follow both the classroom and community ground rules in order to fulfil our Statement of Rights.

We have an extensive reward system in place to recognise and celebrate success in all aspects of school life. Reward Points are collected, certificates and stickers are given for reaching set targets and students are encouraged to earn a place on the end of year trip. Achievement is also recognised through a system of rewards culminating in our half termly House Celebration Assemblies and end of term Year Celebration Assemblies.

If an inappropriate behaviour choice is made a consequence is issued dependent on the nature of the incident. This will range from a formal warning to being required to stay in an after school detention (parents will be informed of this in advance), a loss of privileges or working in isolation during the school day. In extreme cases, the Headteacher may exclude a student from school.

Any student who makes a poor behaviour choice is supported to make the right decisions in the future. If appropriate a positive behaviour report, pastoral support contract or pastoral support programme is used. Outside agencies may also become involved in order to further support the student and their family. *Parents are reminded that consent to school regulations (including expected behaviour and uniform) has been given on the form they signed on their child's entry into the school and through the Home School Agreement (Appendix A).*

**References to Chromebooks in this policy relate to Years 7 and 10 (and own devices for Years 12 and 13) from September. This will move to include other year groups across the school year in line with our Blended Learning roll out.*

HITCHIN GIRLS' SCHOOL

STATEMENT OF RIGHTS

- The students have a right to learn.
- The teacher has a right to teach.
- All within the school community have a right to be safe both physically and psychologically in school.

CLASSROOM GROUND RULES

- Arrive on time fully equipped (*Including all items on the equipment list*) with their chromebook fully charged for every lesson.
- Take off outdoor clothes as you enter the classroom.
- Follow instructions without argument or comment.
- Listen to those who are meant to be talking.
- Use appropriate school language at all times and respect others.
- Allow others to get on with their work: avoid inappropriate use of hands, feet and objects.
- Mobile phones switched off and in bags or lockers throughout the school day while on the school site. (*Students may use their phones to support learning if directed by their teacher*)
- Only water in a water bottle is allowed (ideally this should be a clear, plastic bottle).

COMMUNITY GROUND RULES

- Follow the school Charter of Respect at all times.
- Always be on time for school.
- Wear uniform correctly at all times.
- Move around the school in a quiet and orderly way. (*Observing all One Way systems that are in place*)
- Food and drink must only be consumed in the designated place.
- Chewing gum is not permitted in school.
- Do not leave the school site without permission.
- Treat the school environment with care and respect, do not drop litter.
- Treat the school environment with care and respect, do not vandalise property.
- Offensive or dangerous items must not be brought into school.
- Illegal substances, cigarettes and alcohol are not permitted on the school site.

Charter of Respect

I will respect others regardless of their:



We are all individuals in this school.
Look for the best in people rather than the worst.



What happens if somebody breaks the Charter of Respect?

- ❖ DO NOT IGNORE IT
- ❖ REPORT THE INCIDENT TO A MEMBER OF STAFF

Anyone who knows that the Charter of Respect has been broken is expected to **tell a member of staff**.

At Hitchin Girls' School we believe such incidents are wrong and are prepared to sort them out.

The incident will then be investigated and appropriate action taken.

Remember, the system is there to help you!



ICT ACCEPTABLE USE AGREEMENT



This is an agreement between the school, students and their family. It includes all activities inside and outside school which could be linked to the school.

- I will only use ICT systems in school, including Google Classroom, the internet, email, digital video, and mobile technologies for school purposes.
- I will not download or install software on school technologies.
- I will only log on to the school network, Google Classroom, other systems and resources with my own username and password.
- I will follow the school's ICT security system and not reveal my passwords to anyone, I will change them regularly and ensure that they are 'strong'.
- I will only use my school email address for school related business.
- I will make sure that all ICT communications with students, teachers or others are appropriate, responsible and sensible.
- I will be responsible for my behaviour when using Google Classroom and the Internet. This includes resources I access and the language that I use.
- I will not browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
- I will not give out any personal information such as name, phone number or address. I will not arrange to meet someone unless this is part of a school project approved by my teacher.
- I am aware that I should not take images/videos of students or staff unless specifically asked to do so by a teacher as part of a learning activity. If required to do this when I take images I must only store and use these for school purposes in line with school policy and must never distribute these outside the school network without the permission of all parties involved. This includes school breaks and all occasions when I am in school uniform or when otherwise representing the school.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, students or others distress or bring the school community into disrepute, including through uploads of images, video, sounds or texts.
- I will support the school approach to online safety and not upload or add any images, video, sounds or text that could upset any member of the school community.
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not attempt to bypass the internet filtering system.

- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to keep me safe and that if they are not followed,

school sanctions will be applied and my parent/carer will be contacted.

- If I bring a Smart Watch into school, I will only use it for checking the time.
- I will only use age appropriate social media - Whatsapp (16+), Facebook (13+), Instagram (13+), Tik Tok (13+), Snapchat (13+) and YouTube (13+) and will not access it during the school day.
- I will alert an appropriate adult if I am concerned about any inappropriate material.
- I will only use the school's printing and copying facilities for school related business.



