

***BISHOP'S HATFIELD  
GIRLS' SCHOOL***

**RAPAS HANDBOOK**

**(REWARDS AND PRAISE  
AND SANCTIONS)**

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# Classroom management

## ◆ School policy

One of the reasons for our success is the importance we place on achieving consistency across the school. This can only be maintained if we ensure that we all operate to agreed standards and that we share successful approaches.

In order to create the right learning environment for each individual class and pupil, it is important that the teacher establishes the correct relationship with the class and its pupils from the very first lesson. Our girls are generally well behaved and want to learn. Like all pupils they appreciate being treated with respect and respond to this.

The teacher should be assertive, not confrontational; pupils like to know exactly where they stand. Avoid the following: humiliation, shouting, sarcasm, over-reacting, blanket sanctions, threatening a sanction and then not carrying it out.

Listed below are some of the key expectations which we all need to follow; **these are not optional**. We must remember that our girls need to have clear boundaries which are consistent not only between staff but also by the same member of staff.

- Pupils should wait outside the classroom until a member of staff is present. However, this must not be allowed to cause congestion in corridors.
- Devise a seating plan to achieve a mix of pupils (refer especially to the information distributed by Heads of Year to all staff in September. Teaching & Learning Leaders will monitor this to ensure that challenging pupils are seated appropriately.) Teachers should ensure that all seating plans are updated in Go4Schools markbooks.
- In September, establish your expectations in line with the agreed the new Pupil Code of Conduct (**see Appendix 1**) displayed in every classroom and refer to them regularly and positively.
- Staff must be punctual, normally arriving prior to the lesson start time, unless they have been teaching in another part of the school. Staff must not wait until the second bell before leaving the Staff Room after break or lunch time.
- At the beginning of the lesson, pupils should stand to receive a formal greeting of “Good morning” or “Good afternoon” from their teacher.
- Objectives of the lesson should be made clear to pupils at the beginning and could also be made visible to the pupils. They should be reinforced at the end of the lesson. Pupils should be encouraged to take responsibility for their learning.

- Lessons should be prepared thoroughly, and all required resources and equipment should be readily available at the start of the lesson. Ensure that all pupils can access your lessons, using differentiated materials as appropriate, and giving regular feedback on any success, either in class or at home.
- Please ensure that any worksheets are of sufficient quality and that wording is of a large enough size to take account of pupils who have special educational needs e.g. dyslexia, visual impairment.
- It is essential that staff take and keep a register of pupil attendance at the start of each of their lessons using Lesson Monitor. Any concerns over a pupil's absence should be checked with the Attendance Officer and/or Head of Year
- Please ensure that girls do **not** sit on desks or benches. Staff should also set an example by not doing this themselves.
- During lessons, girls should not be allowed out of the classroom (e.g. to go to the toilet, fill water bottles, etc.) unless a medical note has been received or the pupil presents a medical card issued by a Head of Year. If a girl feels unwell, try to keep her in the lesson until the end; if you are very concerned about her please send a responsible girl to the office to ask for a First Aid trained member of staff to come and collect the girl.
- It should be made clear by **all staff** that graffiti on text books, exercise books, planners, etc. is **not** acceptable (**-3 negative behaviour points**) and that books need to be covered or replaced if graffiti is discovered. When a new exercise book is issued, staff need to initial and date it at the front and the old one needs to be initialled and dated at the back. Any lost books must be paid for.
- At the end of each lesson please check the room before the girls leave and ensure that it is left clean and tidy for the next lesson, e.g. paper put in the bin, board cleaned, etc. Tables and benches should be checked regularly for graffiti.
- Homework should relate to lesson objectives and its relevance should be understood by pupils. Adequate time should be allowed to enable pupils of all abilities to record their homework tasks fully in their planners. It is often preferable to give homework at the start of the lesson rather than it being rushed at the end. Pupils who have not completed homework (**-1 negative behaviour point**) should be given a Homework Referral (**see Appendix 2**); please do not confuse this with a Lunchtime Detention.
- Principles of good classroom management should be followed e.g. never allow pupils to speak while **you** are speaking to the whole class; do not permit calling out (**-1 negative behaviour point**); use and keep to seating plans.

