

HITCHIN GIRLS' SCHOOL



BEHAVIOUR FOR LEARNING

2018-2019

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

Hitchin Girls' School Prospectus



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STATEMENT OF RIGHTS

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

CLASSROOM GROUND RULES

- Arrive on time fully equipped.
- Take off outdoor clothes as you enter the classroom.
- Follow instructions without argument or comment.
- Listen to those who are meant to be talking.
- Use appropriate school language and respect others.
- Allow others to get on with their work: avoid inappropriate use of hands, feet and objects.
- Mobile phones and portable music devices switched off and in bags.
- Only water in a clear plastic bottle is allowed.

COMMUNITY GROUND RULES

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

What happens if somebody breaks the Charter of Respect?

❖ DO NOT IGNORE IT

❖ REPORT THE INCIDENT TO A MEMBER OF STAFF

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

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

The incident will then be investigated and appropriate action taken.

Remember, the system is there to help you!





HITCHIN GIRLS' SCHOOL – HOME SCHOOL AGREEMENT

| | As a student I will ... | As a parent/carer I will ... | As a school we will ... |
|--|--|---|--|
| EXCELLENCE | <ul style="list-style-type: none"> Strive for excellence in everything I do. | <ul style="list-style-type: none"> Support my daughter and the school to strive for excellence. | <ul style="list-style-type: none"> Strive for excellence in everything we do. |
| LEARNING AND PROGRESS | <ul style="list-style-type: none"> Learn to the best of my ability. Learn at all times and as much as I can. Try to improve by seeking and taking advice from staff. Be aware of my target grades and the next steps to take. Set myself personal goals on my journey to success. Believe that I can do anything if I put my mind to it. | <ul style="list-style-type: none"> Support my daughter's learning. Take an active interest in my daughter's life at school and recognise her achievements. Attend parents' consultation evenings and any other events designed to help me learn about my daughter's progress. Support my daughter at exam time. | <ul style="list-style-type: none"> Provide access to a broad and balanced curriculum. Encourage students to reach their full potential and to have confidence in their abilities. Offer the best available teaching and support staff. Report regularly on progress. Mark books and other forms of work regularly and advise on how improvement can take place. Ensure that guidance and information on subject choices, careers and other curriculum matters are widely available. |
| HOMEWORK AND COURSEWORK | <ul style="list-style-type: none"> Make sure I have understood homework that is set. Write all homework in my student planner. Complete my homework to the best of my ability. Hand my homework in on time. Meet my relevant coursework deadlines. | <ul style="list-style-type: none"> Provide a suitable environment for homework to be completed. Give encouragement and appropriate support so that my daughter completes her homework to the best of her ability. Ensure that my daughter meets homework and where relevant coursework submission dates. | <ul style="list-style-type: none"> Provide regular homework that is appropriate to the needs of each student. Provide clear guidelines for the completion of homework. Set out clear timelines and calendars for coursework. |
| ATTENDANCE AND PUNCTUALITY | <ul style="list-style-type: none"> Attend school regularly and on time. Arrive at lessons on time every day. Not leave the premises without permission. Aim for 100% attendance. | <ul style="list-style-type: none"> Ensure my daughter attends school regularly and on time. Inform the school of any absence as soon as possible. Avoid taking my daughter out of school during term time. | <ul style="list-style-type: none"> Encourage excellent attendance and punctuality. Monitor attendance and punctuality. Follow up any attendance and/or punctuality issues with the student and parent/carer as soon as possible. |
