HITCHIN GIRLS' SCHOOL

BEHAVIOUR FOR LEARNING

2026-2027

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Aspiration Perseverance Kindness Respect Positivity

Community - Family - Relationships

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This policy governs the process of Behaviour for Learning at Hitchin Girls' School and adheres to the guidance set out in the Department for Education's (DfE) publication, 'Behaviour in Schools – Advice for headteachers and school staff'.

Parents/carers are also signposted to the Department for Education's publication, 'A guide for parents on school behaviour and exclusion'.

Hitchin Girls' School uses the following two platforms to record Behaviour for Learning data:

- Arbor and CPOMS (Child Protection Monitoring System).

Hitchin Girls' School uses the Hertfordshire Therapeutic Thinking and Relational Practices definition of the two key behaviour types.

Valued behaviour definition

Behaviour held in high regard by an individual, the community or the environment.

- Creates helpful feelings in self or others.
- Behaviour characterised by a concern for the rights, feelings and welfare of others.
- Behaviour which benefits other people or society.

Detrimental behaviour definition

Behaviour that hurts or hinders an individual, the community or the environment.

- Creates unhelpful feelings in self and others.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

1. Board of Trustees Statement of Principles

- This Board of Trustees statement of principles has been produced in response to the Education and Inspections Act 2006. All schools are required to have a set of agreed Board of Trustees' principles, which guide the Headteacher when determining measures to promote good behaviour. They also underpin the school's Behaviour for Learning policy, which is finally decided on by the Board of Trustees.

- The Board of Trustees has established this policy for the promotion of desired behaviours in consultation with the Headteacher, staff and parents/carers and will keep it under review.

- The Board of Trustees requires the Headteacher to communicate the Behaviour for Learning policy to students and parents/carers at least once a year.

- The Board of Trustees expects any policy or actions to be in accordance with their responsibilities under equality legislation and wishes to promote an environment which aims to eliminate all forms of discrimination, harassment and bullying, and promotes the welfare of students and staff.

- The Board of Trustees expects that the policy should take particular account of the needs of vulnerable students, and should comply with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination.

- The Board of Trustees believes that in order to enable effective teaching and learning to take place, valued behaviour in all aspects of school life is necessary and will support the school in maintaining high standards of behaviour from students and staff.

- The Board of Trustees considers that rewards exist to encourage good behaviour, enable students to understand the balance between rights and responsibilities and increase personal responsibility for their behaviour. Sanctions demonstrate that detrimental behaviour is not acceptable, express the disapproval of the school community and are intended to have a deterrent effect. They should be applied lawfully, reasonably and proportionately.

- The Board of Trustees recognises that the application of rewards and sanctions must have regard to the individual situation and the individual student, and the Headteacher is expected to use their discretion in their use. In any situation where facts are in dispute, the Board of Trustees has determined that the standard of proof used by both the Headteacher and themselves will be that of the balance of probabilities.

- The Board of Trustees will monitor the Behaviour for Learning policy and work with the Assistant Headteachers with responsibility for behaviour, to look at data and identify trends.

- The Board of Trustees will keep this statement of principles under review by considering it annually at a meeting of the full Board of Trustees.

2. Introduction

- Hitchin Girls' School aims to ensure that all students can reach their full potential by providing a calm, safe and supportive environment which students want to attend and where they can learn and thrive. Central to this are our five core values - aspiration, perseverance, kindness, respect and positivity - with family, relationships and community key to the creation of a caring and supportive atmosphere for all.

- This policy outlines the underlying aims, nature, organisation and management of student behaviour at Hitchin Girls' School. It is a working document designed to enhance the development of positive relationships based on mutual respect between students, adults working in the school, parents/carers and other members of the wider school community.

- Focusing on behaviour for learning (valued behaviour), rather than on detrimental behaviour, allows members of our community to work together to create a positive, stimulating learning environment in which students can make outstanding progress and develop the skills to monitor and regulate their own behaviour.

- In order to enable effective teaching and learning to take place, valued behaviour is necessary in all aspects of school life. Expectations regarding behaviour will be taught so that students understand what valued behaviours are expected. We also understand that society expects valued behaviour as an important outcome of the educational process.

- We believe in recognising, celebrating and rewarding achievement of all kinds by promoting a culture of praise and encouragement with our rewards system designed to celebrate successes. There is also a clear structure of sanctions in place for when detrimental behaviour occurs.

- This policy is designed to meet the needs of all our students and its fair and consistent application is the responsibility of all staff.

3. Aims

This policy aims to:

- Provide the basis for the development of a positive, whole-school ethos towards behaviour.
- Create an environment which encourages and reinforces valued behaviour.
- Promote the core school values of aspiration, perseverance, kindness, respect and positivity.
- Promote self-esteem, self-discipline, self-regulation, proper regard for authority and positive relationships based on mutual respect.
- Define the expectations that we have of each member of the school community.
- Provide guidance upon the implementation of a consistent and fair approach to behaviour for learning, in response to both valued behaviour and detrimental behaviour.
- Promote a culture of praise and encouragement in which all students can achieve and thrive.
- Provide guidance and support for staff when dealing with detrimental behaviour.
- Promote early intervention and support.
- Provide a safe environment free from disruption, violence, discrimination, unkind/hurtful/bullying behaviour and any form of harassment.
- Ensure that the school's expectations and strategies are widely known and understood.
- Encourage a positive relationship with parents/carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

4. Roles, Responsibilities and Definitions

4.1 Definition of school jurisdiction

- Our values are designed to encourage young people to become responsible citizens in our society and as such, all students on roll at Hitchin Girls' School are expected to uphold these core values in their life both in and out of school.
- This policy applies on school premises and during school hours, on visits and trips, and school events and other occasions related to the school and any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave or work experience.
- Whenever students are in school uniform out of school hours or travelling to and from school in uniform they are considered to be representing the school and therefore the school rules apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off site.
- The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students.

- The school can impose sanctions on students who have used the internet or a mobile phone to harass another student or member of staff outside school.

- Sanctions imposed on students under this policy may only be given by employed members of staff or a person authorised by the Headteacher.

4.2 Unacceptable standards of behaviour from parents/carers or members of the public

- Hitchin Girls' School expects parents/carers and members of the general public to treat school staff with the same respect they would expect to receive from them. We expect polite and respectful conversations at all times in line with the school's Communication policy. Examples of unacceptable standards of behaviour either in person or via telephone calls or email include shouting or aggressive behaviour, threatening or abusive language involving swearing or offensive remarks, making malicious allegations, derogatory remarks or behaviours and wilful damage to school property.

- In the event of unacceptable behaviour from parents/carers or members of the general public, school staff reserve the right to terminate any further communication at the time of the incident with immediate effect. Furthermore, parents/carers or members of the public may be barred from the school premises if their behaviour is unreasonable or threatening, and they can be prosecuted if they break the ban.

4.3 Roles and responsibilities

Headteacher and Senior Leadership Group

- The Headteacher will be responsible for the implementation and delegation of the day-to-day management of the Behaviour for Learning policy. In the absence of the Headteacher, the Deputy Headteacher will assume responsibility.

- The Assistant Headteachers with responsibility for behaviour, will be in charge of the day-to-day running of rewards and sanctions.

- The Assistant Headteachers with responsibility for behaviour will provide half-termly reports with regard to this for the Senior Leadership Group and Board of Trustees.

- The Assistant Headteachers with responsibility for behaviour will liaise with other Designated Safeguarding Leads (DSLs) regarding individual student behaviour and any potential safeguarding concerns. Where required, further action will be taken by a DSL.

- The Headteacher and Assistant Headteachers with responsibility for behaviour will ensure that suspensions and permanent exclusions are recorded accurately and are promptly shared with the Local Education Authority through Arbor reporting.

- The Assistant Headteachers with responsibility for inclusion, attendance and wellbeing will maintain the weekly inclusion bulletin so that staff are informed of any necessary reasonable adjustments that need to be made for students when applying the Behaviour for Learning policy.

- The Headteacher and Senior Leadership Group will work visibly and consistently, with all members of the school community to ensure high standards of behaviour at all times.

- The Headteacher and Senior Leadership Group will offer professional development opportunities to staff in relation to Behaviour for Learning through a range of strategies including at induction. These professional development opportunities will complement whole-school training with a particular focus on students who face additional barriers to learning.

All staff

- At the start of the academic year, or at the point of induction, staff (which includes teachers, non-teaching staff and volunteers) will be required to read the Behaviour for Learning policy to ensure that they are conversant with the expectations and the importance of a whole-school consistent approach. Staff will also be asked to confirm that they have read and understood the policy.

- Staff will be responsible for ensuring that the Behaviour for Learning policy and procedures are followed, rewards and sanctions are clearly explained and consistently and fairly applied.

- Staff will promote a supportive and high-quality learning environment and set a good example to students by modelling the expected standards of behaviour themselves.

- Staff will ensure that rewards and sanctions are documented on the relevant school platforms, Arbor and if required CPOMS, in a timely manner.

- Staff will take account of the needs and circumstances of individual students when implementing the policy and must ensure that they read the weekly inclusion bulletin in order to be aware of necessary reasonable adjustments.

- Staff will ensure that parents/carers will be informed, as appropriate, of rewards and sanctions via Arbor, letter, email or by telephone.

- It is the responsibility of middle leaders to discuss the implementation of the Behaviour for Learning policy on a regular basis at department/year team meetings to ensure its consistent implementation by members of their department or year team and, where appropriate, provide support for staff.

- Middle leaders will monitor rewards and celebrate student success in their department or year group. They will also use the available behaviour data to identify students who require intervention. They will liaise with colleagues and parents/carers with regard to emerging patterns of concerning behaviour as required.

- Form tutors are the first point of contact in the school's pastoral system and will monitor rewards and celebrate student success in their tutor groups. They will use the available behaviour data to identify students who require intervention in their form and liaise with parents/carers with regard to emerging patterns of detrimental behaviour as required.

Parents and carers

- Parents/carers are asked to support the Behaviour for Learning policy of the school and the disciplinary authority of school staff.

- Parents/carers have joint responsibility, with students, for fostering valued behaviour both inside and outside of school. They will be encouraged to work in partnership with the school in accordance with the Home-School Agreement and/or Post-16 Agreement set out in *Appendix K* and *Appendix L*.

- Parents/carers are expected to support the school by ensuring that they send their child to school each day on time, equipped and ready to learn.

- The school Behaviour for Learning policy can be found on the school website along with other relevant policies linked to the safety and wellbeing of students. At the start of the academic year, parents/carers will be written to, directing them to familiarise themselves with these documents.

- The school will inform parents/carers of any changes in behaviour. Early identification of potential difficulties is considered vital in changing behaviour patterns. Parents/carers are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. The school will also inform parents/carers about improvements in their child's behaviour.

- Parents/carers are encouraged to monitor and use both Arbor and Google Guardians Summaries to keep up to date with information around rewards and consequences along with any homework that has been assigned.

- Parents/carers should draw matters of concern to the attention of the school at the earliest possible moment, in line with the school's Communication policy, remembering that the form tutors are the first point of contact for parents/carers, and are the foundation of our pastoral system.

Students

- Students will be expected to take responsibility for their own behaviour and meet the required behaviour expectations at all times. The same standards of behaviour are expected online as apply offline and they should ensure that everyone is treated with kindness, respect and dignity.

- Students will be made fully aware of the Behaviour for Learning policy, procedures, expectations and available pastoral support through a variety of means including the school website, assemblies, the tutor time programme, notice boards and also school newsletters.

- Students are expected to regularly log into Arbor to view their behaviour record accessible via either the website or the Arbor Mobile App.

- Students also have the responsibility to ensure that incidents of detrimental behaviour, disruption, violence, bullying behaviour and any form of harassment or breaches of the Charter of Kindness and Respect are reported.

- Students will be encouraged to learn from their mistakes and supported to make a fresh start to ensure that the detrimental behaviours are not repeated.

5. Creating a Behaviour for Learning Ethos

- The school actively promotes five core values - aspiration, perseverance, kindness, respect and positivity which are underpinned by the concepts of family, relationships and community and has a clearly defined behaviour curriculum.

- Behaviour expectations are made clear using consistent and clear language so that students understand what behaviour is valued, expected and encouraged, and what is prohibited.

- Valued behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with students and each other, as their example has an important influence on students.

- Staff aim to create a positive climate with realistic expectations, emphasise the importance of being valued as an individual and ensure fair treatment for all.

- Staff will promote, through example, honesty and courtesy and provide a caring and effective learning environment. Relationships based on kindness, respect and understanding of the needs of others will be encouraged.

- Through Learning for Life lessons and the tutor programme, the school teaches about citizenship and students learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. The fundamental rights of all those in school are also reinforced.

- Assemblies celebrate and further consolidate these skills. Students are provided with consistent positive encouragement and specific recognition when they demonstrate valued behaviour while the tutor time programme reinforces opportunities to practise skills needed to develop positive relationships.

- The issuing of rewards is analysed to monitor whether they significantly outweigh the number of consequences given, in line with the school's expectations.

5.1 The curriculum and learning

- Hitchin Girls' School believes that an ambitious, knowledge rich and appropriately sequenced curriculum, combined with highly effective pedagogy contributes to valued behaviour.

