

HITCHIN GIRLS' SCHOOL



BEHAVIOUR FOR LEARNING

2022-2023

Date of issue:	September 2022
Trust Board approval:	November 2025
Review date:	September 2023

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

Hitchin Girls' School Prospectus



BEHAVIOUR 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; families are able to see a summary of these via the weekly Go4schools updates. Each term we celebrate individual achievement and progress at our Celebration Assemblies with students who have been nominated receiving certificates. All students start the year with zero consequence points and are encouraged and supported to keep this at zero in order that they will qualify for our end of year Reward Trips.

Reward points also equate to House points for the House to which each student belongs. Collective accumulation of House points contribute to the House Cup - each term the winning House receives a mufti day; the House that wins the Cup for the whole school year in July receives a Fish, Chip and Lolly lunch on the school field.

If an inappropriate behaviour choice is made the student will receive a consequence following our consequence ladder (below). This will range from a formal warning to being required to stay in an after school detention. Both students and parents receive email notification of a detention; the date/time they are sat are non negotiable and need to be attended. When needed a student may lose privileges or be required to work in isolation during the school day. In extreme cases, the Headteacher may decide to suspend a student from school for a fixed period of time or should issues warrant, exclude a student permanently 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 (Green), pastoral support contract (Amber) or pastoral support programme (Red) 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).*

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 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 unless directed by a member of staff to support the learning that they are undertaking.
- 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; be in registration by 8:35am ready for the register to be taken at 8:40am.
- Wear uniform correctly at all times, no visible jewellery (other than 1 stud/lobe if wanted) and have natural coloured hair.
- Move around the school in a quiet and orderly way.
- Food and drink must only be consumed in designated areas i.e. outside or in the canteen.
- 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, vapes, 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 and the student. It includes all activities inside and outside school which could be linked to the school.

- I will only use ICT systems in school, including 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, 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, change them regularly and ensure they are 'strong' passwords.
- I will only use my school email address for school related business.
- I will make sure that all my electronic communications with students, teachers or others are responsible and sensible.
- I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- I understand that everything I search for, access, post or receive online can be traced now and in the future. My activity can be monitored and logged and if necessary shared with teachers, parents/carers and the police if necessary. I know it is essential that I build a good online reputation.
- 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 a member of staff if I am in school, or parent/carer if I am not in school.
- I will not give out my own or others' personal information, including: name, phone number, home address, interests, schools or clubs or any personal image. I will immediately report any request for personal information, to a member of staff if I am in school or parent/carer if I am not in school.
- I understand that not everything I see or hear online is true, accurate or genuine. I also know that some people on the internet are not who they say they are and may have ulterior motives for assuming another identity that will put me at risk. I will gain permission from parents/carers before arranging to meet someone I only know on the internet.
- I will never post photographs, videos or livestream without the permission of all parties involved. This includes school trips and all occasions when I am in school uniform or when otherwise representing the school.
- I will not upload any images, videos, sounds or words that **could** upset, now or in the future, any member of the school community, as this is cyberbullying.
- I will be respectful to everyone online; I will treat everyone the way that I want to be

treated. I will ensure that all my online activity, both in and outside school, will not cause distress to anyone in the school community or bring the school into disrepute.

- I will not respond to hurtful behaviour online but will report it. I have the right to block and will say no to any inappropriate or upsetting request.
- I will respect the privacy and ownership of others' work on-line and will adhere to copyright at all times.
- I will not attempt to bypass the internet filtering system in school.
- If I bring a Smart Watch into school, I will only use it for checking the time.
- I will not lie about my age in order to sign up for age inappropriate games, apps or social networks.
- 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.
- I understand that these rules are designed to keep me safe now and in the future. If I break the rules, teachers will investigate, I may be disciplined and my parents/carers may be contacted. If I break the law the police may be informed.



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)

- 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.
- 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. The exception to this is if a teacher asks a student to use their phone to support their learning.
- Any mobile phone or electronic device may be turned on after school once the owner/user **has left the site.**
- Contact between a student and a parent/carer during the school day **must be carried out via reception only.**
- In unforeseen circumstances, such as arranging transport after out-of-hours practices or rehearsals, mobile phones may be used only **with the express permission of the supervising member of staff.**