| BEHAVIOUR AND RESPONSIBILITY | <ul style="list-style-type: none"> Take responsibility for my own learning and behaviour. Follow the school Behaviour for Learning policy at all times. Be hard-working and resilient in all aspects of school life. Behave well in and out of school, as my reputation and that of the school, depend on it. Have pride and confidence in our school. | <ul style="list-style-type: none"> Support the school's Behaviour for Learning policy. Encourage my daughter to behave responsibly and correctly and ensure that she follows the school's Behaviour for Learning policy at all times. Show confidence and pride in the school. | <ul style="list-style-type: none"> Define clear expectations through our Behaviour for Learning policy and educate students to meet them. Promote confidence and pride in our students. |
| RESPECT AND SUPPORT | <ul style="list-style-type: none"> Follow the school Charter of Respect at all times. Celebrate difference. Undertake to be a good citizen. Never bully other students. Help and support others and respect their point of view. | <ul style="list-style-type: none"> Encourage my daughter to uphold the values of integrity, compassion and tolerance. Encourage my daughter to develop and maintain good friendship groups. Help my daughter to be a good citizen. | <ul style="list-style-type: none"> Provide students with a safe, inclusive, positive and accessible learning environment. Provide guidance and support through effective pastoral care. Provide personalised interventions. Uphold the values of integrity, compassion and tolerance. Value and respect your daughter as an individual. |
| UNIFORM AND EQUIPMENT | <ul style="list-style-type: none"> Wear my uniform correctly in and out of school. Follow the uniform guidelines every day. Be properly equipped for my lessons. Use my student planner to help me with my organisation. | <ul style="list-style-type: none"> Ensure that my daughter leaves home each day appropriately dressed, equipped and prepared for the school day. Ensure that my daughter adheres to the uniform guidelines at all times both in and out of school. | <ul style="list-style-type: none"> Monitor uniform, appearance and equipment on a regular basis and inform parents of any issues. |
| EXTRA-CURRICULAR AND ENRICHMENT ACTIVITIES | <ul style="list-style-type: none"> Fully involve myself in form 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. | <ul style="list-style-type: none"> Support my daughter in any enrichment and extra-curricular activities undertaken. | <ul style="list-style-type: none"> Offer the chance to take part in a variety of enrichment and extra-curricular activities. Provide a variety of extra-curricular activities to develop the broader skills that will assist with the personal, social, physical and cultural development of our students. |
| COMMUNICATIONS | <ul style="list-style-type: none"> Bring back reply slips and absence letters promptly. Make sure my parent/carer sees and also signs my student planner each week. Always follow the school ICT Acceptable Use and Mobile Phone/Other Electronic Devices policies that I have signed. Ensure that my online activity would not cause the school, staff, students or others distress or bring the school name or school community into disrepute. Check my school e-mails daily. Use Moodle regularly to keep up to date with information. | <ul style="list-style-type: none"> Take note of and respond to all school communications promptly and effectively. Use Moodle regularly to keep up to date with information. Draw matters of concern to the attention of the school at the earliest possible moment. Check and sign my daughter's student planner weekly. Ensure that my/our online activity would not cause the school, staff, students or others distress or bring the school name or school community into disrepute. Support the school's policy and help prevent our daughter from signing up to services such as Facebook, Instagram, Snapchat and YouTube whilst they are underage (13+ years in most cases), closing online accounts where necessary. | <ul style="list-style-type: none"> Provide clear information to parents/carers. Endeavour to provide all necessary information regarding the policies and activities of the school and its students through Moodle and the website. Contact parents/carers at the earliest appropriate moment should concerns or problems arise. Deal with parental concerns promptly and effectively. Be available for contact. Check and sign student planners regularly. Have a robust e-safety policy in place. Support students in the appropriate use of electronic devices to further their learning. |
| SIGNED | Student: _____ Date: _____ | Parent/Carer: _____ Date: _____ | Headteacher: _____ Date: _____ |