- Teachers, when delivering the curriculum, should make relevant adaptations for individual learners or groups based on their knowledge of specific needs and information gained from routine assessment in order to enable valued behaviour for learning in the classroom.

5.2 Classroom management

- Staff will always try to build relationships with students and encourage students to behave appropriately. They will focus on using positive language when interacting with students to guide them towards positive outcomes.

- Teachers understand that well-managed classrooms are paramount to creating a positive environment and preventing detrimental behaviour. They will employ a number of classroom management strategies that emphasise the positive and ensure that students have a fair and consistent experience, and understand what is expected of them.

- The school understands that students work best when there is an established routine and teachers will introduce these at the start of the academic year with their classes. They understand that consistent routines practised throughout the year will create a more productive and enjoyable environment.

- Where detrimental behaviour occurs, staff will look to implement de-escalation strategies in order to diffuse the situation and redirect a student's behaviour so that teaching and learning can successfully continue in a calm and safe environment.

- De-escalation strategies can include the following:
  - Gently reminding the student of expectations using simple encouraging gestures to support them to modify their behaviour before actually speaking to them. e.g. pointing to a worksheet.
  - When speaking to a student, appearing calm and using an appropriate modulated, low tone of voice.
  - Using simple, direct language.
  - Calmly stating what needs to happen next or what their options are with any requests made up of positive phrases rather than negative words e.g. saying 'if you return to your seat, I can help you with your work' rather than 'if you don't return to your seat, I won't help you with your work'.
  - Identifying any points of agreement to build a rapport.
  - Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
  - Respecting personal space and avoiding standing over a student or standing in front of exits.
  - Showing open, accepting body language, e.g. not standing with arms crossed.
  - Allowing the student take up time so that they have the opportunity to do the right thing.

5.3 Classroom and community expectations

- The established classroom and community expectations set out in *Appendix A* clearly define what is regarded as valued behaviour both in and out of the classroom. Students are reminded of these key expectations at the start of each academic year, they are displayed in each teaching space and are regularly reinforced in lessons.

5.4 Charter of Kindness and Respect

- The Charter of Kindness and Respect, created in conjunction with the students and set out in *Appendix B* reinforces the fact that members of the school community must work together to create a safe positive environment in which unkind/hurtful/bullying behaviour, harassment, physical threats or abuse and intimidation are not tolerated and where students are safe and feel safe and everyone is treated respectfully.

- It is everyone's responsibility to report any breaches of the Charter of Kindness and Respect so that appropriate action can be taken in a timely manner.

- All members of our school community are reminded to 'Be an upstander, not a bystander – report it'.

6. Rewards

- At Hitchin Girls' School, we believe strongly in recognising and celebrating student achievement. There are many ways that the school strives to celebrate the work that students do both in and out of school.

- A positive and encouraging school ethos is central to the promotion of valued behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that valued behaviour is the expected norm.

- Integral to the system of rewards is an emphasis on praise, both formal and informal, both to individuals and groups. Students may be rewarded for a number of reasons, including:
  - Outstanding effort/engagement with learning
  - Academic progress
  - Excellent classwork
  - Involvement in form/House/extra-curricular activities
  - Changing the pattern of behaviour in a positive way
  - Improved attendance or punctuality
  - Demonstrating the school values
  - Involvement in activities outside the school day
  - Community spirit

- Our current rewards system for individuals includes:
  - Issuing of reward points
  - Verbal praise
  - Positive written feedback
  - Work on display
  - Emails/letters/phone calls home
  - Recognition in assembly
  - Recognition in the school newsletter/social media
  - Termly roll of honour nominations (from a form tutor or subject teacher)
  - Celebration assembly randomiser rewards
  - Certificates and praise postcards

- School colours for music and sport
- End of year trips/Prom
- Founders' Day awards
- Values awards
- Headteacher's award

6.1 Rewards ladder

- The rewards ladder is displayed in all classrooms and posted in the tutor group Google Classrooms. It contains examples of how success is recognised and rewarded. Details can be found in *Appendix C*.

- Staff may use their professional judgement when celebrating a success that does not appear on the rewards ladder.

- All individual rewards issued are recorded on students' files using Arbor.

- Parents/carers will receive a weekly email via Arbor reporting the number of rewards their child has received and can access Arbor at any point to view their child's behaviour record.

6.2 House rewards

- Throughout the course of an academic year, there are a wide range of activities that students can participate in by representing their form that contribute to the House Cup competition. Each House is awarded points relative to their finishing position in each event.

- At the end of each term, the House that has achieved the most points during that period receives a non-uniform day.

- At the end of the year, the House Cup is awarded to the House which has accumulated the most points from September to July. There is also an extended lunch on the school field for the winning House.

7. Sanctions

- The school will help students learn how to demonstrate valued behaviours and have a clearly defined behaviour curriculum. We have legal power to apply a wide range of sanctions to students who break school rules, fail to follow instructions or behave in a way that is unacceptable.

- Sanctions can include:
  - Issuing of behaviour points
  - Detention
  - Taking away break or lunchtime privileges
  - Regular reporting/check-ins
  - Confiscation of property
  - Removal from lesson(s)
  - Withdrawing participation in a school trip or event*
  - Suspension from school
  - Permanent exclusion from school

**Participation in school trips or events is subject to a student's Behaviour for Learning record reflecting a positive engagement with learning, our school values and our Charter of Kindness and Respect. If any student's Behaviour for Learning record is in question and they are removed from a trip or an event due to not meeting this criteria, any monies paid to date will not be refunded.*

7.1 Consequence ladder

- Students are given a fair set of rules and are given the chance to demonstrate valued behaviours. Where good classroom management techniques, redirection and de-escalation strategies are not effective the school utilises the consequence ladder.

- Instances of detrimental behaviour are taken seriously and dealt with immediately.

- The consequence ladder is displayed in all classrooms and posted in the tutor group Google Classrooms. It contains examples of behaviour that might trigger a consequence, and the sanction that applies. Details can be found in *Appendix D*.

- Staff will aim to deploy fair and consistent use of consequences and apply reasonable adjustments where judged appropriate.

- In most circumstances, a warning will be given for lower-level misbehaviour before a consequence is issued and students will be given the opportunity to redirect their behaviour. However, staff maintain the right to use their professional judgement and award a direct consequence without a warning should the situation merit this.

- Staff may use their professional judgement when sanctioning an act that does not appear on the consequence ladder.

- All consequences issued are recorded on students' files using Arbor.

- Only the Assistant Headteachers with responsibility for behaviour can authorise any changes to the behaviour record of a student but only after consultation with the member of staff who applied the consequence. Where the student has SEND needs, the views of the SENCO should be sought.

- Parents/carers will receive a weekly email via Arbor reporting the number of behaviour incidents their child has received and can access Arbor at any point to view their child's behaviour record.

7.2 Detentions

- Whilst parent/carer consent is not required for a member of staff to set a detention, parents/carers will be informed when students receive an after-school detention.

- Any consequence that involves an after school detention will happen a minimum of 24 hours after parents/carers and students are notified via the Arbor platform.

- Students will not be kept behind at the end of the day for a detention unless it has been agreed.

- The school runs 60 minute detentions on a Monday, Wednesday and Thursday after school and 90 minute detentions on a Friday (the day of 90 minute detentions may be subject to change at times).

- 60 minute detentions run from 3.45pm - 4.45pm and 90 minute detentions from 3.45pm - 5.15pm.

- Detentions are held in M8 (unless students are advised otherwise) and where possible there will be two members of staff in attendance with the Friday detention sessions supervised by members of the Senior Leadership Group and Heads of Year.

- At the start of every detention, clear behaviour expectations are read to students. Details can be found in *Appendix E*. Any student who does not meet those expectations will fail the detention and be asked to leave. Parents/carers will be contacted and an escalated sanction will be given to the student.

- Students who arrive after 3.45pm will not be permitted entry to the detention. Parents/carers will be contacted and an escalated sanction will be given to the student.

- If a student is marked present in school and does not arrive for their detention, the office staff will call home to speak to parents/carers or leave a message to inform them that their child has not arrived as expected. Non-attendance at the detention will be recorded and an escalated sanction issued in line with the consequences ladder.

- Detentions will only be moved or rescheduled where there are clear extenuating circumstances that have been agreed by the Assistant Headteachers with responsibility for behaviour; for example, if the student has a medical appointment (please note, attending an extra-curricular club would not be regarded as an extenuating circumstance).

- Lunchtime detentions running from 1.00pm - 1.25pm on a Tuesday, Wednesday and Thursday may also be used where students do not meet expectations outside of lesson times or do not attend an after school detention slot without a valid reason. Lunchtime detentions are not offered as an alternative to after school detentions.

- The school will make alternative arrangements as a reasonable adjustment for identified students to the place and time a detention is set, or alternative sanctions if required. These arrangements will be based on discussions with the student's parents/carers and not the students.

- Where there is a clear safeguarding concern regarding a student attending a detention, or a student has known caring responsibilities after school, alternative sanctions may be used.

7.3 Removal from a lesson

- Removal from a lesson is considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the detrimental behaviour is so extreme as to warrant immediate removal.

- At Hitchin Girls' School, students may be removed from a classroom under the procedure known as on-call assistance. This applies when a teacher feels it is no longer possible to teach a lesson with a particular individual student in the class. This may be either because of a single, disruptive or confrontational act or for a persistent, sustained disruption of the lesson.

- A senior member of staff will arrive and speak to both the student and the teacher to ascertain if it is appropriate for the student to be allowed to resume the lesson. If this is not possible the student will be removed from the classroom and taken to the Behaviour Support Hub to continue their learning and where needed, regain calm/regulate in a safe space.

- The student will be supervised in the Behaviour Support Hub for the remainder of that lesson with additional support in place from relevant staff as required. Students will be supported to reflect on the detrimental behaviour(s) that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

- Students are expected to follow a set of clear behaviour expectations during their time in the Behaviour Support Hub and any student who does not meet those expectations will put themselves at risk of an escalated sanction. Details can be found in *Appendix F*.

- Parents/carers will be contacted before the end of the school day to inform them that their child has been removed from a lesson. Their child's attendance in the Behaviour Support Hub will be recorded on a tracking sheet alongside adding the relevant consequence on Arbor.

- If the student is currently actively supported by a social worker (under a CiN or CP plan), the social worker will be notified of the removal from a lesson as appropriate. If the student is looked-after, the Virtual School will also be contacted as appropriate and their PEP will be appropriately reviewed and amended.

- The Head of Department will be required to follow-up the incident with the class teacher, student and parents/carers unless the student is on a stage 2 or 3 progress booklet or has a pastoral support plan (PSP). If required, a member of the pastoral team will facilitate a mediation meeting between the student and class teacher prior to the student returning to the lesson.

- For students on a stage 2 or 3 progress booklet or pastoral support plan (PSP) the Head of Year will be required to follow up the incident with the Head of Department, class teacher, student and parents/carers. If required, a member of the pastoral team will organise a mediation meeting between the student and class teacher prior to the student returning to the lesson.

- Follow-up to a removal from a lesson will be organised as promptly as possible to ensure maximum impact. However, a student may need to work in the Behaviour Support Hub for the next timetabled lesson in that subject if it is not possible to organise a required mediation in the given time frame.

- Any student who is removed from a lesson as a result of on-call assistance will receive a minimum of a 90 minute Friday detention depending on the severity of the incident.

7.4 Extended removal from the classroom

- Students may be withdrawn from lessons for longer periods, to work under supervision in the Behaviour Support Hub. This will usually be for a half-day duration (a morning or afternoon session) or for a full day depending on the severity of the incident leading to the period of removal.

- The decision to remove a student for an extended period of time from lessons will be authorised by the Headteacher, Deputy Headteacher, Assistant Headteachers or Heads of Year.

- The procedures for notifying and recording the extended period of removal from the classroom and expectations regarding behaviour are the same as for a removal from a lesson.

- Work will be provided by the relevant class teachers either via Google Classroom or other means.

- Students are permitted to eat and drink during the allocated times of the school day and will be escorted to the school canteen if needed. They will be directed/escorted to a nearby bathroom should they need to use the toilet.

- For a longer period of removal, contact made with parents/carers and any relevant external agencies will be followed up by a letter sent home. Parents/carers will then be called into school for a meeting with their child's Head of Year and other relevant staff, which may include members of the pastoral or learning support teams and/or the Assistant Headteachers with responsibility for behaviour.

- Examples of behaviour which *may lead to an extended removal from the classroom* can be found in *Appendix D*. Please note that the list is intended to *indicate the degree of severity of offences* but is *not intended to be exhaustive*.

- The context of the incident leading to an extended removal from the classroom will be reflected in the length of time a student spends in the Behaviour Support Hub.

- A series of extended removals from the classroom is likely to lead to a suspension.

7.5 Investigating student incidents

- When an incident is reported it is investigated by relevant members of staff.

- Investigations can be complex, involving a number of students with varying degrees of clarity on what has happened. It is important to recognise that time will be needed to gather all of the relevant information.

- Relevant staff will review any available CCTV footage (this is for school use only) as well as get students to give their account of what has occurred. Students may need to be temporarily removed from a lesson in order to do this and the school does not need the permission of the students' parents/carers to carry out this process.

- Students will be spoken to separately to avoid collusion and there will be at least one member of staff overseeing the process. Each student will be required to write an accurate, factual and chronological account of the incident or, if required, a member of staff will write the account based on what the student has said.