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.
- Any form of media must not be taken/created using mobile phones or any other electronic device.
- The school has the authority to seek that the media is deleted with immediate effect, this will be done with the support of child/parents/carers however if required, the school may contact the police if the matter is of a potential criminal nature or if the media could cause harm or distress to another person.
- The school will, with the permission of parent/carers or the child, request access to the device to ensure any offending media is deleted promptly and can not be retrieved.
- The only exception to the above will be if a member of staff authorises the use of such devices in a lesson to support learning in the classroom.
- **Failure to follow our expectations with regards to mobile phones, smart watches and any other electronic devices will result in immediate confiscation of the item and the student will receive a C2 consequence that will result in an after school detention. 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.**
- **If a student refuses to hand over their mobile phone, smart watch or electronic device they will be removed from the lesson, tutor time or break/lunch setting and be internally isolated until they follow instructions as requested. They will receive either a C3 or C4 as a consequence depending on the length of time it takes them to cooperate.**
- The item will also be held securely in school in main reception until the end of the school day. The owner of the mobile phone or electronic device will be able to collect it from there between 3.45pm - 4.15pm and no later.
- If a student has had a mobile phone or electronic device confiscated on three different occasions during the academic year, they will no longer be able to collect the item themselves at the end of the school day. 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 to collect the relevant item on their child's behalf.
- As with all personal property, mobile phones and other electronic devices are brought into school at the owner's risk.

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



HITCHIN GIRLS' SCHOOL



"The very highest standards of conduct, respect, effort and personal attainment are our

goal” Hitchin Girls’ School Prospectus

RULES REGARDING JEWELLERY, FACIAL PIERCINGS and HAIR COLOUR

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

- No visible jewellery to be worn, apart from simple studs; one in each ear lobe.
- Nose studs or other facial piercings are not allowed.
- Hair must be natural coloured only.

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.



HITCHIN GIRLS’ SCHOOL



“The very highest standards of conduct, respect, effort and personal attainment are our goal” Hitchin Girls’ School Prospectus

INDIVIDUAL REWARD POINTS 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 and receipt of certificate in the termly Celebration Assemblies.

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/Head of House).

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 (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 (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 (Tutor). Support staff are also able to and encouraged to issue rewards when relevant.

OTHER INDIVIDUAL REWARDS FOR ALL STUDENTS

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

Weekly Go4Schools Behaviour for Learning summary email that goes out to parents/carers detailing any Reward points awarded or, when relevant, consequences received by a student during that week.
School plasmas/House Google Classrooms displays of House 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 led by Heads of House. 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 extracurricular activities/events.
End of Term Year Group Celebration Assemblies led by Heads of Year Certificates awarded: <ul style="list-style-type: none">➤ Departmental ‘Star of the Term’ – 1 student/subject/year group➤ Tutor Group ‘Star of the Term’ – 1 student/tutor group➤ Diamond, Platinum, Gold, Silver and Bronze certificates awarded to students who have reached the relevant reward points threshold.

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

The student with the most reward points in the year group is able to choose 2 of the prizes in recognition of their amazing achievement.

END OF YEAR REWARD TRIPS - a range of trips are available each year i.e. Thorpe Park, Whipsnade, Theatre or more local attractions i.e. bowling to those students who have received the least consequences over the year by the published deadline. Places will be offered initially to those who have zero consequences, then to those who have only received 1 all year, then 2 etc until all the places have been filled.

THE HOUSE CUP (Y7-13)

OVERALL WINNERS FOR THE ACADEMIC YEAR

- ★ Awarded to the House that has the highest total in the House Cup qualifying events. This includes the House with the highest total of House (reward) points but is only a small element. All of the various qualifying events are taken into account is House Sports League, Form Running etc. For each of the activities on offer, points are awarded based on the position in which each House finishes. The House with the greatest number

of points at the end of the academic year wins.

END OF SCHOOL YEAR REWARD

- ★ The Winning House has an extended lunch break from 12.00 – 1.30pm on a specified date in the last week of term with Fish & Chips and lollies 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 with its House coloured ribbons.

END OF TERM REWARD

- ★ 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. The winning House has a multi day on a specified date in the last week of that half term. House totals are then reset to zero at the start of each term. A cumulative total is kept alongside in order to establish the overall winner for the academic year who receives the House Cup and Reward lunch.

****Go4schools is a live data platform where students and their families are able to see a live record of both the rewards they have received and consequences that have been issued.***

INDIVIDUAL CONSEQUENCES IN THE CLASSROOM YEARS 7-13

C6: PERMANENT EXCLUSION

- Issued by the Headteacher following persistent C5 behaviour in discussion with relevant staff at Hitchin Girls' School and relevant outside agencies. A one-off incident in school could also lead to a permanent 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.