ICT Acceptable Use Agreement

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

- I will only use ICT systems in school, including the internet, email, digital video, and mobile technologies for school purposes
- I will not download or install software on school technologies
- I will only log on to the school network, other systems and resources with my own user name and password
- I will follow the school's ICT security system and not reveal my passwords to anyone, change them regularly and ensure they are 'strong' passwords.
- I will only use my school email address for school related business
- I will make sure that all ICT communications with students, teachers or others is 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 will not browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher
- I will not give out any personal information such as name, phone number or address. I will not arrange to meet someone unless this is part of a school project approved by my teacher
- I am aware that when I take images of students and/ or staff, that I must only store and use these for school purposes in line with school policy and must never distribute these outside the school network without the permission of all parties involved. This includes school breaks and all occasions when I am in school uniform or when otherwise representing the school
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, students or others distress or bring the school community into disrepute, including through uploads of images, video, sounds or texts
- I will support the school approach to online safety and not upload or add any images, video, sounds or text that could upset any member of the school community
- I will respect the privacy and ownership of others' work on-line at all times
- I will not attempt to bypass the internet filtering system
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer may be contacted
- If I bring a Smart Watch into school, I will only use it for checking the time
- I will not sign up to online services until I am old enough to do so
- 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



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

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

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

- Smart watches should only be used for checking the time. Any repeated use of a smart watch for other purposes during the school day including at break and lunchtime may result in confiscation of the watch.
- Any mobile phone or electronic device must be switched off and in a bag at all times during the school day **including at break and lunchtime** and at any time when the owner/user is on the school premises.
- Any mobile phone or electronic device may be turned on after school once the owner/user has left the premises.
- Emergency contact between a student and a parent/carer during the school day must be carried out via reception only.
- In unforeseen circumstances, such as arranging transport after out-of-hours practices or rehearsals, mobile phones may be used with the express permission of the supervising member of staff.

KS5 STUDENTS (Years 12 and 13)

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

ALL STUDENTS

- Any mobile phone or electronic device must be switched off and in a bag at all times when a student is in detention or is internally isolated.
- Photographs and video or audio clips must not be taken using mobile phones or any other electronic device. The school retains the authority to access and delete images and data held on a mobile phone or electronic devices if it is reasonable to suspect that they have been misused in school or during school activities.
- The only exception to the above will be if a member of staff authorises the use of such devices in a lesson to support the learning in the classroom. For example, to photograph a finished product in order to upload the image for the purposes of coursework or to conduct necessary research.
- **Breaking the rules covering mobile phones, smart watches and any other electronic devices will result in immediate confiscation of the item and the student will receive a C2 after school detention as a consequence. Students will not receive a warning. If a mobile phone or other electronic device is seen or heard the student is required to hand it over straight away.**
- **If a student refuses to hand over their mobile phone, smart watch or electronic device they will immediately be removed from the lesson or registration time and internally isolated until they follow instructions as requested. They will receive either a C3 or C4 as a consequence depending on the length of time it takes them to co-operate.**
- The item will also be held in school in reception until the end of the school day. The owner of the mobile phone or electronic device will be able to collect it from reception from 3.45pm to 4.15pm and no later. However, if a student has had a mobile phone or electronic device confiscated on three different occasions during the academic year, she will no longer be able to collect the item herself at the end of the school day. Parents will be notified and from then on, should there be a repeat occurrence, a member of the office staff will ring home to arrange a suitable time for the parents to come in and collect the relevant item on their daughter's behalf.
- As with all personal property, mobile phones and other electronic devices are brought into school at the owner's risk. If any smart watches are brought into school the same applies.



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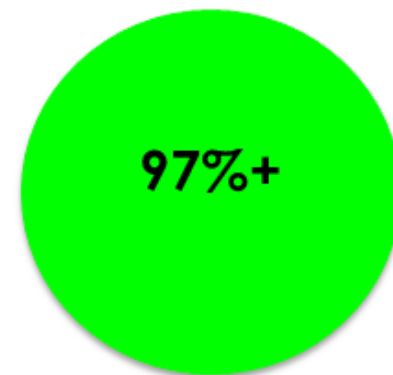
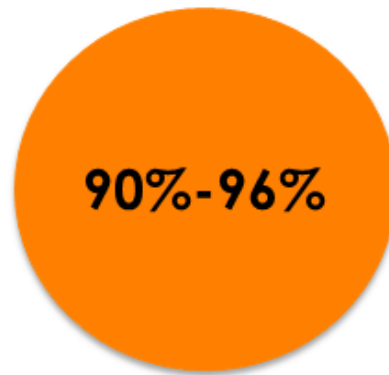
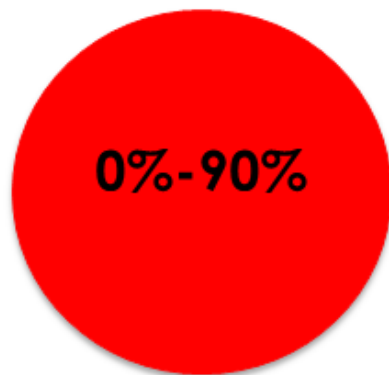
RULES REGARDING JEWELLERY AND FACIAL PIERCINGS

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

- No jewellery is worn, apart from simple studs, one in each ear lobe. No hoops are allowed. No ear stretchers/spacers/expanders are permitted.
- Nose studs or other facial piercings are not allowed.
- **Breaking the rules covering jewellery and facial studs will result in immediate C2 after school detention as a consequence. Students will not receive a warning.**
- Repeated refusal to follow instructions with regard to jewellery and facial piercings will result in an escalation of consequences in accordance with our Behaviour for Learning policy.
- Parents/carers are requested to support the school with regard to these rules by ensuring that if a student wishes to have any additional piercings in addition to the one in each ear lobe, that these are done at the beginning of the summer holiday period so that they can be removed in time for the start of the academic year.