- The member(s) of staff overseeing the process will read out the account to the student once completed and may need to seek clarification from the student around the information supplied. Any additional information will also be recorded.

- The student will then sign and date their account and the relevant member(s) of staff will countersign.

- Not all reported incidents will need student accounts to be written down, some can be dealt with through conversations and this will be down to the professional judgement of the member of staff dealing with it.

7.6 Suspensions and exclusions

- The Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour which has not improved following in-school sanctions and interventions.

- Hitchin Girls' School follows the Department for Education (DfE) guidance on suspensions and exclusions, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.

Suspensions

- The final decision to suspend can only be made by the Headteacher or the Acting Headteacher in the Headteacher's absence. When deciding to suspend a student, the Headteacher will ensure that, where relevant, there has been a thorough investigation with all available evidence reviewed, which should include a statement from the student to be suspended, consultation with relevant professionals and any reasonable adjustments taken into consideration. The standard of proof currently applied in school is the balance of probabilities.

- The length of a suspension will be decided by the Headteacher with reference to:
  - the age of the student
  - the disciplinary record (whether or not it is a first offence)
  - the nature of the offence
  - exam obligations
  - any other exceptional mitigating circumstances

- Whilst an investigation is being undertaken, a student may be placed in the Behaviour Support Hub.

- The student's views will be taken into account through the use of statement forms. Students can retract or add to statements should they wish to but all statements will be kept. Where relevant, the student will be given support to express their view, including through advocates such as parents/carers, or if the student has one, a social worker.

- Whenever a student is sent home because of their actions this is formally known as a suspension. If a student is sent home after 12.30pm the afternoon will count as part of their suspension period and will be recorded as such.

- Incidents or offences *which will normally lead to a suspension* can be found in *Appendix D*. Please note that the list is intended to *indicate the degree of severity of offences* but is *not intended to be exhaustive*.

- In the event that a student is suspended, the school will follow the procedures specified by the latest Department for Education (DfE) guidance on suspensions and exclusions (see link on page 14).

Reintegration meetings

- Following a suspension, there will be a reintegration meeting. The purpose of the reintegration meeting is to support the student to successfully reintegrate back into school life and full-time education following a suspension. In addition to the student, their parents/carers and relevant school staff will be present. If a student who is on the SEND register has been suspended then a member of the Learning Support team will, if possible, be part of the meeting and if a student has a social worker or is a child looked-after (CLA) the relevant agencies will be invited to attend when possible.

- At the reintegration meeting, strategies will be discussed to support the behaviour modification of the student. The student will be reminded that they are a valued member of the school community and that their previous behaviour should not be seen as an obstacle to future success.

- A reintegration strategy will be clearly communicated to all parties. The student will be offered a fresh start and helped to understand the effect of their behaviour on themselves and others. Relevant sources of support will be employed (see section 16.3) to help the student to move forward and engage with their learning. Following a reintegration meeting, a letter summarising the agreed key actions to support the student upon their return to school will be sent to parents/carers.

Permanent exclusions

- The decision on whether to permanently exclude a student is for the Headteacher to take. The decision to permanently exclude a student should be lawful, reasonable and fair, and take into consideration mitigating circumstances and the 2010 Equality Act.

- When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather

than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

- A decision to exclude a student permanently will be based on a serious breach, or persistent breaches, of the school's Behaviour for Learning policy; and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others such as staff or students in the school.

- Incidents or offences *which will normally lead to a permanent exclusion* can be found in *Appendix D*. Please note that the list is intended to *indicate the degree of severity of offences* but is *not intended to be exhaustive*.

- In the event that a student is permanently excluded, the school will follow the procedures specified by the latest Department for Education (DfE) guidance on suspensions and exclusions (see link on page 14 above).

8. Banned Items and Searching

- Hitchin Girls' School reserves the right to carry out necessary searches of a student locker, bag or other repository for possessions with or without consent in line with the Department for Education (DfE) guidance 'Searching, Screening and Confiscation - Advice for Schools'.

- Should a member of staff suspect that a student has a banned item in their possession, they should seek consent to search the student from a member of the Senior Leadership Group.

- In order to keep students and staff safe, the following items are banned from the school site:

Aerosols and gases	Legal highs
Alcohol	Matches and lighters
Chewing gum	Medication unless by prior agreement (excluding epipens and inhalers)
Electronic cigarettes (e-cigs) and vaping machines, capsules, liquids	Offensive materials (i.e pornographic, homophobic, racist, extremist propaganda etc)
Energy drinks	Razors/loose blades (e.g. a blade removed from a pencil sharpener)
Fireworks	Solvents and glues including nitrous oxide
Illegal drugs and paraphernalia	Spinners or similar gadgets*
Knives or weapons (including replica items)	Stolen items
Laser pens	Nicotine based products and cigarette papers

*Unless a student has been given permission by the SENCO to use one of these as a reasonable adjustment to meet their needs.

- Parents/carers will be contacted before the end of the school day to inform them that their child has been subject to a search for a banned item as appropriate.

- A Designated Safeguarding Lead (DSL) should be informed of any searching incidents where the member of staff had grounds to suspect a student was in possession of a banned item or if they believe that a search has revealed a safeguarding risk.

- Any incident involving a search authorised by a member of the Senior Leadership Group will be logged on CPOMS and reported to a Designated Safeguarding Lead (DSL).

9. Mobile Phones, Headphones, Smart Watches and Other Electronic Devices

- Hitchin Girls' School follows the Department for Education (DfE) guidance on the use of mobile phones and other electronic devices in school '[Mobile phones in schools – Guidance (last updated June 2026)]'.

- The use of mobile phones - and smart devices with similar functionality - is prohibited throughout the entire school day, including lessons, transitions, break times, and lunchtimes. Students in Years 7-11 are issued with a named Hush pouch and are required to bring it into school every day. Students must store their mobile phone in their locked pouch at all times when on the school premises. Cellular smartwatches are not permitted in school.

- There may be exceptional circumstances where the school will make adaptations to the policy for specific students. An example of an exceptional circumstance would be a student with diabetes using their mobile phone to monitor their blood sugar level (Equality Act 2010; Children and Families Act, 2014). Specially adapted velcro pouches will be available to those students where there is an exceptional medical need requiring the use of a smartphone. Allowing flexibility for individual students does not mean these students are exempt from all restrictions on the use of their mobile phone. Students should know for what purpose they may use their mobile phone, specific times and locations.

- Students should not be using headphones on the school site unless they have been given permission to use headphones by the SENCO as a reasonable adjustment to meet their needs or by a member of staff to support teaching and learning (e.g. for a listening activity in a language or music lesson). Sixth Form students are not required to use mobile phone pouches but they are only permitted to use their mobile phone and/or headphones when in the Sixth Form Centre (only outside of registration and lesson times) or when paying for items in the Sixth Form Cafe. Sixth Form students must not use their mobile phone in front of younger students at any point.

- This policy prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones (for example, the ability to send or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) while on the school site.

- If the expectations relating to the use of a mobile phone, personal headphones or smartwatches are contravened, the item is confiscated by the member of staff and taken to reception for collection at the end of the school day. Please see *Appendix I* for details of the sanctions in place for not meeting the rules relating to such devices.

- School computers, personal Chromebooks and any other personal electronic devices must be used in accordance with the ICT Acceptable Use Agreement found in *Appendix J*, which all students are aware of and have signed.

- As outlined in the DfE's guidance on searching, screening and confiscation staff have the power to search mobile phones, if there is reason to believe the phone contains files or data which relate to an offence, or which may cause harm to another person. In the event of potential safeguarding issues the matter should be referred to a Designated Safeguarding Lead (DSL) immediately.

- Certain types of conduct, unkind/hurtful/bullying behaviour or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to sexting, threats of violence or assault or abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.

- Students will be reminded of the policy relating to mobile phones and smart technology and the consequences and sanctions for not following it, at the start of the school year and again, where appropriate at regular intervals.

- Students will be taught the risks that are associated with mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increase in unkind/hurtful/bullying behaviour.

- Parents/carers are asked to support the school's policy on prohibiting the use of mobile phones and are encouraged to reinforce and discuss the policy at home as appropriate, including the risks associated with mobile phone use and the benefits of a mobile phone free environment.

- Where parents/carers need to contact their child during the school day, they must contact the school office. Students found to have used any device to respond to any parent/carer communication while on the school premises will have the relevant sanction applied in line with *Appendix I* (please note this may be a retrospective consequence if information comes to light at a later stage).

- Where a member of staff considers the use of any electronic device gives cause to suspect that a student is suffering, or may be at risk of harm they will contact a DSL.

- When it comes to residential trips or trips outside the normal school day, the default will be that trips are expected to be phone-free except where there is a significant safeguarding requirement for students to have access to their mobile phones. Trip leaders will discuss any specific requirements for a trip they are organising with their Senior leadership Group link member of staff. The relevant expectations will be communicated to students and parents/carers ahead of the visit.

10. Restrictive Interventions, Including use of Reasonable Force

- Hitchin Girls' School follows the Department for Education (DfE) guidance on restrictive interventions, including use of reasonable force 'Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England'

- It states that the use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the students, staff members and parents/carers involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example to keep individuals and the wider school community safe.

  Hitchin Girls' School's policy on 'Reducing the Need for Restrictive Interventions' is based on Hertfordshire's model guidance. It helps school staff to proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies and when necessary, help school staff to feel more confident in knowing how to use these interventions safely, appropriately and lawfully as recommended in the Department for Education (DfE) document.

11. The Police

- It will be for a member of the Senior Leadership Group to decide whether the police should be involved in any given incident. Decisions to contact the police will be taken on a case-by-case basis. Other factors may include whether the police are already aware of an incident (for example if a parent has already informed them), whether there is an immediate safeguarding threat and/or whether the school has sufficient information.

- In any instance where a criminal offence is suspected, the school will contact the police.

- The police have the right to enter the school and intervene in cases where they believe an individual may be carrying an offensive weapon. Parents/carers will be informed immediately if a decision is taken to contact the police. The possession of illegal substances on the school premises will always lead to a police referral.

- It will be normal practice for police interviews to take place at school only in the presence of parents/carers or guardians. If parents/carers cannot be contacted the interview will take place with a Designated Safeguarding Lead (DSL).

- Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.

- Once a prima facie case has been established, school led interviews and investigations should stop and the police should be called and accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.

- Once a criminal investigation is under way school investigations and/or interviews will be suspended if requested to do so by the police.

12. Child on Child Abuse

12.1 Unkind/hurtful/bullying behaviour

- Every member of the school community is entitled to kindness, respect and courtesy and it is important that we recognise unkind/hurtful/bullying behaviour in all forms.

- Our key aim is to prevent unkind/hurtful/bullying behaviour, as far as is reasonably practicable, by reinforcing a positive ethos and being proactive in our response to both staff and students. Further details of the school approach to preventing and managing incidents of unkind/hurtful behaviour and bullying are given in the school's Anti-Bullying policy.

12.2 Sexual violence and sexual harassment

- In all aspects of Hitchin Girls' School's culture, sexual violence and sexual harassment are never acceptable, and will not be tolerated. All members of staff must recognise the importance of challenging all inappropriate language and behaviour between students. Sexually abusive language or behaviour must never be normalised by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Any student whose behaviour falls below expectations will be sanctioned.

- The school will respond promptly and appropriately to any allegations of sexual violence and/or sexual harassment in line with the Child Protection Policy which is underpinned by Keeping Children Safe in Education (KCSiE). A Designated Safeguarding Lead will action the school's response and all

information will be logged on CPOMS. If appropriate, the school will deploy the use of a RAMP (Risk Assessment Management Plan) to help safeguard the student(s) involved.

- Victims of sexual violence or sexual harassment will be reassured that they will be supported, kept safe and be taken seriously, regardless of how long it has taken them to come forward. Abuse that has occurred online or outside of school will be treated equally seriously.

- In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether a disciplinary action is appropriate for the individual who made the report. A Designated Safeguarding Lead (DSL) will be informed and referrals to support services made as appropriate.

13. Parent and Carer Communication

- All parents/carers have access to their child's behaviour record on Arbor and will receive weekly emails showing how many rewards their child has received alongside any behaviour incidents. Parents/carers are encouraged to use and regularly check the Arbor Mobile App for information.

- Working in partnership with parents/carers to celebrate success and respond promptly to any incidents of detrimental behaviour is of paramount importance. Parents/carers are encouraged to get in touch as soon as possible, in line with the school's communications policy, if they have any worries or concerns around behaviour for learning.

- The school recognises that parents/carers may occasionally have concerns about a consequence/sanction that has been issued to their child, the fairness of an investigation or the nature of support being offered following an incident. We are committed to working with parents/carers to resolve concerns related to our response to a behaviour matter promptly and respectfully. To ensure the most effective resolution, we ask that parents/carers follow the steps outlined below.

- In the first instance, please send an email to admin@hgs.herts.sch.uk marked for the attention of your child's Head of Year, outlining your concerns. The member of staff will then follow up your concern and respond to you. It is the school's expectation that most concerns can be resolved quickly and informally via this route.

- Should you feel that your concern has not been fully resolved following your initial contact then please send a further email to admin@hgs.herts.sch.uk and mark it for the attention of *Mrs. S. Mills - Assistant Headteacher and Behaviour Lead*, who will then get in touch with you. Again, the aim of this dialogue will be to informally reach a satisfactory outcome regarding the concern that has been raised.