THE USE OF MOBILE PHONES, SMART WATCHES AND OTHER ELECTRONIC DEVICES



The rules regarding the use of mobile phones, smart watches or other electronic devices are as follows:

KS3 and KS4 STUDENTS (Years 7, 8, 9, 10 and 11)

- Any mobile phone or electronic device must be switched off and in a bag at all times during the school day ***including at break and lunchtime*** and at any time when the owner/user is on the school premises.
- If you are directed by your teacher to use your mobile phone as part of your blended learning then you are permitted to do so but must only use it for the specified activity and must put it away again as soon as you are asked to do so.
- Any mobile phone or electronic device may be turned on after school once the owner/user has left the school site.
- Emergency contact between a student and a parent/carer during the school day must be carried out via reception only. If you are feeling unwell you **MUST** go to reception and they will contact home if needed. You **MAY NOT** call/message your parents/carers directly.
- In unforeseen circumstances, such as arranging transport after out-of-hours practices or rehearsals, mobile phones may be used with the express permission of the supervising member of staff.
- Smart watches should only be used for checking the time. Any repeated use of a smart watch for other purposes during the school day, including at break and lunchtime, may result in confiscation of the watch.

KS5 STUDENTS (Years 12 and 13)

- Any mobile phone or electronic device must be switched off and in a bag during tutor time and timetabled lessons.

ALL STUDENTS

- Any mobile phone or electronic device must be switched off and in a bag at all times when a student is in detention or is internally isolated.
- Photographs/video or audio clips must not be taken using mobile phones or any other electronic device. The school retains the authority to access and delete images and data held on a mobile

phone or electronic device if it is reasonable to suspect that they have been misused in school or during school activities.

- The only exception to the above will be if a member of staff authorises the use of such devices in a lesson to support the blended learning in the classroom. For example, to photograph a finished product in order to upload the image to Google Classroom, for the purposes of coursework or to conduct necessary research.
- Breaking the rules covering mobile phones, smart watches and any other electronic devices will result in immediate confiscation of the item and the student will receive a C2 after school detention as a consequence. Students will not receive a warning. If a mobile phone or other electronic device is seen or heard the student is required to hand it over straight away to the member of staff.
- If a student refuses to hand over their mobile phone, smart watch or electronic device they will immediately be removed from the lesson or registration time using our On Call system (where they are removed from the lesson by a member of SLG) and internally isolated until they follow instructions as requested. They will receive either a C3 or C4 consequence depending on the length of time it takes them to cooperate.

How long will the item be confiscated?

- The item will be labelled with the name and tutor group of the owner and held in reception until the end of the school day. The owner of the mobile phone or electronic device will be able to collect it from reception between 3.45pm to 4.15pm and no later. Any devices not collected by 4.15pm when reception closes will be locked away securely and can be collected the following morning.
- If a student has had a mobile phone or electronic device confiscated on 3 different occasions during the academic year, she will no longer be able to collect the item herself at the end of the school day. In these cases, parents/carers will be notified and from then on, should there be a repeat occurrence, a member of the office staff will ring home to arrange a suitable time for the parents/carers to come in and collect the relevant item on their child's behalf. If they are not able to, then the devices will be locked away securely until such time as they are able to (including over the weekend if relevant or as requested by the parent/carer).
- As with all personal property, mobile phones and other electronic devices are brought into school at the owner's risk. If any smart watches are brought into school the same applies.

Please see APPENDIX B for revised Behaviour for Learning Guidance to reflect the introduction of Blended Learning use of Chromebooks.



RULES REGARDING JEWELLERY, FACIAL PIERCINGS and HAIR COLOUR



The uniform rules regarding jewellery and facial piercings are as follows:

- No jewellery to be worn, apart from simple studs; one in each ear lobe. No hoops are allowed. No ear stretchers/spacers/expanders are permitted.
- Nose studs or other facial piercings are not allowed.
- Hair must be natural colours only with NO additions visible.

Failure to comply with our expectations will result in the consequences as outlined in *APPENDIX C*.

Parents/carers are requested to support the school with regard to these rules by ensuring that if a student wishes to have any additional piercings in addition to the one in each ear lobe, that these are done at the beginning of the summer holiday period so that they can be removed in time for the start of the academic year.



INDIVIDUAL REWARD STICKERS **FOR ALL STUDENTS**



R5: HEADTEACHER AWARDS (100 REWARD POINTS)

Given for outstanding progress/effort or contribution to the Year Group, House or school community. R5 sticker given for: a) Outstanding progress/effort/achievement in a subject nominated by a member of SLG. b) An outstanding contribution to the year group/tutor group/school community nominated by a member of SLG.

R4: SENIOR LEADERSHIP AWARDS (75 REWARD POINTS)

R4 sticker given for: a) Excellent progress/effort/achievement in a subject nominated by the Head of Department. b) Excellent commendable contribution to the year group/ tutor group/school community nominated by the Head of Year or House Co-ordinator.

R3: TERMLY CELEBRATION OF SUCCESS (50 REWARD POINTS)

R3 sticker given for: Each nomination in the celebration of success bulletin based on the following criteria: a) 100% attendance. b) Zero behaviour points lost. c) Department or Year nomination*. *One student per year in each subject and one student per form to be put forward each term.

R3: DEPARTMENT AND YEAR/HOUSE AWARDS (50 REWARD POINTS)

R3 sticker given for: a) Highly commendable progress/effort/achievement in a subject (Head of Department). b) A highly commendable contribution to the year group/tutor group/school community (Head of Year/House Co-ordinator).