STATISTICS FOR ONE SCHOOL YEAR

| PERCENTAGE | DAYS IN SCHOOL | DAYS MISSED | LESSONS MISSED |
|------------|----------------|-------------|----------------|
| 100% | 190 | 0 | 0 |
| 97% | 185 | 5 | 25 |
| 95% | 180 | 10 | 50 |
| 90% | 171 | 19 | 95 |
| 85% | 161 | 29 | 145 |





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MY STICKERS INDIVIDUAL REWARDS FOR ALL STUDENTS

R5: HEADTEACHER AWARDS (100 REWARD POINTS STICKER)

Given for outstanding progress/effort or contribution to the Year Group, House or school community.

R5 sticker given for:

- a) Outstanding progress/effort/achievement in a subject nominated by a member of SLG.
- b) An outstanding contribution to the year group/tutor group/school community nominated by a member of SLG.



R4: SENIOR LEADERSHIP AWARDS (75 REWARD POINTS STICKER)

R4 sticker given for:

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

R3: TERMLY CELEBRATION OF SUCCESS (50 REWARD POINTS STICKER)

R3 sticker given for:

Each nomination in the celebration of success bulletin based on the following criteria:

- a) 100% attendance.
- b) Zero behaviour points lost.
- c) Department or Year nomination*.

*One student per year in each subject and one student per form to be put forward each term.



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

R3 sticker given for:

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

R2: SUBJECT AND TUTOR AWARDS (25 REWARD POINTS STICKER)

R2 sticker given for:

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



R1: FIVE MERIT MARKS (10 REWARD POINTS STICKER)

R1 sticker given for:

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



MERIT MARK

Merit mark given for:

- a) Good progress/effort/achievement in the classroom (Class Teacher).
- b) A positive contribution to the tutor group/school community (Form Tutor).

Support staff who wish to award a merit mark would inform the relevant Class Teacher or Form Tutor as appropriate.



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OTHER INDIVIDUAL REWARDS FOR ALL STUDENTS

END OF YEAR REWARD TRIPS

A trip to a theme park or a more local trip is offered to those students who have lost the least number of behaviour points over the year by the published deadline. Places will be offered initially to those who have lost zero points, then to those who have lost 10 points or less, then 20 points or less and so on until all the places available have been filled.



GOLD STANDARD

All students should aspire to achieving the three criteria shown below in an academic year.

- a) 97% or more attendance.
- b) 1's/2's for the learning profile grade in all subjects at each progress check.
- c) 0-30 behaviour points lost.

Those who achieve all three criteria will get a gold award.

Those who achieve two out of the three criteria will get a silver award.

Those who achieve one out of the three criteria will get a bronze award.



TERMLY CELEBRATION ASSEMBLY

A celebration of student success and prize giving.

Recognition of a variety of student achievements throughout the term.



REWARD POINT CERTIFICATES

Certificates are awarded for achieving a set number of Reward Points.

Bronze = 300

Silver = 600

Gold = 900

Platinum = 1500

HOUSE REWARDS

OVERALL WINNER FOR THE ACADEMIC YEAR

Awarded to the House that has gained the greatest number of points overall in all of the House activities/events that are run throughout the academic year by the published deadline.

For each of the activities on offer, points are awarded based on the position the House finishes in that activity. The House with the greatest number of points at the end of the academic year wins.

Winning House to have an extended lunch hour from 12.00 – 1.30pm on a specified date.

Lunch provided by the school.

House Cup presented in final assembly and recognised in the end of term bulletin.



END OF TERM AWARD

Awarded to the House that has gained the greatest number of points overall in all of the House activities/events that are run throughout the term in question by the published deadline.

For each of the activities on offer, points are awarded based on the position the House finishes in that activity. The House with the greatest number of points at the end of the term wins.

Winning House to have a mufti day on a specified date.