14. Staff Induction, Training and Support

- Staff receive training regarding the school values and Behaviour for Learning policy during their induction.

- Furthermore, all staff receive regular professional development regarding the Behaviour for Learning policy, effective behaviour management and relational behaviour strategies. This will occur through the performance appraisal process and identified School Improvement Plan objectives, targeted updates on student case studies and training for non-teaching staff.

- Where required, staff will receive additional training and support in order for the Behaviour for Learning policy to be implemented correctly and to ensure effective classroom management.

15. Student Induction and Transition

- Students new to the school receive a detailed induction to ensure that they are familiar with the school values and understand the school's Behaviour for Learning policy. This will include access to a transition section on the school's website.

- Extra support is provided as required, especially for those students who are in year admissions. Any student transferring to the school mid-year will have two designated student buddies in their tutor group in addition to daily check-ins with their form tutor and weekly check-ins with their Head of Year for at least the first four weeks following their start date.

- Where a student's behaviour becomes an emerging issue soon after admission to the school or has been identified as a previous concern then the school will offer appropriate sources of support (see section 16.3 for details).

- At the start of each term, behaviour expectations and processes are reiterated with students as part of the behaviour curriculum.

- Following a suspension, students are reminded of the expectations outlined in the Behaviour for Learning policy during reintegration meetings.

16. Student Support and Early Intervention

- This Behaviour for Learning policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of detrimental behaviour.

- This policy is designed to meet the needs of all our students. We recognise that there will be some students who will require additional support to meet our behaviour expectations or there will be times when we need to take into account individual needs and circumstances when applying our behaviour policy.

- Hitchin Girls' School adopts a range of intervention strategies using a graduated response to help students to manage their behaviour and reduce the likelihood of suspension and permanent exclusion.

- Helping students to understand behavioural expectations and providing support for students who struggle to meet those expectations is absolutely key.

- Robust monitoring and analysis of behaviour data will enable the pastoral team to be aware of any student who is persistently demonstrating detrimental behaviour, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

- If there are serious concerns about a student's behaviour, the school will consider whether a multi-agency assessment that goes beyond the student's educational needs is required. The school will work with relevant staff and multi-agency organisations to identify if the student has any SEND and/or health needs.

16.1 Taking account of individual student needs

- High standards of behaviour will be consistently and fairly promoted for all students and necessary support provided to ensure all students can achieve and thrive both in and out of the classroom.

- The Behaviour for Learning policy will meet the needs of all students in the school including students with SEND and vulnerable students (including any children looked after (CLA), previously looked after (PLA), children with a social worker and young carers), so that everyone can feel they belong in the school community and high expectations are maintained for all students.

- Some behaviours are more likely to be associated with particular types of SEND. However, it will not be assumed that because a student has SEND, it must have affected their behaviour on a particular occasion - this is a question of judgement on the facts of the situation.

- It will be considered as to whether a student's SEND needs or other mitigating factors have contributed to the detrimental behaviour and if so, whether an adjustment is needed to ensure an appropriate sanction. Staff will seek to try and understand the underlying causes of the behaviour and whether additional support is needed.

- When a student is identified as having an SEND need, the approach will be to assess, plan, do and review the impact of the support being provided. The school will, as far as possible, anticipate likely triggers of detrimental behaviour and put in place support to prevent these.

- Examples of preventative measures include (but are not limited to): short planned movement breaks, adjusting seating plans, adjusting uniform requirements or training for staff. Any preventative measures should take into account the specific circumstances and requirements of the student concerned. Where a student's needs necessitate a Pupil Passport or a Learning Plan to enable valued behaviours, support strategies will be outlined in that document.

- Where a student has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school will cooperate with the local authority and other relevant bodies (Children and Families Act 2014).

- Staff will be informed about updates to Behaviour for Learning adjustments through the weekly Inclusion Bulletin. It is the responsibility of all staff to be aware of these adjustments and apply them as required.

- Heads of Year will liaise with the SENCO to discuss the students in each year group who are most in need of SEND support which might be linked to behaviour patterns. In addition, where a student is on the SEND register or is a child looked after, previously looked after child, has a social worker or is a young carer, the SENCO will be consulted before issuing a suspension or permanent exclusion.

- The school will ensure that all consequences are reasonable in all circumstances, and will consider the student's age, religious requirements or any SEND need and comply with the requirements of the Equality Act 2010. Whenever possible, sanctions will involve an educational element. 'Best endeavours' must be taken to meet the needs of those with SEND as well as avoidance of substantial disadvantage to a disabled pupil caused by the school's policies (Children and Families Act 2014).

- Additional needs or a deterioration in behaviour may arise as a result of any of the following mitigating factors and the school is mindful that not all students requiring support with behaviour will have identified special education needs or disabilities (this is *not an exhaustive list)*:

Alcohol or drug abuse	Loss of home
Bereavement	Mental health
Child protection	Parent separation
Child looked-after/Previously looked-after child	Physical disability
Child with (or previously with) a social worker	Poor parental engagement
Criminality	Radicalism and extremism
Domestic/sexual abuse	Relocation (school)
Eating disorders	Self-harm
Financial hardship	SEND
Identity issues (gender/sexuality)	Sibling rivalry
In-Year admissions/new starter	Young carer

16.2 Form Tutors and Heads of Year

- Every student has a nominated form tutor (some groups have shared tutors) who work to enable every student to make the best use of the time spent at school. Form tutors work hard to secure a safe and successful environment in which the students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

- Form tutors want to see each student fulfilling their potential and will take opportunities to support and reinforce valued behaviour and discuss detrimental behaviours as part of the work they do with their tutor groups. Through the tutor time programme, they encourage students to take increased and increasing responsibility for themselves. Form tutors also work closely with their respective Head of Year and ensure that any issues that need to be communicated to staff are passed on.

- Form tutors and Heads of Year have access to Arbor and the rewards and sanctions issued to their tutees/year group. They use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents/carers as and when needed.

16.3 Sources of support

- Following a sanction, strategies will be considered to help the student understand how to improve their behaviour and meet the expectations of the school.

- This may just require a targeted conversation with the student and/or communication with parents/carers. However, there are a whole range of intervention strategies and avenues of support used by the school depending on the needs of the student and these interventions are often part of a wider approach that involves the wellbeing and mental health of the student.

- Sources of support that may be offered or students and parents/carers are signposted to (where appropriate) may include (this is *not an exhaustive list)*:

Alumina	ELSA Mentoring	Protective behaviour support (in-house)
Alternative start/end times to the day	ESMA	Reduced timetable (time-limited)
Art Therapist	GRIT	Progress booklet/PSP
Assisted Learning (Sixth Form)	Health and Wellbeing Coach	Respite programme through the ESC
Attendance Officer	Health and Wellbeing Coach (SEND focus)	Sandbox
BfL/Student Support contracts	Hitchin Educational Foundation	School Nursing Team
Behaviour Support Hub	In school counselling	SENDSAS/ASKSALI
Bereavement Counselling	Key worker/Meet and greet	Services for Young People
Break and/or lunchtime supervision	121 staff mentoring	Social Services
CAMHS referral	Mental Health Team Practitioner	Step 2
Child Protection referral	NESSiE counselling and services	Targeted Youth Service
Careers support	NHESC Outreach Targeted Support Worker	Tilehouse Street Counselling
Drugs and alcohol counselling	Student Support Services support/mentoring	Wednesday Programme (ESC)
Day release for work placement (KS4)	PCSO support	Virtual School advisor
Educational Psychologist	Peer mentor	Young Minds
EHCP	PHASE mentoring	121 staff mentoring

- Hitchin Girls' School website also contains an A-Z of information for parents/carers.

16.4 Behaviour for Learning progress booklets and contracts

- When a student has difficulty managing an aspect of behaviour for learning the progress booklet process will be used to help them improve. A student may choose to have a progress booklet voluntarily, as a way of getting feedback, or it may be compulsory, where staff have identified a focus for improvement.

- There will be occasions when following consultation with the relevant Assistant Headteacher, a behaviour support contract is deemed a more appropriate intervention than a progress booklet. These will be used in a similar way with key identified targets and regular review points.

- The time period and monitoring process for progress booklets are outlined in *Appendix G*. Students are expected to report to the designated members of staff at the specified time each school day; failure to do so will result in a sanction in line with the consequences ladder.

- Staff record achievement against the targets at the end of each lesson and/or at registration, break of lunchtime as appropriate. The progress booklet process is used to support many different aspects of behaviour for learning including (but not limited to) attendance, homework, engagement with learning, organisation, punctuality or meeting uniform requirements.

- When a student is issued with a progress booklet, the following will apply:
  - The reason or focus will always be stated on the progress booklet
  - They will be issued in agreement with the Assistant Headteachers with responsibility for behaviour
  - Students will always be involved in the target setting dialogue
  - Rewards and sanctions will be clearly identified
  - Parents/carers will always be informed

- Staff will always be informed
- As appropriate, external agencies will be informed
- They will not be used long-term unless requested by parents/carers

- There are **THREE** levels of progress booklets based on the traffic light system:
  - Stage 1: **GREEN** which will be checked by the Form Tutor or Head of Department
  - Stage 2: **AMBER** which will be checked by the Head of Year
  - Stage 3: **RED** which will be checked by the Heads of Year/Assistant Headteachers with responsibility for behaviour.

- If a student does not make progress whilst on a green progress booklet they are likely to move on to an amber booklet; similarly from amber to red.

- Progress booklets are also used for students in the Sixth Form. Please see *Appendix G* for more details.

16.5 Pastoral support plans (PSP)

- In cases where the number of consequences that a student accumulates is rising or sanctions and/or progress cards are not having an effect on modifying behaviour, the school may move to putting in place a pastoral support plan (PSP) which is a further school-based intervention to help individual students to manage their behaviour and get them back on track.

- A pastoral support plan (PSP) is particularly useful for those students whose behaviour is deteriorating rapidly, are in need of a risk management plan or a temporary reduced timetable or are in danger of permanent exclusion. The time period and monitoring process are outlined in *Appendix H*.

- Where a student is on the school SEND register a member of the Learning Support team will be directly involved in the pastoral support plan (PSP) process and where possible attend all meetings with parents/carers. Where a student has a social worker or they are a child looked after, relevant professionals will also be asked to attend any scheduled pastoral support plan (PSP) meetings.

- During the course of the pastoral support plan (PSP), the following will apply:

  - Students will always be involved in the target setting dialogue.
  - Rewards and sanctions will be clearly identified.
  - Various internal and external support mechanisms will be identified and used to support both the student and family (see 16.3 sources of support).
  - Reviews will happen at regular intervals, where parents/carers and the student will be present along with any relevant external agencies.
  - Quality assurance measures will be undertaken between each review meeting date to ensure that the pastoral support plan (PSP) targets are being implemented. These will include aspects such as subject review meetings with teachers, learning walks, work scrutiny and analysis of behaviour, punctuality and attendance data.

16.6 Managed moves

- If all avenues of support and intervention have been explored, and a student is still not modifying their behaviour and are at risk of permanent exclusion then a managed move may be considered.

- A managed move is the transfer of a child who is at serious, but not imminent, risk of permanent exclusion from their school to another school. The purpose of a managed move is to give a child the opportunity of a fresh start somewhere else.

- A managed move may prevent the need for the child to be permanently excluded from their current school at some point in the future.

- A managed move will only be explored when it is in the student's best interests and will be done in agreement with both the student and parents/carers and where appropriate any relevant external agencies.

17. Review and Monitoring

- In common with all other policies, the Behaviour for Learning Policy will be reviewed annually by the Board of Trustees. The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour for Learning Policy.

- The processes and procedures will be monitored by the Headteacher to ensure they are consistently and fairly applied by staff.

- Staff will record rewards and sanctions via the Arbor system and where relevant, also on CPOMS. Form Tutors, Heads of Department, Heads of Year and the Assistant Headteachers will use this data to monitor the progress of students and intervene to support if there are trends and patterns in individual or collective behaviour over time. This includes looking for repeated behaviour instances at a certain time of day or with certain teachers.

- Half-termly analysis of rewards and sanctions data will be carried out and reported to the Senior Leadership Group so as to target specific support for students and staff. The data will be analysed from multiple perspectives:
  - School level
  - Group level
  - Individual staff level
  - Individual student level

- Analysing the data by type, protected characteristics and other vulnerable groups will not only inform policy and practice but also ensure that the school is meeting its duties under the Equality Act 2010.

- The school's self-evaluation programme, including lesson observations and learning walks will contribute to the successful monitoring of the Behaviour for Learning policy alongside student voice panels and both parent/carer and staff surveys.

- Key findings and actions will be reported termly to the Board of Trustees.

18. Related Documents

- This policy should be read in conjunction with the following:

Artificial Intelligence (AI) Policy	Communications Policy
Anti-Bullying Policy	Complaints Policy and Procedure
Attendance Policy	Drug Education Policy
Child Protection Policy	Reducing the Need for Restrictive Interventions Policy
Children Known to a Social Worker Policy	SEND Policy
Children Looked After Policy	Uniform Policy

APPENDIX A: Classroom and Community Expectations

STATEMENT OF RIGHTS

- Students have a right to learn.
- The teacher has a right to teach.
- All within the school community have a right to feel safe, happy and supported at school.