R2: SUBJECT AND TUTOR AWARDS (25 REWARD POINTS)

R2 sticker given for: a) Very good progress/effort/achievement in the classroom (Class Teacher). b) A very positive contribution to the tutor group/school community (Form Tutor).

R1: FIVE MERIT MARKS (10 REWARD POINTS)

R1 sticker given for: a) Five merit marks for good progress/effort/achievement in the classroom (Class Teacher). b) Five merit marks for making positive contributions to the tutor group/school community (Form Tutor).

MERIT MARK

Merit mark given for: a) Good progress/effort/achievement in the classroom (Class Teacher). b) A positive contribution to the tutor group/school community (Form Tutor). Support staff who wish to award a merit mark would inform the relevant Class Teacher or Form Tutor as appropriate.



OTHER INDIVIDUAL REWARDS **FOR ALL STUDENTS**



Details of our various forms of praise and celebration for our students:

Stamps or Staff Signature

All rewards will be logged on Go4Schools until such a time as Covid guidance allows us to return to our usual systems again.

When possible students will receive either an HGS department stamp or staff signature. These will be displayed on either a credit card size reward card KS4/5 that can fit inside the student smart card holder or for KS3 using their rewards pages.

Weekly Go4Schools Behaviour for Learning summary email that goes out to parents detailing any Reward points awarded or, when relevant, consequences received.

School plasmas/House Google Classrooms displays of House Trophy/Cup updates on a weekly basis so that students can see how their House is doing.

Praise Postcards are issued to students via parental email. These can be sent by any member of staff for achievements both inside and outside lessons.

Half termly House Celebration Assemblies* lead by Heads of House. **all assemblies are currently being hosted remotely using Google Classroom/Meet but we hope to be able to facilitate some in person assemblies during the year Covid permitting.*

Individual, tutor group and House achievements are celebrated to include House Colour Badges issued for exceptional contribution to a House, charity events, running/ involvement in competitions / clubs / choir etc.

End of Term Year Group Celebration Assembly* lead by Heads of Year **all assemblies are currently being hosted remotely using Google Classroom/Meet but we hope to be able to facilitate some in person assemblies during the year Covid permitting.*

Certificates awarded:

Departmental 'Star of the Term' – 1 student/subject/year group

Tutor Group 'Star of the Term' – 1 student/tutor group

100% attendance in a term – *These will be reviewed in light of the current Covid landscape at the time of the Celebration assemblies. Self-isolation will be discounted from student's overall attendance for these purposes.*

Diamond, Platinum, Gold, Silver and Bronze certificates – awarded to students who have reached the relevant thresholds.

Reward Assembly Randomiser – all students who have received certificates in the Celebration Assemblies go into the randomiser and 5 students are picked at random and receive their choice of one of the following prizes:

KS5

Tea with the Headteacher

Duvet registration (can start the day at 9.10am rather than 8.40am)

Mufti for 1 + 3 friends

1 free Morbeans coffee/ tea

KS4

Jump the dinner queue

Mufti Day for 1 + 3 friends

Morbeans coffee shop with 1 free drink and use for a week 1+ 2 friends

One week of exeat for Year 11 student and x2 friends

One day exeat for Year 10 student to include 2 friends with parental consent Credits towards

Prom extras – ie chocolate fountain as example

Access to the fitness suite **if possible under Covid guidance*

KS3

Mufti Day for 1 + 3 friends

Jump dinner queue

Tea with the Headteacher

Access to Morbeans coffee shop and one free drink for nominee and access to Morbeans for up to 3 friends

Reward badges

Awarded for the top 5% of total rewards points/student for each year group during the Easter Celebration assemblies. A cumulative record of reward points will be kept from year to year so that students can achieve Bronze by Year 7, Silver by the end of KS3, Gold by KS4, and Platinum by KS5.

KS5 and KS4 students can achieve Full House Colours which are based upon the accumulation of reward points **throughout KS4 and 5:**

Bronze

Silver

Gold

Platinum

Diamond

KS3 students can achieve Half House Colours which are based upon the accumulation of reward points:

Bronze

Silver

Gold

Platinum

Diamond

The names (first name only) of those who receive their Half or Full House Colours will be displayed on our website, school social media (Twitter/Facebook) and communicated to families via email and the school newsletter.

END OF YEAR REWARD TRIPS*

A trip to a theme park, theatre or a more local attraction is offered to those students who have lost the least number of behaviour points over the year by the published deadline. Places will be offered initially to those who have lost zero points, then to those who have lost 10 points or less, then 20 points or less and so on until all the places available have been filled. **Covid restrictions permitting we hope to see the return of these for July 2022.*



HOUSE CUP (YEARS 7-13)



OVERALL WINNERS FOR THE ACADEMIC YEAR

Awarded to the House that has gained the greatest number of points overall in all of the House activities/events that are run throughout the academic year by the published deadline. For each of the activities on offer, points are awarded based on the position the House finishes in that activity. The House with the greatest number of points at the end of the academic year wins.

The Winning House has an extended lunch hour from 12.00 – 1.30pm on a specified date in the last week of term with Fish & Chips and ice creams provided by the school. The House Cup is presented in the final assembly and displayed in the cabinet in the main entrance to the school.