The House totals are reset to zero at the start of each term.

A cumulative total will, however, be kept to establish the overall winner for the academic year.



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INDIVIDUAL CONSEQUENCES IN THE CLASSROOM YEARS 7-13

Remember too, that a number of the Community Ground Rules will also apply inside the classroom, for example, wearing uniform correctly.

C6: PERMANENT EXCLUSION

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



C5: FIXED TERM EXCLUSION (100 BEHAVIOUR POINTS)

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



C4: INTERNAL EXCLUSION (75 BEHAVIOUR POINTS)

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



C3: FRIDAY NIGHT DETENTION (1 ½ HOURS) (50 BEHAVIOUR POINTS)

Issued if on call assistance is requested to remove a student.
Logged on SIMS by the office staff.
Phone call home to inform parents/carers.
In Touch message sent home to inform parents/carers.



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

C2: Issued if a student continues to disrupt teaching and learning by breaking classroom ground rules.
Logged on SIMS by the member of staff.
Also issued if a student gets two or more C1's in one day.
Logged on SIMS by the office staff.
In Touch message sent home to inform parents/carers.
H2 and E2: Issued if a student gains two or more H1's in a week or two or more E1's in a week.
Logged on SIMS by the office staff.
In Touch message home to inform parents/carers.



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

C1: Issued if a student fails to re-direct their behaviour and continues to disrupt teaching and learning by breaking the classroom ground rules.
H1: Issued if a student fails to hand in homework or if homework is incomplete.
E1: Issued if a student fails to bring the correct equipment to the lesson.
Logged on SIMS by the member of staff.



RE-DIRECTING BEHAVIOUR

Use of classroom management techniques to re-direct behaviour as required.



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INDIVIDUAL CONSEQUENCES OUTSIDE THE CLASSROOM YEARS 7-13

The consequence given for breaking one of the Community Ground Rules outside of the classroom will depend on the incident that has occurred. Remember too, that a number of the Classroom Ground Rules will also apply outside of the classroom, for example, following instructions without argument or comment.

C6: PERMANENT EXCLUSION

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



C5: FIXED TERM EXCLUSION (100 BEHAVIOUR POINTS)

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



C4: INTERNAL EXCLUSION (75 BEHAVIOUR POINTS)

A one-off incident could lead to an internal exclusion
Logged on SIMS by Head of Year/SLG.
Phone call home to inform parents/carers as appropriate.
In Touch message sent home.



C3: FRIDAY NIGHT DETENTION (1 ½ HOURS) (50 BEHAVIOUR POINTS)

Issued if a student fails to follow the community ground rules.
Logged on SIMS by Head of Year/SLG.
Phone call home to inform parents/carers as appropriate.
In Touch message sent home.



C2/U2/L2: AFTER SCHOOL DETENTION (1 HOUR) (25 BEHAVIOUR POINTS)

C2: Issued if a student fails to follow the community ground rules.
Logged on SIMS by Head of Year/SLG.
Also issued if a student gets two or more C1's in one day.
Logged on SIMS by the office staff.
In Touch message sent home to inform parents/carers.
U2: Issued if a student gains two or more U1's in a week.
Logged on SIMS by the office staff.
In Touch message sent home to inform parents/carers.
L2: Issued if a student arrives late for school by 5 + minutes with no valid reason two or more times in a week.
Logged on SIMS by the office staff.
In Touch message sent home to inform parents/carers.



C1/U1: BEHAVIOUR CONSEQUENCE (10 BEHAVIOUR POINTS)

C1: Issued if a student fails to follow the community ground rules.
U1: Issued if a student fails to wear correct uniform (including jewellery and make-up).
Logged on SIMS by the member of staff dealing with the incident.



RE-DIRECTING BEHAVIOUR

Use of classroom management techniques to re-direct behaviour as required.



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ON REPORT DOCUMENTS YEARS 7 - 11

RED PASTORAL SUPPORT PROGRAMME (16 WEEKS)

Amber Report has not been successful and Behaviour for Learning has reached the stage where the student has put themselves at risk of permanent exclusion. There have been a series of C4 and/or C5 consequences. Parents/carers are called in for a meeting with a member of SLG, Head of Year, relevant external agencies and the student.

A copy of the Red Pastoral Support Programme is signed and taken home.