CLASSROOM AND COMMUNITY EXPECTATIONS

- Follow the Charter of Kindness and Respect at all times and uphold the school values.
- Arrive on time, fully equipped for registration and every lesson.
- Mobile phones must be kept in your own locked Hush pouch while on the school site.
- Follow the ICT Acceptable Use Agreement and only use your Chromebook when directed to by staff.
- Wear your uniform including your lanyard correctly.
- Stand up when a member of staff enters a room when you are directed to do so.
- Take off outdoor clothes as you enter the classroom and put any bags on the floor.
- 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.
- Food and drink must only be consumed in designated areas i.e. outside or in the canteen.
- Only water in a bottle is allowed in lessons (ideally in a clear, reusable bottle).
- Move around the school in a quiet and orderly way, keeping to the left at all times and following the one-way systems.
- Treat the school environment with care and respect, do not drop litter or vandalise property.
- Do not go to areas that are out of bounds.
- Do not leave the school site without permission.
- Do not bring banned items into school.

APPENDIX B: Charter of Kindness and Respect

Hitchin Girls' School Charter of Kindness and Respect

Everybody at Hitchin Girls' School should be free from all forms of unkind/hurtful./bullying behaviour, discrimination and harassment. It is of paramount importance that all members of our community recognise and value that every individual is unique and treat people fairly and equally.

All members of Hitchin Girls' School should therefore be kind and accept and respect individual differences. They must not discriminate against, harass or engage in bullying behaviour towards any other person based on the following (or any other) characteristics:

Age	Pronunciation of name	Marriage and civil partnership	Gender identity	Religion or belief	Learning preferences
Disability	Family, Friends and Caregivers	Pregnancy and maternity	Wealth	Sex	Attainment/Grades
Gender reassignment	Past and background	Race	Body shape, size and appearance	Sexual orientation	Hobbies and interests

Remember:

- To respect yourself and be proud of who you are
- To celebrate each other's successes
- That it is ok not to be ok
- Treat everyone as you would wish to be treated
- Kindness is key
- To return a favour and pay it forward
- To ***THINK*** before you speak
  (Is it **T**rue, **H**elpful, **I**nspiring, **N**ecessary or **K**ind)

If you see or hear somebody breaking Hitchin Girls' School Charter of Kindness and Respect then it is <u>your responsibility</u> to take action by reporting it to a trusted adult in school (or at home) or via the Google Form link that can be found in your tutor group Google Classroom.

Always be an upstander, not a bystander - report it

APPENDIX C: Rewards Ladder

This table is used to inform decisions regarding the application of rewards. Staff may use their professional judgement when rewarding work/contributions that do not appear on the rewards ladder. Please note that the table is intended to *indicate the types of achievement necessary for each level of reward* but is *not intended to be exhaustive*.

Please note that EwL = Engagement with Learning. Students should be demonstrating good engagement with their learning (a score of 2 or higher) in every lesson.

Reward	Reasons	Reward
Merit Mark **(All Staff)**	Awarded by members of staff within lessons for contributions to teaching and learning.	Verbal Praise
R1 **Meeting EwL Expectations** **(All Staff)**	Demonstrates an EwL level of 2 or higher in a lesson. *All students should be aiming to get a least 5 x R1s every day by meeting expectations with regard to their engagement with their learning in every lesson.*	R1 recorded on Arbor **+1 BfL points**
R1 **(All Staff)**	Getting 5 x merit marks in a subject. Notable use of one of the intelligent learning behaviours in the classroom or wider school community. • Perseverance • Kindness • Respect • Positivity • Aspiration	R1 recorded on Arbor **+1 BfL points**
R2 **(All Staff)**	Commendable demonstration of one or more of the school values in the classroom or wider school community. • Single outstanding piece of work in a lesson or for homework. • Consistent pieces of good work over multiple lessons. • Significant act of kindness within the school. • Regular attendance at an extra-curricular club over a half-term period. • Ongoing mentoring / supporting another student. • Representing House e.g. House League, Form Running or facilitating a charity event.	R2 recorded on Arbor **+2 BfL points**
R3 **(All Staff)**	Excellent demonstration of one or more of the school values in the classroom or wider school community. • Significant progress over the course of a module of learning, e.g. consistent verbal contribution, improved outcomes or personal organisation, outstanding written work and effort/perseverance. • Completion of Maths Challenge. • Significant act of kindness in the wider local community. • Representing the school in an extra-curricular activity, e.g. sports team, music event, school production etc.	R3 recorded on Arbor **+5 BfL points**

Reward	Reasons	Reward
R4 **(HOD/HOY/HOH/ SLG)**	Outstanding demonstration of multiple school values over an extended period of time in the classroom or wider school community: ● Outstanding progress over the course of a module of learning, e.g. now exceeding expectations. ● Outstanding pastoral or subject contribution. ● Zero negative BfL points in a term. ● Head of Year effort letter following Progress Check. ● Getting a Tutor Group / Subject Award nomination in an end of term year group celebration assembly. ● Being highly effective in a position of responsibility throughout the course of a term.	R4 recorded on Arbor **+10 BfL points**
R5 **(HOD/HOY/HOH/ SLG)**	Exemplary demonstration of multiple school values over an extended period of time in the classroom or wider school community: ● Completion of Arts Award or a Music Grade. ● Award of Sports' or Music Colours. ● DofE Bronze Award Completed.	R5 recorded on Arbor **+25 BfL points**
R6 **(All staff)**	Headteacher's Award. All members of staff can nominate a student for a Headteacher's award for going above and beyond in any aspect of school life or in the wider community. Students will demonstrate exceptional application of one or more of the school values.	R6 recorded on Arbor **+50 BfL points**

In addition to the rewards already listed, the following ways to recognise and celebrate success are in place :

Values Award	These will be awarded to those students who regularly demonstrate one or more of the values, or in recognition of a one-off act.
Celebration Assemblies	Celebration assemblies for each year group take place at the end of each term. Certificates are awarded for subject and tutor 'Star of the Term' nominations, for getting zero negative BfL points in a term (not receiving any consequences) and meeting the relevant Bronze/Silver/Gold/Platinum/Diamond positive reward points threshold (these totals are cumulative across the academic year). All students who have received certificates in a celebration assembly are entered into the 'Rewards Randomiser'. Five students in each year group are selected at random and receive their choice of one of the following prizes: ❖ Tea with the Headteacher ❖ Jump the lunch queue ❖ Non-uniform day for the winning student + 3 friends ❖ 1 free Morbeans drink for the winning student and for students in Years 7-11 use of the Morbeans Cafe for a week + 2 friends ❖ For Sixth Form students only, a 'duvet registration' (the student can start the day at 9.10am rather than 8.40am)

End of Year Trips/Prom/ Special Events	End of year trips for Years 7-10/the Prom for Year 11/special events are a privilege. In order to attend an end of year trip, a student's Behaviour for Learning record must reflect a positive engagement with learning, our school values and our Charter of Kindness and Respect. Behaviour records will be reviewed regularly throughout the academic year. If a student's behaviour is not meeting expectations then they will be given a warning that their place on the end of year trip/Prom or a special event is at risk. Any student who receives a suspension will automatically not be permitted to participate in the end of year trip/Prom/special event.

The House Cup competition runs throughout the academic year and there are both end of term rewards and an end of year reward to compete for:

House Cup Competition	Throughout the year there are a wide range of House Cup qualifying activities/events. For each one, each House scores based on where they finished in that points with the first placed House getting 8 points, second placed 7 points, third placed 6 points down to 1 point for the House in eighth position. Activities include (*this is not an exhaustive list*): ❖ The highest number of positive reward points per student ❖ The least number of negative behaviour points per student ❖ Form Running ❖ House League events/Gym Competition/Sports Day ❖ Maths Challenge/Bebras Challenge ❖ Charity fundraising totals ❖ Enterprise Fundraising ❖ Science Fair
End of Term House Reward	The end of term House reward goes to the House that has gained the greatest number of points overall in all of the House qualifying activities/events that are run throughout the term in question by the published deadline. The winning House has a non-uniform day on a specified date in the last week of that term. To enable success for as many Houses as possible, the House totals are reset to zero at the start of each term. However, a cumulative total is running in the background in order to establish the overall winner for the academic year.
End of Year House Reward	The end of year House reward goes to the House that has gained the greatest number of points overall in all of the House qualifying activities/events that are run throughout the academic year by the published deadline. The winning House has an extended lunch break from 12.00 – 1.30pm on a specified date in the last week of term.
The House Cup	The House Cup itself is presented in the final assembly and displayed in the cabinet in the main entrance to the school with its House coloured ribbons.

APPENDIX D: Consequences Ladder

This table is used to inform decisions regarding the application of sanctions. Staff may use their professional judgement when sanctioning an act that does not appear on the consequence ladder. Please note that the table is intended to *indicate the degree of severity of offences* but is *not intended to be exhaustive*.

Please note that failing to follow the Charter of Kindness and Respect includes all incidents relating to unkind/hurtful behaviour, bullying (including cyberbullying), discrimination and harassment.

Consequence	Reasons	Sanction
Warning **(All Staff)**	Failure to follow instructions related to the Classroom and Community expectations.	Warning issued to remind the student of behaviour expectations and time given to redirect or modify behaviour. Staff will refer to Classroom and Community expectations.
C1 **(All Staff)**	Not responding to the initial warning to modify behaviour in order to meet expectations. Behaviour for Learning progress booklet has missing staff signatures at the end of the school day.	C1 recorded on Arbor **-1 BfL points**
C2 **(All Staff)**	Repetition of any C1 offence or behaviour not improved after receiving a C1 in a lesson (refusal to meet expectations). Being issued with 3 x C1 in a week. Losing a progress booklet or forgetting to bring a progress booklet to school. Breach of the Charter of Kindness and Respect (unkind/hurtful behaviour). Not following the ICT Acceptable Use Agreement (sanctions will be increased for more significant breaches). Not using the Highbury Road bridge. Eating in a classroom or corridor or littering. Casual use of inappropriate language (swearing). Bringing banned items into school - medication unless by prior agreement (excluding epipens and inhalers), fidget/spinner (without permission from Learning Support), energy drinks and chewing gum.	C2 recorded on Arbor Detention: 60 minutes **-2 BfL points**
C3 **(All Staff)**	Breach of the Charter of Kindness and Respect (unkind/hurtful/bullying behaviour/discrimination/harassment). Not following assessment/mock exam protocols (sanctions will be increased for more significant breaches). First offence for not following the rules relating to mobile phones including contacting home using a device without permission + confiscation of phone (C3M). Refusal to follow instructions. Swearing at or about another student (verbal or non-verbal). Being in the vicinity of smokers / vapers. Minor damage to school property (e.g. graffiti on desks). Lying to a member of staff. Refusing to correct a uniform infringement or hand over jewellery. Being in an out-of-bounds area. 2 x missed lunchtime detentions with no valid reason.	C3 recorded on Arbor Detention: 90 minutes **-5 BfL points**

Consequence	Reasons	Sanction
C4 On-Call **(SLG)**	Removal from lesson due to persistent disruption to teaching and learning (on-call assistance). Initial refusal to attend a lesson with no valid reason (on-call assistance). Arriving 10 minutes or more late to a lesson without a valid reason (on-call assistance). Truanting from registration / tutor time (on-call assistance). Truanting from a lesson (on-call assistance).	C4 (On-Call) recorded on Arbor Removal to the Behaviour Support Hub for the remainder of the lesson as required Detention: 90 minutes **-10 BfL points**
C5 **(SLG)**	Getting four or more C2 (including C2L), C3 (including 3CM) or C4 On-Call consequences in a week.* Second offence for not following the rules relating to mobile phones including contacting home using a device without permission + confiscation of phone (C5M). Repeated refusal to follow instructions/defiance/rudeness. Persistent dishonesty or lying to a member of staff. Fighting. Significant breach of the Charter of Kindness and Respect (bullying behaviour/discrimination/harassment). Anti-social behaviour towards or in the local community. Bringing banned items into school - laser pen, vaping devices and paraphernalia, cigarettes and paraphernalia, razors or loose blades. Repeated truancy from registration and/or lessons. Being found in a toilet cubicle with one or more students. Going off-site during the school day without permission. 2 x missed C2 detentions with no valid reason. A missed C3 detention with no valid reason. Failed detention.	Removal to the Behaviour Support Hub as required for ½ a day or 1 day (dependent on the incident). Recorded on Arbor. **-15 BfL points** ***Zero weighted as BfL points have already been lost for the initial four or more consequences**
C6 **(Headteacher)**	Persistent C5 behaviour - 3 x C5 in a term. Third and any subsequent offence for not following the rules relating to mobile phones including contacting home using a device without permission + confiscation of phone (C6M). Serious breach of the Charter of Kindness and Respect (bullying behaviour/discrimination and harassment). Threatening behaviour against a member of staff. Fighting/physical assault against another student. Swearing at or about a member of staff (verbal or non-verbal). Significant breach of the ICT Acceptable Use Agreement, including illegal activity. Significant damage to school property. Bringing the school into significant disrepute e.g. shoplifting, abuse of members of the public, fighting in public. Bringing banned items into school - alcohol, stolen items, solvents and glues including nitrous oxide, legal highs, aerosols and gases. Theft.	Suspension (internal or external) **-25 BfL points**
C7 **(Headteacher)**	Persistent C6 behaviour A serious breach of the school's Behaviour for Learning policy. Bringing banned items into school - fireworks, knives or weapons including replica items, offensive materials i.e. pornographic, homophobic, racist or extremist propaganda etc or possession / use of /supplying illegal drugs Serious assault on a student or member of staff. Making unfounded serious accusations against a student or member of staff. Actions that would seriously harm the education or welfare of students and / or staff.	Permanent Exclusion

In addition to the sanctions already listed, the following may also be used:

1.	Removal of a student privilege. This includes but is not limited to Trips; Whole School or Year group events e.g. Carol Service, Sports Day or Founders Day; House event or Celebration; Prom (Y11 only); Access to an area of the school e.g. tutor room.
2.	If a student is found to be using a private account to access any ICT systems or personal devices during school hours then either their own device will be locked down (school account only) or they will be required to use a school creche Chromebook and not permitted to bring in their own device/Chromebook.
3.	Following a mobile phone confiscation, for any subsequent confiscations, a parent/carer will be required to collect the item.
4.	If a student arrives late to registration and/or a lesson without a valid reason, the minutes late will be recorded. For every 60 minutes accumulated in a half-term period the student will 'pay back' an hour of time in detention. (C2L detention).
5.	If a student does not meet equipment, homework or uniform expectations a notification (**0 BfL points**) will be recorded on Arbor. Forgetting to bring in their mobile phone pouch will also result in a notification. Repeated notifications will be carefully monitored by the Head of Year and students will be supported with a progress booklet as appropriate.
6.	For Sixth Form students, if they miss two lessons and/or registration sessions without a valid reason they will be required to move to Assisted Learning for a period of two weeks (**0 BfL points**).