END OF TERM AWARD

Awarded to the House that has gained the greatest number of points overall in all of the House activities/events that are run throughout the term in question by the published deadline. For each of the activities on offer, points are awarded based on the position the House finishes in that activity. The House with the greatest number of points at the end of the term wins. Winning House to have a mufti day on a specified date. The House totals are reset to zero at the start of each term. A cumulative total will, however, be kept to establish the overall winner for the academic year.



INDIVIDUAL CONSEQUENCES IN THE CLASSROOM

YEARS 7-13



**detentions will return to mixed year groups once again unless we need to revert to a bubble system should we have a rise in Covid cases.*

C6: PERMANENT EXCLUSION

Issued by the Headteacher following persistent C5 behaviour in discussion with relevant staff. A one-off incident in the classroom could also lead to a permanent exclusion.

C5: FIXED TERM EXCLUSION (100 BEHAVIOUR POINTS)

Issued by the Headteacher or Deputy Headteacher in her absence following persistent C4 behaviour in discussion with relevant staff. A one-off incident in the classroom could also lead to a fixed term exclusion. Logged on Go4Schools by Head's PA. Phone call and letter sent home to inform parents/carers. Letter sent also to notify the Chair of Governors and Local Authority.

C4: INTERNAL EXCLUSION (75 BEHAVIOUR POINTS)

Issued following two C2's/C3's in one day. A serious one-off incident could also lead to an internal exclusion. Logged on Go4Schools by Head of Year/SLG. Phone call home to inform parents/carers. In Touch message sent home.

C3: FRIDAY NIGHT DETENTION (1 1/2 HOURS) (50 BEHAVIOUR POINTS)

Issued if On Call assistance is requested to remove a student from a lesson or for failing to attend a C2 detention. Logged on Go4Schools by admin staff. Phone call home to inform parents/carers. In Touch message sent home to inform parents/carers.

C2: AFTER SCHOOL DETENTION (1 HOUR) (25 BEHAVIOUR POINTS)

C2: Issued if a student continues to disrupt teaching and learning by breaking classroom ground rules, if a student gets two or more C1's in one day or 2 L1s, H1s, E1s or U1s in a week. Logged on Go4Schools by the member of staff or admin team. In Touch message sent home to inform parents/carers and weekly BfL summary email received by parents/carers via Go4Schools.

C1/H1/E1: BEHAVIOUR CONSEQUENCE (10 BEHAVIOUR POINTS)

C1: Issued if a student fails to redirect their behaviour and continues to disrupt teaching and learning by breaking the classroom ground rules. H1: Issued if a student fails to hand in homework or if homework is incomplete. E1: Issued if a student fails to bring the correct equipment to the lesson, U1 for failing to meet our uniform expectations or L1 for arriving at registration after 8:45am. Logged on Go4Schools by the member of staff or admin team.

REDIRECTING BEHAVIOUR

Use of classroom management techniques to redirect behaviour as required.



ON REPORT DOCUMENTS, YEARS 7 – 11



** Meetings/reviews will continue to be held remotely via Google Meet unless they are needed to be in person. Report cards are now all in a Google Form format.*

RED PASTORAL SUPPORT PROGRAMME (16 WEEKS)

Amber Report has not been successful and Behaviour for Learning has reached the stage where the student has put themselves at risk of permanent exclusion. There have been a series of C4 and/or C5 consequences. Parents/carers are called in for a meeting with a member of SLG, Head of Year, relevant external agencies and the student. A copy of the Red Pastoral Support Programme is signed and taken home. Intervention is logged on SIMS by the Head of Year. Additional external support is in place/will be put in place for the student. Three targets are set for all lessons over a **sixteen-week** period. Tutor and parents/carers check and sign the report **daily** along with subject staff. The Head of Year checks the report **at least twice weekly**. The relevant member of SLG may also ask to see the report **at any time. Review meetings** take place* using Google Meet every **four weeks** and the outcome is recorded on the **Google Form**.

AMBER PASTORAL SUPPORT CONTRACT (8 WEEKS)

The Green Positive Behaviour Report has not been successful and Behaviour for Learning continues to be a significant concern. Parents/carers are called in for a meeting with the Head of Year, Form Tutor and the student. A copy of the Amber Pastoral Support Contract is signed and taken home. Intervention is logged on SIMS by the Head of Year. Three targets are set for all lessons over an **eight-week** period. Tutor and parents/carers check and sign the report **daily** along with subject staff. The Head of Year checks the report **at least twice weekly. Review meetings** take place* using Google Meet at the end of **four and eight weeks** and the outcome is recorded on the **Google Form**.

GREEN POSITIVE BEHAVIOUR REPORT (4 WEEKS)

Persistent problems have been identified in more than two subjects and/or frequent issues with Behaviour for Learning have been highlighted on SIMS and/or the Form Tutor has raised concerns. Parents/carers are contacted by the Head of Year. Intervention is logged on SIMS by the Head of Year. Two or three targets are set for all lessons over a **four-week** period. Tutor and parents/carers check and sign the report **daily** along with subject staff. The Head of Year checks the report **weekly. A review phone call/Google Meet** will be made by the Head of Year at the end of **two and four weeks** and the outcome is recorded using the **Google Form**.