C5: FIXED TERM EXCLUSION (100 BEHAVIOUR POINTS)

- Issued by the Headteacher or Deputy Headteacher in his absence following persistent C4 behaviour in discussion with relevant staff. A one-off incident in school 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 ISOLATION (75 BEHAVIOUR POINTS)

- Issued following two C2's/C3's in one day or failing to attend a C3 detention. A serious one-off incident could also lead to an internal isolation. Logged on Go4Schools by Head of Year. Phone call home and email to inform parents/carers.
- When issued for a missed C3 detention the C4 will be planned for P3 - through lunchtime to the end of P5 when the student will be accompanied by SLG to M8 to then sit their detention.

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 and Go4schools notification received. Detention supervised by a member of SLG or a Head of Year.

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 or if a student gets two or more C1s, L1s, H1s, E1s or U1s in a week. Logged on Go4Schools by the member of staff or admin team. Go4schools notification received by student and parents/carers in addition to the weekly BfL summary email they receive via Go4Schools. Detention supervised by a member of the teaching staff.

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 (including their Chromebook) to the lesson or is failing to wear their lanyard whilst on site, 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

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.
- Key issues are discussed and appropriate/relevant interventions/targets are agreed by all parties.
- Three targets are set for all lessons over a **16 week** period.
- A copy of the Red Pastoral Support Programme is signed and taken home.
- Intervention is logged on Go4schools with relevant paperwork put onto CPOMS by the Head of Year.
- Additional external support is in place/will be put in place for the student when needed.
- 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 every **four weeks** and the outcome is recorded on CPOMS.

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.
- Key issues are discussed and appropriate/relevant interventions/targets are agreed by all parties.
- Three targets are set for all lessons over an **8 week** period.
- A copy of the Amber Pastoral Support Contract is signed and taken home.
- Intervention is logged on Go4schools with relevant paperwork put onto CPOMS by the Head of Year.
- 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 at the end of **four and eight weeks** with the outcome recorded on CPOMS.

GREEN POSITIVE BEHAVIOUR REPORT (4 WEEKS)

- Persistent problems have been identified in more than two subjects, frequent issues with Behaviour for Learning have been highlighted on Go4schools and/or the Form Tutor has raised concerns.
- Parents/carers are contacted by the Head of Year.
- Key issues are discussed and appropriate/relevant interventions/targets are agreed by all parties.
- Three targets are set for all lessons over a **4 week** period.
- Intervention is logged on Go4schools with relevant paperwork put onto CPOMS by the Head of Year.
- Tutor and parents/carers check and sign the report **daily** along with subject staff.
- 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** with the outcome recorded on CPOMS.

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.
- Key issues are discussed and appropriate/relevant interventions/targets are agreed by all parties.
- Three targets are set for all lessons over a **2 week** period.
- Intervention is logged on Go4schools with relevant paperwork put onto CPOMS by the Head of Department.
- Subject teacher signs the report **every lesson in that subject** during the two weeks.
- Head of Department checks the report **weekly**.
- A **review phone call/Google Meet** will be made by the Head of Department at the end of the **two weeks** with the outcome recorded on CPOMS.

GREY ATTENDANCE REPORT (2 WEEKS)

- Attendance is an ongoing concern and appropriate support/interventions to date from tutor and Head of Year have not yet seen an improvement.
- Parents/carers are contacted by the Head of Year or AHT for Attendance.
- Key issues are discussed and appropriate/relevant interventions/targets are agreed by all parties.
- Three targets are set for each school day over a **2 week** period.
- Intervention is logged on on Go4schools with relevant paperwork put onto CPOMS by the Head of Year or AHT Attendance.
- Tutor signs the report **every tutor period** during the two weeks.
- Parents/carers sign the report every evening.
- Head of Year and AHT Attendance checks the report **weekly**.
- A **review phone call/Google Meet/Meeting** will be made by the Head of Year and/or AHT Attendance at the end of the **two weeks** with the outcome recorded on CPOMS.

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

DISCUSSION WITH THE HEADTEACHER

- The Amber Sixth Form Report is unsuccessful.
- Parents/carers have a meeting with the Headteacher/Deputy, Head of Sixth 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 meet with the Head of Year, Head of Sixth Form and the student.
- Key issues are discussed and appropriate/relevant interventions/targets are agreed by all parties.
- Three targets are set for each school day over a **2 week** period.
- A copy of the Amber Sixth Form Report is signed and taken home.
- Intervention is logged on Go4schools with relevant paperwork put onto CPOMS by the Head of Year.
- Tutor and parents/carers check and sign the report **daily** along with subject staff.
- Head of Year checks the report **at least twice weekly**.
- Head of Sixth Form may also ask to see the report **at any time**.
- **Review meeting** takes place at the end of **two weeks** with the outcome recorded on CPOMS.