APPENDIX E: Behaviour Expectations in Detention

As the start of the detention:

- Students must stand in silence in a line outside M1 (or another designated detention space).
- Students must enter the room in silence when invited to do so and sit in the seat that the member of staff supervising the detention directs them to and place their locked phone pouch containing their device on the desk. They must remain in silence while the attendance register is completed.
- If the student requires the use of a computer to complete work during the detention, they must get permission from a member of staff supervising the detention. They will use their own Chromebook/device ensuring that they follow the expectations outlined in the ICT Acceptable Use Agreement at all times.
- Students who arrive after 3.45pm will not be permitted entry to the detention unless there are exceptional circumstances. Parents/carers will be contacted and an escalated sanction will be given to the student.
- Students must have work to do for the duration of the detention and should also bring a reading book.

Expectations during detention

The following is then read to the students before they begin to work:

- *We will now begin the detention, it will last 60/90 minutes.*
- *You must not speak to or attempt to communicate with other students.*
- *You must not distract other students from their work.*
- *You must work for the entire duration of the detention; if you run out of work, you must read a book.*
- *You are not permitted to play games or browse the internet.*
- *You are not permitted to use headphones unless given permission by the member of staff in charge.*
- *Your locked phone pouch containing your device must remain on your desk during the detention.*
- *Your bag should be placed on the floor, and any outdoor clothes must be removed.*
- *If you have a question, you should raise your hand and wait to be spoken to.*
- *You should not ask to leave the room unless it is an emergency.*
- *You must act upon any instruction from a member of staff without comment or argument.*
- *If you fail to meet any of these requirements, you will fail the detention and be asked to leave immediately, at which point you will receive an escalated sanction and home will be contacted.*

At the end of the detention

- Students must put chairs on tables and ensure they have left the area they are sitting in clean and tidy.
- Students must not talk until they leave M1 (or another designated detention space).

APPENDIX F: Behaviour Expectations in the Behaviour Support Hub

Upon arrival at the Behaviour Support Hub:
Students must hand over their locked phone pouch containing their device and Chromebook to the supervising member of staff for the duration of their time in the Behaviour Support Hub. These will be placed in a storage area.

School bags and any outdoor clothing must not not be taken into the actual Behaviour Support Hub. Students will be told where to put these items.

Students will be supplied with a school Chromebook to use and a pencil case/calculator.

Water in a bottle can be taken into the Behaviour Support Hub (ideally in a clear, reusable bottle).

Students will be directed to sit in one of the Pods set up in the Behaviour Support Hub.

If a student needs the bathroom they will be directed/escorted to the facilities to use.

Expectations when working in the Behaviour Support Hub:
Students are directed to read the following before they start to work in the Behaviour Support Hub:

- *You must not speak to or attempt to communicate with other students.*
- *You must not distract other students from their work.*
- *You must work for the entire duration of your time in the Behaviour Support Hub.*
- *If you run out of work, you must read a book.*
- *You are not permitted to play games or browse the internet.*
- *You are not permitted to use headphones unless given permission by the member of staff in charge.*
- *You must respect the area you are working in; there must be no graffiti or damage.*
- *If you have a question, you should raise your hand and wait to be spoken to.*
- *You should not ask to leave the room unless it is an emergency.*
- *You must act upon any instruction from a member of staff without argument or comment*
- *If you fail to meet any of these requirements, you will receive an escalated sanction, putting yourself at risk of suspension and home will be contacted.*

Arrangements for break and/or lunchtime in the Behaviour Support Hub:
Students will be escorted to the canteen if needed at the start of lunch and/or break to collect food and/or a drink as required.

Students will return to the Behaviour Support Hub and are permitted to eat and drink in there during break and/or lunchtime only.

When leaving the Behaviour Support Hub:
The student must wait to be dismissed by the supervising member of staff who will only let them go once the Pod they have been working in has been checked and they have returned any stationery/equipment. Personal possessions handed in at the start of the session will be returned as a student leaves.

APPENDIX G: Behaviour for Learning Progress Booklets (Years 7-11)

Staff may use their professional judgement when determining the reason for a student going onto a progress booklet or whether an extension at any stage would be appropriate.

Stage	Example	Monitoring and Review
Stage 1 **Green Progress Booklet** **Duration:** 4 weeks **Monitoring:** Form Tutor* *Head of Department where engagement with learning and/or consequences are a concern in one subject area	Issued for one of the following reasons: • Receiving repeated notifications in a term for either equipment or homework or uniform • Receiving repeated late detentions • Engagement with learning/consequences are a concern in one subject area	• Parents/carers are *called* by the Form Tutor or Head of Department as appropriate. • Up to three targets are set for all lessons over a 4 week period. • Intervention is logged on Arbor by the Behaviour Support Administrator. • Form Tutor and parents/carers check and sign the report daily along with subject staff. • Head of Year or Head of Department as appropriate checks the report fortnightly. • A review *phone call* will be made by the Form Tutor or Head of Department as appropriate at the end of ***two*** and ***four*** weeks with the outcome recorded on Arbor.
Stage 2 **Amber Progress Booklet** **Duration:** 6 weeks **Monitoring:** Head of Year	Issued for one of the following reasons: • Insufficient improvement following Stage 1 Green Progress Card • Engagement with learning/consequences are a concern in two or more subject areas • Planned or unplanned extended removal from lessons • Going off-site without permission	• Parents/carers are called in for a *meeting* with the Head of Year, Form Tutor and the student. • Up to three targets are set for all lessons over a 6 week period. • Intervention is logged on Arbor by the Behaviour Support Administrator. • • Form Tutor and parents/carers check and sign the booklet daily along with subject staff. • The Head of Year checks the booklet weekly. • Review phone calls take place at ***two*** and ***four*** weeks with the Head of Year. • A review *meeting* with the parents/carers, the Head of Year, Form Tutor or another relevant member of the pastoral team and the student takes place at the end of the ***six*** weeks with the outcome recorded on Arbor.

Stage	Example	Monitoring and Review
Stage 3 **Red Progress Booklet** **Duration:** 8 weeks **Monitoring:** Assistant Headteachers with responsibility for behaviour in conjunction with the Head of Year* **If a student has a current social worker or they are a looked-after child, relevant professionals and/or the Virtual School will be informed and involved in the process. If a student has SEND needs then the SENCO/Assistant SENCO will also be informed and involved in the process*	Issued for one of the following reasons: ● Insufficient improvement following Stage 2 Amber Progress Card ● Suspension (1-3 days)	● Parents/carers are called in for a meeting with the Assistant Headteachers responsibility for behaviour, the Head of Year and the student. ● Up to three targets are set for all lessons over an 8 week period. ● Intervention is logged on Arbor by the Behaviour Support Administrator. ● Form Tutor and parents/carers check and sign the booklet daily along with subject staff. ● The Head of Year checks the booklet weekly. ● The Assistant Headteachers with responsibility for behaviour checks the report fortnightly. ● Review phone calls take place at **two** and ***six*** weeks with the Head of Year. ● Review *meetings* with parents/carers, an Assistant Headteacher with responsibility for behaviour, the Head of Year or any other relevant member of the pastoral team or outside agency and the student take place at ***four*** and ***eight*** weeks and the outcome is recorded on Arbor.

For all stages of progress card:

- Targets are agreed by all parties; school, parents/carers, student and external agencies as appropriate.
- ***Sources of support/intervention*** for the student in addition to the progress card will be offered as required (see 16.3 Sources of support).
- Students are expected to get their progress booklet completed by their teaching staff and/or other members of staff on a daily basis. Failure to do so will result in a sanction in line with the consequences ladder.

APPENDIX G: Behaviour for Learning Progress Booklets (Sixth Form)

Stage	Example	Monitoring and Review
Stage 1 **Green Progress Booklet** **Duration:** 2 weeks **Monitoring:** Head of Department	Issued for the following reason: • Engagement with learning/consequences are a concern in one subject area	• Parents/carers are *called* by the Head of Department. • Up to three targets are set for all lessons in the identified subject over a 2 week period. • Intervention is logged on Arbor by the Behaviour Support Administrator. • Subject staff sign the report every lesson in the identified subject for a two week period. • Head of Department checks the booklet weekly. • A review *phone call* will be made by the Head of Department at the end of ***two*** weeks with the outcome recorded on Arbor or shared with relevant staff at Hitchin Boys' School or The Priory School if the student is from the consortium.
Stage 2 **Amber Progress Booklet** **Duration:** 2 weeks* **Monitoring:** Head of Year *If at the two week review, the student has made insufficient progress towards their targets, the Amber Progress Card will either be extended for an additional two weeks or the student will be moved up to Stage 3.	Issued for one of the following reasons: • Insufficient improvement following Stage 1 Green Progress Card • Progress/engagement is a concern in one or more subject areas or increasing concerns have been raised due to the number of consequences issued to the student	• Parents/carers are called in for a *meeting* with the Head of Year, Form Tutor and the student. • Up to three targets are set for lessons in all subjects over a 2 week period. • Intervention is logged on Arbor by the Behaviour Support Administrator. • Form Tutor and parents/carers check and sign the booklet daily along with subject staff. • The Head of Year checks the booklet weekly. • A review *meeting* with the parents/carers, the Head of Year, Form Tutor and the student takes place at the end of the ***two*** weeks with the outcome recorded on Arbor*.

Stage	Example	Monitoring and Review
Stage 3 **Red Progress Booklet** **Duration:** 4 weeks **Monitoring:** Assistant Headteacher with responsibility for the Sixth Form* **If a student has a current social worker or they are a looked-after child, relevant professionals and/or the Virtual School will be informed and involved in the process. If a student has SEND needs then the SENCO/Assistant SENCO will also be informed and involved in the process*	Issued for one of the following reasons: ● Insufficient improvement following Stage 2 Amber Progress Card ● Progress/engagement is a concern in all subject areas or significant concerns have been raised due to the number of consequences issued to the student	● Parents/carers are called in for a meeting with the Assistant Headteacher with responsibility for Sixth Form, the Head of Year and the student. ● Up to three targets are set for all lessons over a 4 week period. ● Intervention is logged on Arbor by the Behaviour Support Administrator. ● Form Tutor and parents/carers check and sign the booklet daily along with all subject staff. ● The Head of Year and the Assistant Headteacher with responsibility for Sixth Form check the booklet weekly. ● A review *meeting* with parents/carers, the Assistant Headteacher with responsibility for Sixth Form, the Head of Year and the student takes place at the end of ***two*** and ***four*** weeks and the outcome is recorded on Arbor.
Stage 4 **Meeting with the Headteacher**	Takes place for one of the following reasons: ● Insufficient improvement following Stage 3 Red Progress Card ● Suspension	● Parents/carers are called in for a *meeting* with the Headteacher, Assistant Headteacher with responsibility for 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***.

Additional information:

- Progress booklets will only be issued in agreement with the Assistant Headteacher with responsibility for Sixth Form.
- Targets are agreed by all parties; school, parents/carers, student and external agencies as appropriate.
- ***Sources of support/intervention*** for the student in addition to the progress card will be offered as required (see 16.3 Sources of support).
- If a student reaches stage 3 then a careers meeting will be actioned at the earliest opportunity.