BLUE SUBJECT REPORT (2 WEEKS)

Behaviour for Learning is a concern in a specific subject area. Parents/carers are contacted by

the Head of Department. Intervention is logged on SIMS by the Head of Department. Two or three targets are set for all lessons in that subject over a **two-week** period. The subject teacher signs the report **every lesson in that subject** during the two weeks. The Head of Department checks the report **weekly**. A **review phone call** will be made by the Head of Department at the end of the **two weeks** and the outcome is recorded on the **Google Form**.

GREY ATTENDANCE REPORT (2 WEEKS)

Attendance is a concern. Parents/carers are contacted by the Head of Year. Intervention is logged on SIMS by the Head of Year. Two or three targets are set for the **two week** period. The tutor signs the report **every tutor period** during the two weeks. The Head of Year checks the report **weekly**. A **review phone call** will be made by the Head of Year at the end of the **two weeks** and the outcome is recorded on the **Google Form**.

A new academic year sees a fresh start for **ALL** students unless the **RED PASTORAL SUPPORT PROGRAMME** has not been completed and will therefore need to be finished.



ON REPORT DOCUMENTS, SIXTH FORM



**Meetings/reviews will continue to be held remotely via Google Meet unless they are needed to be in person. Report cards are now all in a Google Form format.*

DISCUSSION WITH THE HEADTEACHER

The Amber Sixth Form Report is unsuccessful. Parents/carers *to have a Google Meet meeting with the Headteacher, Head of Sixth Form and the student. The student's position within the Sixth Form is discussed and if there is no further improvement with immediate effect the student will be requested to leave the Sixth Form.

AMBER SIXTH FORM REPORT (2 WEEKS)

The Green House Report is unsuccessful. Parents/carers *to have a Google Meet with the Head of Year, Head of Sixth Form and the student. A copy of the Amber Sixth Form Report is signed and taken home. Intervention is logged on SIMS by the Head of Year. Three targets are set for all lessons over a **two-week** period. Tutor and parents/carers check and sign the report **daily** along with subject staff. The Head of Year checks the report **at least twice weekly**. The Head of Sixth Form may also ask to see the report **at any time**. A **review meeting** *via Google Meet will take place at the end of **two weeks** and the outcome is recorded on the **relevant proforma**.

GREEN SIXTH FORM REPORT (2 WEEKS)

The Blue Departmental Report is unsuccessful or behaviour for learning is a concern in two or more areas. Parents/carers are called in for a meeting with the Head of Year, Form Tutor and the student. Intervention is logged on SIMS by the Head of Year. Two or three targets are set for all lessons over a **two-week** period. Tutor and parents/carers check and sign the report **daily** along with subject staff. The Head of Year checks the report **weekly**. A **review meeting** will take place* via Google Meet at the end of **two weeks** and the outcome is recorded on the **relevant proforma**.

BLUE DEPARTMENTAL REPORT (2 WEEKS)

Behaviour for Learning is a concern in a specific subject area. Parents/carers are contacted by the Head of Department. Intervention is logged on SIMS by the Head of Department. Two or three targets are set for all lessons in that subject over a **two-week** period. The subject teacher signs the report **every lesson in that subject** during the two weeks. The Head of Department checks the report **weekly**. A **review phone call** will be made by the Head of Department at the end of the **two weeks** and the outcome is recorded on the **relevant proforma**.

GREY ATTENDANCE REPORT (2 WEEKS)

Attendance is a concern. Parents/carers are contacted by the Head of Year. Intervention is logged on SIMS by the Head of Year. Two or three targets are set for the **two week** period. The tutor signs the report **every tutor period** during the two weeks. The Head of Year checks the report **weekly**. A **review phone call** will be made by the Head of Year at the end of the **two weeks** and the outcome is recorded on the **relevant proforma**.

APPENDIX A

Home - School Agreement - Years 7, 10, 12 and 13

HITCHIN GIRLS' SCHOOL HOME - SCHOOL AGREEMENT

	As a student I will ...	As a parent/carer I will ...	As a school we will ...
EXCELLENCE	Strive for excellence in everything I do.	Support my child and the school to strive for excellence.	Strive for excellence in everything we do.
LEARNING AND PROGRESS	Learn to the best of my ability. Learn at all times and as much as I can. Try to improve by seeking and taking advice from staff. Be aware of my target grades and the next steps to take. Set myself personal goals on my journey to success. Believe that I can do anything if I put my mind to it.	Support my child's learning. Take an active interest in my child's life at school and recognise her achievements. Engage with Go4Schools data to best support my child's progress and celebrate their achievements. Attend parents consultation evenings and any other events designed to help me learn about my child's progress. Support my child with all assessments.	Provide access to a broad and balanced curriculum. Encourage students to reach their full potential and to have confidence in their abilities. Offer the best available teaching and support staff. Report regularly on progress and celebrate achievement and attainment. Assess work regularly and advise on how improvement can take place. Ensure that guidance and information on subject choices, independent careers advice and guidance and other curriculum matters are widely available.
HOMEWORK AND COURSEWORK	Make sure I have understood the homework that is set. Use Google Classroom (and its functions) on a daily basis to monitor and complete all homework set. Complete my homework to the best of my ability. Hand my homework in on time via Google Classroom or in person in lessons. Meet my relevant coursework deadlines.	Use Google Classroom Guardian (and its functions) on a regular basis to monitor the work my child needs to complete. Provide a suitable environment for homework and revision to be completed. Give encouragement and appropriate support so that my child completes her homework to the best of her ability. Ensure that my child meets homework, and where relevant, coursework submission dates.	Ensure that all homework is set using Google Classroom, providing the necessary information, dates and resources. Provide regular, appropriate work for completion outside of lessons that is appropriate to the needs of each student. Provide clear guidelines for the completion of homework. Set out clear timelines and calendars for coursework.
ATTENDANCE AND PUNCTUALITY	Attend school every day and be on time. Arrive at lessons on time every day. Not leave the premises without permission. Aim for 100% attendance.	Ensure my child attends school every day and is on time. Inform the school of any absence as soon as possible. Avoid taking my child out of school during term time. Avoid making medical/dental appointments during the school day where possible and limit the amount of the school day my child misses should an appointment be essential.	Encourage excellent attendance and punctuality and celebrate progress and achievement regularly. Monitor attendance and punctuality. Follow up any attendance and/or punctuality issues with the student and parent/carer as soon as possible. Work with our Attendance Improvement Officer when necessary to support and improve attendance.
BEHAVIOUR AND RESPONSIBILITY	Take responsibility for my own learning and behaviour. Follow the school Behaviour for Learning policy at all times. Be hard-working and resilient in all aspects of school life. Behave well in and out of school, as my reputation and that of the school, depend on it. Have pride and confidence in our school.	Support the school's Behaviour for Learning policy. Encourage my child to behave responsibly and correctly and ensure that she follows the school's Behaviour for Learning policy at all times. Show confidence and pride in the school.	Define clear expectations through our Behaviour for Learning policy; educate and support students to meet them. Promote confidence and pride in our students. Regularly celebrate achievements and progress.