Intervention is logged on SIMS by the Head of Year.

Additional external support is in place/will be put in place for the student.

Three targets are set for all lessons over a sixteen-week period.

Tutor and parents/carers check and sign the report daily along with subject staff.

The Head of Year checks the report at least twice weekly.

The relevant member of SLG may also ask to see the report at any time.

Review meetings take place in school every four weeks and the outcome is recorded on the relevant proforma.



AMBER PASTORAL SUPPORT CONTRACT (8 WEEKS)

The Green Positive Behaviour Report has not been successful and Behaviour for Learning continues to be a significant concern.

Parents/carers are called in for a meeting with the Head of Year, Form Tutor and the student.

A copy of the Amber Pastoral Support Contract is signed and taken home.

Intervention is logged on SIMS by the Head of Year.

Three targets are set for all lessons over an eight-week period.

Tutor and parents/carers check and sign the report daily along with subject staff.

The Head of Year checks the report at least twice weekly.

Review meetings take place in school at the end of four and eight weeks and the outcome is recorded on the relevant proforma.



GREEN POSITIVE BEHAVIOUR REPORT (4 WEEKS)

Persistent problems have been identified in more than two subjects and/or frequent issues with Behaviour for Learning have been highlighted on SIMS and/or the Form Tutor has raised concerns.

Parents/carers are contacted by the Head of Year.

Intervention is logged on SIMS by the Head of Year.

Two or three targets are set for all lessons over a four-week period.

Tutor and parents/carers check and sign the report daily along with subject staff.

The Head of Year checks the report weekly.

A review phone-call will be made by the Head of Year at the end of two and four weeks and the outcome is recorded on the relevant proforma.



BLUE SUBJECT REPORT (2 WEEKS)

Behaviour for Learning is a concern in a specific subject area.

Parents/carers are contacted by the Head of Department.

Intervention is logged on SIMS by the Head of Department.

Two or three targets are set for all lessons in that subject over a two-week period.

The subject teacher signs the report every lesson in that subject during the two weeks.

The Head of Department checks the report weekly.

A review phone-call will be made by the Head of Department at the end of the two weeks and the outcome is recorded on the relevant proforma.

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



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ON REPORT DOCUMENTS SIXTH FORM

DISCUSSION WITH THE HEADTEACHER

The Amber Sixth Form Report is unsuccessful.

Parents/carers called in for a meeting with the Headteacher, Head of Sixth Form and the student.

The student's position within the Sixth Form is discussed and if there is no further improvement with immediate effect the student will be requested to leave the Sixth Form.



AMBER SIXTH FORM REPORT (2 WEEKS)

The Green House Report is unsuccessful.

Parents/carers are called in for a meeting with the Head of Year, Head of Sixth Form and the student.

A copy of the Amber Sixth Form Report is signed and taken home.

Intervention is logged on SIMS by the Head of Year.

Three targets are set for all lessons over a **two-week** period.

Tutor and parents/carers check and sign the report **daily** along with subject staff.

The Head of Year checks the report **at least twice weekly**.

The Head of Sixth Form may also ask to see the report **at any time**.

A **review meeting** will take place in school at the end of **two weeks** and the outcome is recorded on the **relevant proforma**.



GREEN SIXTH FORM REPORT (2 WEEKS)

The Blue Departmental Report is unsuccessful or behaviour for learning is a concern in two or more areas.

Parents/carers are called in for a meeting with the Head of Year, Form Tutor and the student.

Intervention is logged on SIMS by the Head of Year.

Two or three targets are set for all lessons over a **two-week** period.

Tutor and parents/carers check and sign the report **daily** along with subject staff.

The Head of Year checks the report **weekly**.

A **review meeting** will take place in school at the end of **two weeks** and the outcome is recorded on the **relevant proforma**.



BLUE DEPARTMENTAL REPORT (2 WEEKS)

Behaviour for Learning is a concern in a specific subject area.

Parents/carers are contacted by the Head of Department.

Intervention is logged on SIMS by the Head of Department.

Two or three targets are set for all lessons in that subject over a **two-week** period.

The subject teacher signs the report **every lesson in that subject** during the two weeks.

The Head of Department checks the report **weekly**.

A **review phone-call** will be made by the Head of Department at the end of the **two weeks** and the outcome is recorded on the **relevant proforma**.