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.
- Key issues are discussed and appropriate/relevant interventions/targets are agreed by all parties.
- Three targets are set for each school day over a **2 week** period.
- Intervention is logged on Go4schools with relevant paperwork put onto CPOMS by the Head of Year.
- Tutor and parents/carers check and sign the report **daily** along with subject staff.
- Head of Year checks the report **weekly**.
- **Review meeting** takes place at the end of **two weeks** with the outcome recorded on CPOMS.

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.
- Key issues are discussed and appropriate/relevant interventions/targets are agreed by all parties.
- Three targets are set for each school day over a **2 week** period.
- Intervention is logged on Go4schools with relevant paperwork put onto CPOMS by the Head of Department.
- Subject teacher signs the report **every lesson in that subject** during the two weeks.
- 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** with the outcome recorded on CPOMS.

GREY ATTENDANCE REPORT (2 WEEKS)

- Attendance is an ongoing concern and appropriate support/interventions to date from tutor and Head of Year have not yet seen an improvement.
- Parents/carers are contacted by the Head of Year or AHT for Attendance.
- Key issues are discussed and appropriate/relevant interventions/targets are agreed by all parties.
- Three targets are set for each school day over a **2 week** period.
- Intervention is logged on on Go4schools with relevant paperwork put onto CPOMS by the Head of Year or AHT Attendance.
- Tutor signs the report **every tutor period** during the two weeks.
- Parents/carers sign the report every evening.
- Head of Year and AHT Attendance checks the report **weekly**,
- A **review phone call/Google Meet/Meeting** will be made by the Head of Year and/or AHT Attendance at the end of the **two weeks** with the outcome recorded on CPOMS.

APPENDIX A

Home School Agreement 2022/23

HITCHIN GIRLS' SCHOOL HOME - SCHOOL AGREEMENT

	As a student I will ...	As a parent/carer I will ...	As a school we will ...
EXCELLENCE	<ul style="list-style-type: none"> Strive for excellence in everything I do. 	<ul style="list-style-type: none"> Support my child and the school to strive for excellence. 	<ul style="list-style-type: none"> Strive for excellence in everything we do.
LEARNING AND PROGRESS	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Support my child's learning. Take an active interest in my child's life at school and recognise their 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 their homework to the best of their ability. Ensure that my child meets homework, and where relevant, coursework submission dates. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Support the school's Behaviour for Learning policy. Encourage my child to behave responsibly and correctly and ensure that my child follows the school's Behaviour for Learning policy at all times. Show confidence and pride in the school. 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Have pride and confidence in our school. 		
RESPECT AND SUPPORT	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
UNIFORM AND EQUIPMENT	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 my child only has natural coloured hair at all times. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Support my child in any enrichment and extracurricular activities undertaken. Ensure that the appropriate arrangements are in place for collecting my child. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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.

Headteacher:
Date: 1 September 2022



APPENDIX B



Behaviour for Learning - Chromebooks

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	Incident logged on Go4Schools and

creche Chromebook	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.

Behaviour for Learning - Jewellery, Piercings and Hair Colour

Jewellery

Issue	Consequence
Student is wearing any visible jewellery other than the permitted single studs per ear lobe.	Member of staff will ask for it to be removed and put in bag/blazer. If the student follows instructions without argument or comment - NO consequence will be issued.
If a student fails to follow instruction and will not remove the jewellery.	U2 - you will be asked to take off the jewellery and hand it to the member of staff or take it to reception to hand it in. The jewellery will be kept safe until the end of the day when you can collect it.
If a student continues to fail to follow instruction and will not remove the jewellery.	On Call to be pressed - SLG to attend, this will result in a C3 being issued for failure to follow instruction.

Hair

Issue	Consequence
Student has unnatural coloured hair.	U2 - student will be told to correct it. Tutor will contact home.

Piercings

Issue	Consequence
Student in Y7-11 is wearing a nose or facial piercing.	U2 - issued and student asked to remove it. Tutor will contact home.
If student continues to fail to follow instruction and will not remove piercing after contact with home.	<p><i>*When required a clear nose stud to be provided if parents will not support the removal of the nose stud.</i></p> <p>On Call to be pressed - SLG to attend, this will result in a C3 being issued for failure to follow instruction.</p>