<p>RESPECT AND SUPPORT</p>	<p>Follow the school Charter of Respect at all times. Always be kind to others. Celebrate difference and diversity. Undertake to be a good citizen. Never bully other students. Help and support others and respect their point of view.</p>	<p>Encourage my child to uphold the values of integrity, compassion and tolerance. Encourage my child to develop, make and maintain good friendship groups. Help my child to be a good citizen.</p>	<p>Provide students with a safe, inclusive, positive and accessible learning environment. Provide guidance and support through effective pastoral care. Provide personalised interventions. Uphold the values of integrity, compassion and tolerance. Value and respect your child as an individual.</p>
<p>UNIFORM AND EQUIPMENT</p>	<p>Wear my uniform correctly in and out of school. Follow the uniform guidelines every day. Not wear jewellery (other than 1 stud/lobe) and only have natural coloured hair. Always have my Chromebook with me each day/in every lesson and ensure that it is fully charged each evening. Be properly equipped for my lessons. Use Google Classroom functions to ensure excellent organisation.</p>	<p>Ensure that my child leaves home each day appropriately dressed, equipped and prepared for the school day. Ensure that my child adheres to the uniform guidelines at all times both in and out of school. Ensure that my child is not wearing jewellery (except 1 stud/lobe) and that she only has natural coloured hair at all times.</p>	<p>Promote and uphold the very highest standards and expectations of uniform for all. Monitor uniform, appearance and equipment on a regular basis and inform parents of any issues.</p>
<p>EXTRA-CURRICULAR AND ENRICHMENT ACTIVITIES</p>	<p>Fully involve myself in tutor group activities. Be an active member of my House and Year group. Fully involve myself in the life of the school. Make the most of the enrichment and extracurricular opportunities that are available to me.</p>	<p>Support my child in any enrichment and extracurricular activities undertaken. Ensure that the appropriate arrangements are in place for collecting my child.</p>	<p>Offer the chance to take part in a variety of enrichment and extracurricular activities. Provide a variety of extra-curricular activities to develop the broader skills that will assist with the personal, social, physical and cultural development of our students.</p>
<p>COMMUNICATIONS</p>	<p>Check my school emails and Google Classroom notifications every day. Make sure my parent/carer sees and monitors my Google Classroom schedule/to-do list each week. Always follow the school ICT Acceptable Use and Mobile Phone/Other Electronic Devices policies that I have signed. Ensure that my online activity would not cause the school, staff, students or others distress or bring the school name or school community into disrepute. Use Go4Schools and Google Classroom regularly to keep up to date with information.</p>	<p>Take note of and respond to all school communications promptly and effectively. Use Go4Schools and Google Classroom regularly to keep up to date with information. Draw matters of concern to the attention of the school at the earliest possible moment. Ensure that all school staff are spoken to in the same way that you would wish to be spoken to yourself. Monitor my child's homework using Google Classroom/Guardian weekly. Ensure that my/our online activity would not cause the school, staff, students or others distress or bring the school name or school community into disrepute. Ensure that my child is only using age appropriate social media - Whatsapp (16+), Facebook (13+), Instagram (13+), Tik Tok (13+), Snapchat (13+) and YouTube (13+) and actively monitoring their accounts and phones on a regular basis.</p>	<p>Provide clear information to parents/carers. Endeavour to provide all necessary information regarding the policies and activities of the school and its students through Google Classroom and the website. Contact parents/carers at the earliest appropriate moment should concerns or problems arise. Deal with parental concerns promptly and effectively. Be available for contact. Celebrate and share achievements via school social media. Have a robust e-safety policy in place. Support students to learn how to appropriately use their Chromebooks (and other electronic devices) to enable them to fully benefit from the blended learning we offer.</p>
<p>Headteacher:</p>  <p>1 September 2021</p>			<p>Date:</p>