- Staff should ensure an orderly conclusion to the lesson; equipment cleared and dismissal given to pupils at the appropriate time. Pupils should stand to receive a final “Good morning” or “Good afternoon” before they are dismissed.

## ❖ Strategies for promoting effective learning

All teachers need to apply classroom management skills to defuse any potentially difficult situation. Subject Leaders, Teaching & Learning Leaders and senior staff are there as back-up and support but classroom teachers must develop their own strategies in the first instance.

You may choose to:

- use non-verbal signs of the behaviour required (e.g. hand up) or of disapproval
- comment on the good behaviour of pupils in the class and on previous good behaviour
- position yourself by a difficult pupil or pupils
- remind a particular pupil(s) quietly about the behaviour you expect and what the consequences will be otherwise e.g. move to another seat, lunchtime detention, etc.
- ask a pupil to move to another seat or a more isolated part of the room (try to create a suitable space when devising the seating plan)
- ask **one** pupil to wait outside the room for no more than three minutes for a cooling off period (**see Appendix 3**); have a quiet word with the pupil about your expectations before the pupil is re-integrated into the lesson (**-3 negative behaviour points**)
- ask a pupil to stay behind at the end of the lesson to discuss her behaviour in the lesson and to set a target(s) for the future
- give a pupil a single official warning re. detention, letter home, use of on-call, etc.
- send a letter home to a pupil’s parents/carers informing them of their daughter’s misbehaviour (**see Appendix 4**)
- give a pupil a lunchtime detention (**see Appendix 5**)
- give a pupil an after school detention (**see Appendix 6**)
- refer a pupil to the Subject Leader and/or the Teaching & Learning Leader (**see Appendix 7**)

- arrange for Theresa Braybrook (**see Appendix 8**) to escort a pupil out of the classroom (**this sanction should only be used when the lesson has become seriously disrupted by the action(s) of a particular pupil or group of pupils**).

***If a pupil swears at a member of staff (-5 negative behaviour points), or uses abusive language about or directed towards a member of staff, 'on call' should be used immediately. A brief record of the word(s) used should be made and given to Theresa Braybrook. The pupil should then be taken by the Head of Year or Theresa Braybrook directly to the Headteacher and parents / carers will be contacted (see Actions and Consequences nos. 33 and 34).***

- If a pupil swears at another member of the class or uses foul or abusive language (**-3 negative behaviour points**), reprimand the pupil reminding them about the inappropriateness of the language used and ask the pupil(s) to see you at the end of the lesson (**see Actions and Consequences no. 31**).

## ◆ SLT attached Year Groups

A member of the Senior Leadership Team is attached to a particular year group to assist the Head of Year and School in monitoring pupil behavior and to support the work of the Form Tutor(s):

Year 7 – Dr Venz

Year 8 – Mr Wood / Ms Nickson

Year 9 – Mr Dudley

Year 10 – Mrs Jackson

Year 11 – Mr Pandya

# Pupil Code of Conduct

“We will strive to uphold our core values of respect, trust, honesty, teamwork, ambition and kindness”

**The school expects ALL pupils to:**

1. **Attend** school regularly and on time.
2. **Respect** and **follow** school uniform and jewellery rules at all times.
3. **Accept** the authority of adults and follow instructions promptly and willingly including while on trips / visits, when representing the school and in the neighbourhood of the school.
4. **Behave** and speak respectfully to everyone, using appropriate language at all times.
5. **Respect** all property, keeping it free from damage. Keep the school tidy by **not** chewing gum or dropping litter and by eating only in the allocated areas.
6. **Arrive** at lessons on time, with the necessary books and equipment, including the BHGS Planner.
7. **Settle** quickly at the start of the lesson and listen to the teacher in silence, putting up your hand if you wish to speak or need any help.
8. **Work** quietly, safely and co-operatively to the best of your ability; complete all classwork and homework on time.
9. **Walk** around the school sensibly and quietly. **Shouting** around the school is unnecessary and inappropriate.
10. **Not** use mobile phones or any other personal electrical equipment on the school premises during the school day (inclusive of detentions and Enrichment Activities) unless being used for a specific lesson.
11. **Not** smoke or bring into school alcohol, dangerous objects or illegal substances.
12. **Not** endanger the safety or well-being of other pupils or members of the public when travelling to and from school, upholding the excellent reputation of the school at all times