APPENDIX H: Pastoral Support Plans (PSP)

Stage	Example	Sources of Support, Monitoring and Review
Stage 4 **Pastoral Support Plan** **Duration:** 16 weeks **Monitoring:** Assistant Headteacher or Associate Assistant Headteacher with responsibility for behaviour* **If a student has a current social worker or they are a looked-after child, relevant professionals and/or the Virtual School will be informed and involved in the process. If a student has SEND needs then the SENCO/Assistant SENCO will also be informed and involved in the process*	Issued for one of the following reasons: ● Insufficient improvement following Stage 3 Red Progress Card ● Suspension (4-5 days) ● Repeated suspensions.	● Parents/carers are called in for a meeting with the Assistant Headteachers with responsibility for behaviour, the Head of Year and the student. ● Up to three targets are set for all lessons over a 16 week period. ● Intervention is logged on Arbor by the Behaviour Support Administrator. ● Form Tutor and parents/carers check and sign the booklet daily along with subject staff. ● The Head of Year checks the booklet weekly. ● The Assistant Headteachers with responsibility for behaviour checks the report fortnightly. ● Review phone calls take place at **two** and ***six***, ***ten*** and ***fourteen*** weeks with an Assistant Headteacher with responsibility for behaviour. ● Review *meetings* with parents/carers, an Assistant Headteacher with responsibility for behaviour, the Head of Year and the student and where relevant, the SENCO and/or relevant external agencies take place at ***four***, ***eight***, ***twelve*** and ***sixteen*** weeks and the outcome is recorded on Arbor.

- Targets are agreed by all parties; school, parents/carers, student and external agencies as appropriate with rewards and sanctions clearly identified.
- ***Sources of support/intervention*** (both internal and external) for the student will be offered as required (see 16.3 Sources of support).
- Quality assurance measures will be undertaken between each review meeting date to ensure that the pastoral support plan (PSP) targets are being implemented. These will include aspects such as subject review meetings with teachers, learning walks, work scrutiny and analysis of behaviour, punctuality and attendance data.

APPENDIX I: Use of Mobile Phones, Headphones and Smartwatches

The rules regarding the use of other personal devices such as Chromebooks and school computers can be found in the *ICT Acceptable Use Agreement* (*Appendix J*).

The rules regarding the use of mobile phones, headphones and smartwatches are as follows:

- The use of mobile phones - and smart devices with similar functionality - is ***prohibited throughout the entire school day***, including lessons, transitions, break times, and lunchtimes.
- ***Cellular*** smartwatches are ***not permitted*** in school.
- Students are issued with a ***named Hush pouch*** and are required to ***bring it into school every day***. Students must store their mobile phone in their locked pouch at all times when on the school premises.
- Specially adapted velcro pouches will be available to those students where there is an ***exceptional medical need*** requiring the use of a smartphone.
- Students should not be using headphones on the school site unless they have been given permission to use headphones by the ***SENCO*** as a ***reasonable adjustment*** to meet their needs or by a ***member of staff*** to ***support teaching and learning*** (e.g. for a listening activity in a language or music lesson).
- Sixth Form students are not required to use mobile phone pouches but they are only permitted to use their mobile phone and/or headphones when in the ***Sixth Form Centre*** (only outside of registration and lesson times) or when paying for items in the ***Sixth Form Cafe***. Sixth Form students must ***not use their mobile phone in front of younger students*** at any point.
- Sanctions will be issued to students who do not comply with the rules relating to mobile phones, headphones and smartwatches.
- If a student is in the Behaviour Support Hub, their locked pouch containing their mobile must be ***handed in to the supervising member of staff*** and will be returned to them once their period of removal has ended.
- Contact between a student and a parent/carer during the school day ***must be carried out via reception only.*** Students found to have used ***any type of device to call or respond to*** any parent/carer communication while on the school premises will have the relevant sanction issued.

As with all personal property, mobile phones, headphones, smart watches, Chromebooks and any other electronic devices are *brought into school at the owner's risk*.

Sanctions

- Failure to follow our expectations with regards to mobile phones, smart watches or headphones will result in ***immediate confiscation of the item***. The student will be required to hand it over straight away.
- For an initial confiscation, the student will also receive a ***C3M consequence*** with a ***90 minute after school detention*** as a sanction. Students will ***not*** receive a warning and parents/carers will be notified in writing. The item will be held securely in school in the ***main or Woodside reception*** until the end of the school day. The owner will be able to collect it from there between ***3.45pm - 4.15pm*** and no later.
- If a student refuses to hand over their device they will be removed from the lesson, tutor time or break/lunch setting and taken to the Behaviour Support Hub where they will remain until they follow instructions as requested. They will receive an ***escalated consequence*** which will be determined based on the length of time it takes them to cooperate.
- If there is a second confiscation, the student will be issued with a ***C5M consequence*** but will not be permitted to collect the item at the end of the school day. Instead, ***parents/carers will be required to come into school to collect the relevant item on their child's behalf***.
- For a third and any subsequent confiscation, the student will be issued with a ***C6M (suspension)***. Again, ***parents/carers will be required to come into school to collect the relevant item on their child's behalf.***

APPENDIX J: 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 not use a private account to access any ICT systems or my personal devices during school hours.
- 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.
- If I am concerned about any links or attachments in any email communication, I will check with a member of staff before opening them.
- 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. 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 share any semi-nude or nude images, videos or livestreams, even if I have the consent of the person or people in the photo/video.
- 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 access social networking sites (unless my teacher has expressly allowed this as part of a learning activity) and I will not use chat rooms. 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 will not attempt to use a VPN or tether my Chromebook/device to a personal mobile phone or any other Internet enabled device.
- I will not use email, social media or any documents from the Google suite to communicate with other students using my Chromebook/other device whilst I am on the school site unless directed to by a member of staff.
- I will not use the camera on my Chromebook/other device to record or take images unless directed to by a member of staff.
- I will not use my Chromebook/other device outside of lesson times when on the school site (e.g. before school, at break or lunchtime) unless directed to do so by a member of staff.
- 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.
- I know I must adhere to the principles outlined in the Hitchin Girls' School AI Policy.
  - ➔ I will use age-appropriate AI tools as directed by teachers and within the guidelines of the policy which allows me to use AI for knowledge building, problem solving, data analysis and creative expression.
  - ➔ I will adhere to expectations of academic integrity.
  - ➔ I will be aware of potential biases in AI-generated content and not rely solely on it.
  - ➔ I will always ask a teacher for clarification if I am unsure about using AI tools in my work.
  - ➔ I will not use AI tools to generate content that is not my own work. This includes copying and pasting content directly from AI or using it to complete assignments without understanding. I will ensure that the content of my work complies with JCQ guidelines for NEA, coursework and assessments.
  - ➔ I will not use AI to create and/or distribute content that is discriminatory, harmful, offensive, or intentionally biased. I understand that if I do not use AI tools responsibly I will be subject to sanctions, either at an internal school level or externally, if work is submitted for broader assessment.

Name:	Signature:	Date:

APPENDIX K: 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 and uphold the school values at all times.	• Support my child and the school to strive for excellence and support my child to uphold the school values.	• Strive for excellence in everything we do underpinned by our school values.
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. • Use feedback that is given to inform my next steps. • 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 their achievements. • Engage with Arbor 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 to prepare for 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 provide feedback on how improvement can take place. • Ensure that support and information on subject choices, independent careers advice and guidance and other curriculum matters are widely available.
HOMEWORK AND COURSEWORK/NEA	• 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/NEA 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 their homework to the best of their ability. • Ensure that my child meets homework, and where relevant, coursework/NEA 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/NEA.
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 my child follows the school's Behaviour for Learning policy at all times. • Support the ICT Acceptable Use Agreement and rules relating to the use of mobile phones. • 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 Kindness and Respect at all times. • Celebrate difference and diversity and understand that everyone has their own story. • Undertake to be a good citizen. • Never carry out unkind/hurtful/bullying behaviour towards others. • Help and support others and respect their point of view.	• Encourage my child to uphold the values of integrity, compassion and tolerance. • Encourage my child to develop, make and maintain good relationships. • 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. • 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. • 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 support my 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.	• 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/carers 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 extra-curricular opportunities that are available to me.	• Support my child in any enrichment and extra-curricular 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 daily. • Make sure my parent/carer sees and monitors my Google Classroom schedule/to-do list each week. • Always follow the ICT Acceptable Use Agreement and the expectations relating to the use of mobile phones, headphones and smartwatches. • Use Arbor and Google Classroom regularly to keep up to date with information,	• Follow the school's Communication policy. • Take note of and respond to all school communications promptly and effectively. • Use Arbor 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. • 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 and actively monitor 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 parent/carer concerns promptly and effectively. • Be available for contact in line with the school's Communication policy. • Celebrate and share achievements via school social media. • Support students to learn how to appropriately use their Chromebook (and other electronic devices) to enable them to fully benefit from the blended learning we offer.
			Headteacher: **Date: 1st September 2026**

APPENDIX L: Post-16 Agreement

All students will sign a contract at the start of the year which will start with what they can expect as a student and our expectations of them. It says:

HITCHIN GIRLS' SCHOOL SIXTH FORM WILL OFFER ME AS A STUDENT:

- Personal development.
- The highest possible quality of teaching and learning
- A wide range of course choices, provided through our Consortium
- An ethos based on learning, achievement, aspiration and student responsibility
- Access to Sixth Form Common Room and other study spaces
- Access to sports and other enrichment activities facilities
- Involvement in community service activities within school, such as mentoring, to help develop leadership and interpersonal skills
- Access to careers advice
- Guidance to Post-18 opportunities
- Individual tutor mentoring sessions to support academic progress
- Close monitoring of personal wellbeing and access to support where needed
- Cover work set when staff are absent and monitored by department
- Recognition and reward for effort and progress
- Support and strategies to ensure progress is made towards target grades
- Social events to balance the academic demands of the Sixth Form

I AGREE TO FULFIL THE FOLLOWING EXPECTATIONS FOR THE DURATION OF MY TIME IN THE SIXTH FORM:

- I understand that I must meet the expectations set out in this contract
- I will ensure a high level of attendance and punctuality. Where there may be problems with this I will inform my tutor and appropriate members of staff in advance
- I will abide by the Sixth Form dress code
- I realise that this Sixth Form has a positive work ethic and that I must arrive at each lesson fully prepared with the correct equipment and with all work up to date
- I will complete work to a high standard and to specified deadlines. Where there are likely to be problems, I will see my tutor and the relevant members of staff in advance
- All work submitted will be my own work or clearly referenced and cited
- I understand that I may leave the site and that I must always sign out when I leave and in on my return
- If I arrive on site after the form register has been completed I understand that I must sign in.
- I will abide by the Sixth Form rules on behaviour, serving as a role model for students in lower years
- I understand that study periods are to be used to focus on the demands of the courses that I have chosen to study. Therefore, in these periods I will actively study in a designated area and will observe a positive work ethos in the designated study areas during lesson times
- I will respect the fabric of the Common Room. I will do my part to ensure that all areas remain litter free
- I understand that I am only permitted to use my mobile phone and headphones when in the ***Sixth Form Centre*** (only outside of registration and lesson times) or when paying for items in the Sixth Form Cafe.
- I will abide by the guidelines given in the Student Handbook. If I do not fulfil the expectations indicated, I may expect one or more of the following sanctions to be applied: withdrawal of study leave; placed on a 'Behaviour for Learning progress booklet'; a verbal warning; a written warning; a letter to my parent(s)/carer(s); suspension from the Sixth Form for a specified period; permanent exclusion from the Sixth Form

Signature: _____ Name: _____ Date: _____

APPENDIX M: Uniform List 2026-2027

Uniform suppliers are Beat School Uniforms and Smarty Schoolwear.

Required (Years 7 - 11):

Item	Details
Branded Item 1 **Skirt** ***and/or*** **Trousers**	Dark navy skirt with pleats and *embroidered badge* **available from Beat School Uniforms and Smarty Schoolwear.** Skirts are available in a range of lengths and waist sizes in order that they can be worn broadly in line with the knee or longer. Skirts must not be rolled or gathered. Plain black school trousers with *embroidered badge* **available from Beat School Uniforms and Smarty Schoolwear.**
Branded Item 2 **Jumper**	Dark navy V neck pullover with *embroidered badge* **available from Beat School Uniforms and Smarty Schoolwear.** Cardigans are not permitted.
Shirt	White, open-necked, revere style, short or long sleeves - **available widely.**
Coat	Any colour is allowed but must not display large branded names/logos or slogans. No denim, no leather/faux leather, no corduroy - **available widely**. HGS PE Swacket may be worn as a school coat if purchased. Hoodies/sweatshirts are not permitted at any time.
Socks	Plain white, black or dark navy socks either ankle or knee length, no logos/brands to be visible - **available widely.**
Tights	Dark navy, black or flesh coloured, not to be worn with socks or rips - **available widely.**
Shoes	Sensible style in choice of plain black or dark brown with a low heel - **available widely**. No trainers, or shoes that resemble trainers, are permitted at any time. Boots may not be worn at any time.
Bags	A sensible, sturdy bag suitable for school is required that allows for the safe transport of Chromebooks and other belongings.
Lanyard	Students must wear their House lanyard at all times when on the school site as a safeguarding measure unless directed otherwise by a member of staff.