Home - School Agreement - Years 8, 9 and 11

HITCHIN GIRLS' SCHOOL HOME - SCHOOL AGREEMENT

	As a student I will ...	As a parent/carer I will ...	As a school we will ...
EXCELLENCE	Strive for excellence in everything I do.	Support my child and the school to strive for excellence.	Strive for excellence in everything we do.
LEARNING AND PROGRESS	Learn to the best of my ability. Learn at all times and as much as I can. Try to improve by seeking and taking advice from staff. Be aware of my target grades and the next steps to take. Set myself personal goals on my journey to success. Believe that I can do anything if I put my mind to it.	Support my child's learning. Take an active interest in my child's life at school and recognise her achievements. Engage with Go4Schoolsdata to best support my child's progress and celebrate their achievements. Attend parents' consultation evenings and any other events designed to help me learn about my child's progress. Support my child with all assessments.	Provide access to a broad and balanced curriculum. Encourage students to reach their full potential and to have confidence in their abilities. Offer the best available teaching and support staff. Report regularly on progress and celebrate achievement and attainment. Assess work regularly and advise on how improvement can take place. Ensure that guidance and information on subject choices, independent careers advice and guidance and other curriculum matters are widely available.
HOMEWORK AND COURSEWORK	Make sure I have understood the homework that is set. Use Google Classroom (and its functions) on a daily basis to monitor and complete all homework set. Complete my homework to the best of my ability. Hand my homework in on time via Google Classroom or in person in lessons. Meet my relevant coursework deadlines.	Use Google Classroom Guardian (and its functions) on a regular basis to monitor the work my child needs to complete. Provide a suitable environment for homework and revision to be completed. Give encouragement and appropriate support so that my child completes her homework to the best of her ability. Ensure that my child meets homework, and where relevant, coursework submission dates.	Ensure that all homework is set using Google Classroom, providing the necessary information, dates and resources. Provide regular, appropriate work for completion outside of lessons that is appropriate to the needs of each student. Provide clear guidelines for the completion of homework. Set out clear timelines and calendars for coursework.
ATTENDANCE AND PUNCTUALITY	Attend school every day and be on time. Arrive at lessons on time every day. Not leave the premises without permission. Aim for 100% attendance.	Ensure my child attends school every day and is on time. Inform the school of any absence as soon as possible. Avoid taking my child out of school during term time. Avoid making medical/dental appointments during the school day where possible and limit the amount of the school day my child misses should an appointment be essential.	Encourage excellent attendance and punctuality and celebrate progress and achievement regularly. Monitor attendance and punctuality. Follow up any attendance and/or punctuality issues with the student and parent/carer as soon as possible. Work with our Attendance Improvement Officer when necessary to support and improve attendance.
BEHAVIOUR AND RESPONSIBILITY	Take responsibility for my own learning and behaviour. Follow the school Behaviour for Learning policy at all times. Be hard-working and resilient in all aspects of school life. Behave well in and out of school, as my reputation and that of the school, depend on it. Have pride and confidence in our school.	Support the school's Behaviour for Learning policy. Encourage my child to behave responsibly and correctly and ensure that she follows the school's Behaviour for Learning policy at all times. Show confidence and pride in the school.	Define clear expectations through our Behaviour for Learning policy; educate and support students to meet them. Promote confidence and pride in our students. Regularly celebrate achievements and progress.
RESPECT AND SUPPORT	Follow the school Charter of Respect at all times. Always be kind to others. Celebrate difference and diversity. Undertake to be a good citizen. Never bully other students.	Encourage my child to uphold the values of integrity, compassion and tolerance. Encourage my child to develop, make and maintain good friendship groups. Help my child to be a good citizen.	Provide students with a safe, inclusive, positive and accessible learning environment. Provide guidance and support through effective pastoral care. Provide personalised interventions.

	Help and support others and respect their point of view.		Uphold the values of integrity, compassion and tolerance. Value and respect your child as an individual.
UNIFORM AND EQUIPMENT	Wear my uniform correctly in and out of school. Follow the uniform guidelines every day. Not wear jewellery (other than 1 stud/lobe) and only have natural coloured hair. Be properly equipped for my lessons. Use Google Classroom functions to ensure excellent organisation.	Ensure that my child leaves home each day appropriately dressed, equipped and prepared for the school day. Ensure that my child adheres to the uniform guidelines at all times both in and out of school. Ensure that my child is not wearing jewellery (except 1 earring/lobe) and that she only has natural coloured hair at all times.	Promote and uphold the very highest standards and expectations of uniform for all. Monitor uniform, appearance and equipment on a regular basis and inform parents of any issues.
EXTRA-CURRICULAR AND ENRICHMENT ACTIVITIES	Fully involve myself in tutor group activities. Be an active member of my House and Year group. Fully involve myself in the life of the school. Make the most of the enrichment and extracurricular opportunities that are available to me.	Support my child in any enrichment and extracurricular activities undertaken. Ensure that the appropriate arrangements are in place for collecting my child.	Offer the chance to take part in a variety of enrichment and extracurricular activities. Provide a variety of extra-curricular activities to develop the broader skills that will assist with the personal, social, physical and cultural development of our students.
COMMUNICATIONS	Check my school emails and Google Classroom notifications every day. Make sure my parent/carer sees and monitors my Google Classroom schedule/to-do list each week. Always follow the school ICT Acceptable Use and Mobile Phone/Other Electronic Devices policies that I have signed. Ensure that my online activity would not cause the school, staff, students or others distress or bring the school name or school community into disrepute. Use Go4Schools and Google Classroom regularly to keep up to date with information. Ensure that I only use age appropriate social media and that my parents/carers regularly monitor my phone.	Take note of and respond to all school communications promptly and effectively. Use Go4Schoolsand Google Classroom regularly to keep up to date with information. Draw matters of concern to the attention of the school at the earliest possible moment. Ensure that I communicate with all school staff in the same way that I would wish to be spoken to myself. Monitor my child's homework using Google Classroom/ Guardian weekly. Ensure that my/our online activity would not cause the school, staff, students or others distress or bring the school name or school community into disrepute. Ensure that my child is only using age appropriate social media - Whatsapp (16+), Facebook (13+), Instagram (13+), Tik Tok (13+), Snapchat (13+) and YouTube (13+) and actively monitoring their accounts and phones on a regular basis.	Provide clear information to parents/carers. Endeavour to provide all necessary information regarding the policies and activities of the school and its students through Google Classroom and the website. Contact parents/carers at the earliest appropriate moment should concerns or problems arise. Deal with parental concerns promptly and effectively. Be available for contact. Celebrate and share achievements via school social media. Have a robust e-safety policy in place. Support students to learn how to appropriately use electronic devices to enable them to fully benefit from the blended learning opportunities.

Headteacher:

Date:
 1
September 2021

APPENDIX B



Behaviour for Learning - Chromebooks Year 7 and 10

Issue	Consequence
Failure to have Chromebook in school (expected everyday)	E1 - you will be sent to the library to borrow one from our Chromebook creche.
Chromebook is not charged (expected everyday)	E1 - you will be sent to the library to borrow one from our Chromebook creche.
Bringing your charger expecting to charge during school (this is not allowed)	E1 - you are not allowed to charge your Chromebook during school.
Off task on your Chromebook during the lesson	You will be given 1 warning - if you continue to fail to follow instruction then you will receive a C1 .
Using a Chromebook during break or lunchtime	C1 - break and lunchtime are to be screen free time.
Ignoring the Chromebook phrases: <i>Chromebook Out, Open, Shut, Away.</i>	C1 - for failing to follow Chromebook expectations.
Creche Chromebook is not stored in its protective case	C1 - for failing to follow Chromebook expectations.
Playing games or messaging others using your Chromebook during a lesson (unless specifically instructed to do so by your teacher)	C2 - you will receive a <u>1 hour after school detention</u> .
Accidental damage/breakage to school creche Chromebook	Incident logged on Go4Schools and tutor/Head of Year informed.
Purposeful damage to a school creche Chromebook	On Call will be pressed and you will be removed from the lesson. C3 issued = <u>1.5 hour detention on a Friday</u> . You/your family will be required to pay for the repair/damage that has been done.

APPENDIX C



Behaviour for Learning - Jewellery and Hair Colour

Issue	Consequence
Wearing <u>any</u> jewellery other than 1 stud per ear lobe	C2 - you will receive a 1 hour after school detention. You will be asked by the teacher to immediately remove any jewellery other than the 1 stud/lobe and put it into your pocket/bag/pencil case.
The next time you see the same teacher you are again wearing any jewellery other than 1 stud per ear lobe	C2 - you will receive another 1 hour after school detention. You will be sent to reception to immediately remove and hand in any jewellery other than the 1 stud/lobe. This will be put into a named/sealed envelope and the date/day you can collect it will be written on the front. If you hand your items in on a Monday/Tuesday or Wednesday you will be allowed to collect your items on Friday of that week. If you hand your items in on a Thursday/Friday then you will be allowed to collect your items on the following Monday.
You receive a 3rd C2 for wearing any jewellery other than the 1 stud per earlobe	C3 - you will receive a 1.5 hour after school detention on a Friday. You will be sent to reception to immediately remove and hand in any jewellery other than the 1 stud/lobe.

	<p>This will be put into a named/sealed envelope and the day/date you can collect it will be written on the front.</p> <p>This will be at the end of the half term unless you hand it in during the last 2 weeks of term in which case it will be the end of the following half term.</p> <p>Your envelope will be stored securely in the Head's PA's office until 3.30pm on the last day of the half term.</p>
Failure to follow instruction at any point	On Call will be pressed - C3 will be issued - 1.5 hour after school detention.

Issue	Consequence
Student has <u>any</u> non-natural coloured hair	<p>C2 - 1 hour after school detention.</p> <p>You will be asked to return your hair to a natural colour that evening.</p> <p>Parents/carers will be contacted by tutor.</p>
Student still has any non-natural coloured hair	<p>Another C2 - another 1 hour after school detention.</p> <p>You will be asked why your hair colour has not be returned to a natural colour.</p> <p>Parents/carers will be contacted by tutor</p> <p>Returning your hair to a natural colour is not optional.</p>
Continued failure to return hair to a natural colour	<p>C3 - 1.5 hour after school detention.</p> <p>You will be asked why you are failing to follow instructions.</p> <p>Parents/carers will be contacted by Head of Year.</p>

Failure to follow instruction at any point

On Call will be pressed - **C3** will be issued
- 1.5 hour after school detention.