Required: Years 10 and 11 Only

Branded Item 2 **Blazer**	Dark navy blazer with the Hitchin Girls' School embroidered badge **available from Beat School Uniforms and Smarty Schoolwear.**

Required: PE Kit

Branded Item 3 **PE Polo Shirt**	Contrast polo shirt (navy/yellow) - **available from Beat School Uniforms and Smarty Schoolwear.**
Shorts *or* skort *or* sports leggings	Shorts Plain, dark navy shadow stripe shorts - **available widely.** Skort Dark navy/yellow - **available from Beat School Uniforms and Smarty Schoolwear.** Sports leggings Plain navy sports material standard leggings (not opaque/wide/flared/bootcut and no logos) - **available widely** or Plain navy with HGS logo on leg - **available from Beat School Uniforms and Smarty Schoolwear.**
Trainers	Intended for active sport use (not fashion trainers). Any colour except black, with non marking soles - **available widely.**
Hockey socks	Dark navy blue knee length - **available widely.**
Hockey boots *or* football boots	No metal studs - **available widely.** *Parents/carers may wish to purchase hockey boots or football boots from our nearly new uniform stock as they will only be required for certain sports each year.*

Optional: PE Kit

Navy base layer long sleeve top	To be worn under PE Polo Shirt in cooler months if wanted - **available widely.**
Navy quarter Zip long sleeve mid layer	With HGS logo to be worn over PE polo shirt in cooler months if wanted - **available from Beat School Uniforms and Smarty Schoolwear.**
Tracksuit bottoms	With HGS logo - **available from Beat School Uniforms and Smarty Schoolwear.**
Swacket	Dark navy/yellow with HGS logo - **available from Beat School Uniforms and Smarty Schoolwear** - may also be worn as a school coat if wanted.

Required: PE Equipment

Gum shield and shin pads	Students are required to wear a gum shield and shin pads for hockey and football - **available widely.** Students will need to mould their gum shield at home and those with braces will need to get a specialist gum shield from an orthodontist.
PE bag	Appropriate PE bag - student's own choice - **available widely.** A PE bag and also a boot bag with the HGS logo can be purchased from **Beat School Uniforms and Smarty Schoolwear.**

- Please note that a **hockey stick/tennis racket** will be provided by the school for use in lessons but if a student wishes to bring their own they are very welcome to.
- All items must be labelled with the student's name and tutor group.
- There are many options available for getting name labels:
- **Beat School Uniforms and Smarty Schoolwear also provide** name labels with www.mynametags.com another supplier.
- Uniform can also be purchased from our nearly new uniform stock which is available throughout the school year. These items have been donated by students and families in order to recycle good quality items and produce a sustainable cycle for HGS families who wish to utilise it. Please email admin@hgs.herts.sch.uk for further details.

Religious Items

Headscarves	If a student wishes to wear a headscarf for religious reasons then they should be plain and in school colours i.e. navy, black or white. This will need to be a sports headscarf when participating in PE lessons again, plain and in school colours i.e. navy, black or white.
Other items	Where a request is made to wear a religious item which is not compliant with the school uniform policy and it can be reasonably demonstrated that the wearing of the item is of exceptional importance to that person's religious belief then such requests shall be considered by the school on a case by case basis and on balance with any applicable safeguarding, health and safety or other requirements of the school.

Hair, Jewellery, Make-up and Nails

Hair	Hair must be natural colours only.
Jewellery	No jewellery is permitted except for; a watch, **one** small stud in each ear and a **single clear ('invisible') flat retainer** stud in the nose (no septum piercings). All other ear, facial, tongue or body piercings are not permitted. All jewellery must be removed during all practical PE lessons for health and safety reasons. Putting tape over piercings does not negate risk. Any student wishing to get a piercing for the first time must do so at the **start of the six week summer holiday** to allow time for it to heal so that it can be removed in preparation for the new school year.
Make-up and nails	Make-up, if worn, needs to be discreet. Tattoos, false eyelashes/eyelash extensions, nail varnish, false nails, gels and acrylics are not permitted.

Sixth Form Uniform

Students who are successful in attaining a place in the Sixth Form will be required to wear the following uniform in September.

A skirt, dress or trouser suit.	● Jackets are a compulsory part of the uniform. ● The suit can be worn with their own choice of shirt or top in any colour, but without logos. ● Skirts must be of a reasonable length for work. ● Stretch tube skirts, combat style trousers and leggings are not acceptable.
Shoes or boots	➔ Shoes or boots may be worn but no 'Ugg' style boots, plimsolls or trainers will be accepted.
Jewellery, make-up and hair	● Students can have only one face piercing visible. This is a single nose piercing and students may only wear a stud. ● Hair and make-up should be worn in natural colours.
Lanyard	● Students must wear their House lanyard at all times when on the school site as a safeguarding measure unless directed otherwise by a member of staff.

APPENDIX N: Details on Specific Rules 2026-2027

The following list gives more information about key expectations and rules that we reinforce. When rules are broken students ***receive a sanction in line with our ladder of consequences***. The following are listed in alphabetical order rather than degrees of severity.

Alcohol and drug related offences
When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by a sanction as detailed in the consequence ladder. In cases where illegal substances are involved the police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences and will result in at least a suspension. Any involvement in the supply or intent to supply illegal substances is extremely serious and will likely lead to permanent exclusion.

Break and lunchtime
Students are expected to spend break and lunchtime outside (other than when they are eating in the canteen) unless directed to do otherwise by a member of staff, or in the event of the wet weather plan being activated. Those eating in a classroom or corridor or littering anywhere on the school site will receive a sanction. Staff reserve the right to disperse large groups of students (both inside and outside) where their conduct does not meet our behaviour for learning expectations.

Chromebooks, other electronic devices and school computers
Chromebooks and other electronic devices (such as laptops in the Sixth Form) are part of normal school equipment and must only be used for learning under the direction of a member of staff in lessons. They must not be used outside of lesson times when on the school site (e.g. before school, at break or lunchtime) unless directed to do so by a member of staff. Students are expected to sign the 'ICT Acceptable Use Agreement' and follow its guidelines. Sanctions will be applied for failure to adhere to this document based on the severity of the misconduct.

Contact between students and parents/carers during the school day
Contact between a student and a parent/carer during the school day must be carried out via reception only. Students found to have used any type of device to call or respond to any parent/carer communication while on the school premises will have the relevant sanction issued.

Damage or vandalism to property
The member of staff at the scene or carrying out an investigation should assess if the act was accidental or deliberate. Reckless or deliberate damage/vandalism will receive a sanction based on the severity of the incident. Students will be billed for any subsequent costs incurred for replacement or repair.

Deliberate classroom disruption
Classroom disruption is unacceptable as students have a right to learn and the teacher has a right to teach. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with the consequences ladder.

Failure to follow instructions without argument or comment
In order to safeguard the whole school community, one rule actually overrides all others and is absolute. Students must *accept the authority of every member of staff and follow, without question, any instruction given to them unless they honestly believe that to do so would put theirs or someone else's safety at risk*. Acts of defiance will not be tolerated and will result in sanctions up to and including permanent exclusion.

Failure to follow the Charter of Kindness and Respect
(which includes unkind/hurtful/bullying behaviour, discrimination and harassment)
All members of the school community should be free from all forms of unkind/hurtful behaviour, bullying, discrimination, harassment. Everybody must recognise and value that every individual is unique and treat people fairly and equally. People should therefore be kind and accept and respect individual differences and must not be unkind/hurtful, bully, discriminate against or harass any other person. Those who fail to follow the Charter of Kindness and Respect will be given a sanction based on the type, frequency and severity of the incident.

Hair, make-up and nails
Hair must be natural colours only. Make-up, if worn, needs to be discrete. Tattoos, false eyelashes/eyelash extensions, nail varnish, false nails, gels and acrylics are not permitted. If a student is unable to rectify the infringement when requested, it will be followed up by the Form Tutor and/or Head of Year. In the event that a student refuses to rectify the infringement, they will be issued with a sanction depending on the level of defiance for failing to follow instructions.

Improper conduct
Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions up to and including permanent exclusion from school.

Inappropriate language
Swearing or the use of any inappropriate language or gestures is not permitted. Any student heard or seen casually swearing will receive a sanction. This will be escalated in instances where a student swears or uses inappropriate language about another student. If it is directed at or about a member of staff it can lead to a suspension.

Jewellery
No jewellery is permitted except for a watch, one small stud in each ear and a single clear ('invisible') flat retainer stud in the nose (no septum piercings). All other ear, facial, tongue or body piercings are not permitted. All jewellery must be removed during all practical PE lessons for health and safety reasons. Putting tape over piercings does not negate risk. If wearing any additional jewellery, the student will be asked to remove the item, which will then be confiscated until the end of that half-term. If a student refuses to hand over the item, they will be issued with a sanction depending on the level of defiance, for failing to follow instructions.

Lates
Arriving at school and to lessons on time is very important. Therefore, if a student arrives late to registration and/or a lesson without a valid reason, the minutes late will be recorded by their form tutor or class teacher as appropriate. For every 60 minutes accumulated in a half-term period, the student will 'pay back' an hour of time in detention.

Mobile phones, headphones and smartwatches
The use of mobile phones - and smart devices with similar functionality - is prohibited throughout the entire school day, including lessons, transitions, break times, and lunchtimes. Cellular smartwatches are not permitted in school. Students are issued with a named Hush pouch and are required to bring it into school every day. Students must store their mobile phone in their locked pouch at all times when on the school premises. Specially adapted velcro pouches will be available to those students where there is an exceptional medical need requiring the use of a smartphone.

Students should not be using headphones on the school site unless they have been given permission to use headphones by the SENCO as a reasonable adjustment to meet their needs or by a member of staff to support teaching and learning (e.g. for a listening activity in a language or music lesson).

Sixth Form students are not required to use mobile phone pouches but they are only permitted to use their mobile phone and/or headphones when in the Sixth Form Centre (only outside of registration and lesson times) or when paying for items in the Sixth Form Cafe. Sixth Form students must not use their mobile phone in front of younger students at any point.

Sanctions will be issued to students who do not comply with the rules relating to mobile phones, headphones and smartwatches.

Obstruction of justice
If serious misconduct has occurred, students are expected to be honest and helpful to staff investigating. Students who wilfully conceal important information will face more serious consequences. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

Offensive conduct to member of staff
This type of behaviour is very unusual and very serious. Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in permanent exclusion from school.

Offensive weapons or materials
An offensive weapon is anything used as a weapon or to intimidate others. Bringing banned items into school that are dangerous offensive weapons such as fireworks, knives and blades including replica items or offensive materials i.e. pornographic, racist or extremist propaganda will likely result in permanent exclusion.

Other banned items
Chewing gum, energy drinks, laser pens, medication unless by prior agreement (excluding epipens and inhalers) razors/loose blades (e.g. a blade removed from a pencil sharpener), spinners or similar gadgets* are banned from the school site and sanctions will be issued in line with the consequences ladder.
**Unless a student has been given permission by the SENCO to use one of these as a reasonable adjustment to meet their needs.*

Out of bounds
Students are expected to be in designated areas at all times including at break times and before and after school. Students caught off-site during the school day or in an out of bounds area will be dealt with through the consequence ladder. The following areas of the school site are out of bounds:

- All laboratories and specialist areas (Art, Technology, Sports facilities) including Highbury House and the Pavilion (unless given specific permission to be there by a member of staff).
- Behind the Science block (including the pond/greenhouse area), behind M29/M30, M4/M5 and M7/M8.
- The courtyard near the drama room/main hall.
- Behind Highbury House and the Pavilion.
- Behind the Sports Hall or Woodside Building and any wooded areas surrounding the bottom field
- The public footpath beyond the Main School gate entrance and Woodside gate entrance.
- The kitchens.
- Staff corridor/offices.
- Medical room without permission.
- The cycle sheds, except for leaving and collection of cycles.
- The vicinity of motor vehicles.
- All roof spaces, windows and fire escapes.
- Any area where building work is taking place.
- Any area where signs restrict access e.g. during mock or public examinations.

Private email accounts
If a student is found to be using a private account to access any ICT systems or personal devices during school hours as opposed to their school account then either their own device will be locked down (school account only) or they will be required to use a school creche Chromebook and not permitted to bring in their own device/Chromebook.

Smoking and Vaping
Cigarettes, vaping devices and associated paraphernalia are banned items in school. Smoking or vaping is not allowed on the school site or in school uniform off site. Students who are caught smoking or vaping will receive at least an extended removal from lessons as a sanction. Being in the vicinity of smokers or vapers will also incur a sanction as detailed on the consequences ladder.

Theft
All cases involving theft including taking property without permission will be investigated. Each case will be considered taking into account all factors and the police will, in most cases, be informed. The most likely sanction for theft is a suspension. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school without permission from a senior member of staff.

Toilets
Where possible, students should try to use the bathroom facilities before registration, at break time, lunchtime or at the end of the day. Students can go to the bathroom if needed during a lesson but must wait for permission to be given from their teacher. Students should only go to the bathroom to use the facilities and if at any time there is more than one student in a cubicle a sanction will be given. The bathroom areas in the Science block, Highbury House, the Pavilion, the Gym and the undercroft (L52) are out of bounds at break and lunchtime unless students are given specific permission to use them by a member of staff.

Truancy
Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will receive a sanction in line with the consequence ladder.

Uniform
Uniform must be worn correctly at all times on the way to and from school and when representing the school off site. A student who does not meet our uniform expectations will be asked to correct it immediately. If a student is unable to rectify the infringement, it will be followed up by the Form Tutor and/or Head of Year. In the event that a student refuses to rectify the infringement, they will be issued with a sanction depending on the level of defiance for failing to follow instructions.