***“Allow everyone to learn and the teacher to teach”***

## ACTIONS AND CONSEQUENCES

| If this sort of behaviour occurs .....   | Then staff will .....  | And may even need to .....   |
|--|--|--|
| 1. Pupil not wearing correct school uniform or not wearing uniform correctly <b>(-1)</b>   | Ask to see uniform slip or letter from parents if correct uniform is not worn or ask for uniform to be worn correctly  | Send pupil to the HoY office so that parents can be contacted  |
| 2. Pupil with brightly dyed hair / coloured streaks / hair adornments / shaved hair <b>(-1)</b>  | Send pupil to the HoY office initially   | Contact parents to explain situation   |
| 3. Pupil wearing jewellery which is not allowed in school; including any body piercings which are visible e.g. nose/tongue studs/retainers <b>(-1)</b> | Ask pupil to remove the jewellery/body piercing and confiscate it until the end of term  | Send pupil at once to the HoY office if she refuses to comply <b>(see A&amp;C no.33 if necessary)</b>  |
| 4. Pupil wearing nail varnish, decorated nails including gel nails, make-up or henna decorations <b>(-1)</b>   | Send pupil to the main office for removal as convenient (notify HoY office to alert them)  | Issue a lunchtime detention if a pupil persistently repeats the action   |
| 5. Pupil seen with a mobile phone in school time, whether switched on or off <b>(-2)</b>   | Confiscate the mobile phone and take it to the finance office for recording and safe keeping for 2 school days as stated in school policy. Parents notified. | Issue a one hour Wednesday detention (to be set by the teacher) if pupil refuses or is rude <b>(see A&amp;C no.33)</b><br>Send for appropriate HoY |
| 6. Pupil seen with other inappropriate electronic items during the school day (inclusive of detentions) <b>(-2)</b>                                    | Confiscate the item and take it to the finance office where contact will be made with parents to arrange collection by them                                  | Issue a one hour Wednesday detention (to be set by the teacher) if pupil refuses or is rude <b>(see A&amp;C no.33)</b><br>Send for appropriate HoY |
| 7. Pupil chewing gum <b>(-1)</b>   | Issue a lunchtime detention  |  |
| 8. Pupil visiting another Form Room at break or lunchtime <b>(0)</b>   | Ask pupil to return to her own Form Room   | Issue a lunchtime detention  |

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| 9. Pupils leaving their form room in a mess (-1)   | Ask the pupils to clear up the mess and remind form about rota   | Lock pupils / form out of form room for one day at break & lunchtimes  |
| 10. Pupil sitting on table, cupboard or filing cabinet (0)   | Remind the pupil that certain items of furniture are not for sitting on and ask the pupil to sit on a chair            | Issue a lunchtime detention  |
| 11. Pupil damaging school property including graffiti (-3)   | Investigate the circumstances and report damage to the main office for repairs; <b>complete a Record Form that day</b> | Refer the pupil to the TLL & HoY (lesson time) or HoY & Form Tutor (break/lunchtime)                               |
| 12. Inappropriate behaviour in the dining areas; including dinner queue, leaving litter outside eating area / field (0 / -1) | Send her to the back of the queue / ask pupil(s) to clear up mess / table / area                                       | Refer pupil to HoY on duty   |
| 13. Inappropriate behaviour around balcony areas (-1/-3/-5)  | Pupil(s) being given a lunchtime detention   | Pupil(s) being given a one hour Wednesday detention  |
| 14. Pupil(s) taking <b>ANY</b> purchased food or drink from the canteen to be eaten or drunk elsewhere (0)                   | Send pupil(s) back to the canteen  | Refer pupil(s) to HoY on duty  |
| 15. Pupils congregating in corridors unnecessarily during break and lunchtime (0)  | Ask pupils to return to their Form Rooms or to go outside  | Send for another member of staff if additional help is required  |
| 16. Pupils not moving about the building in an appropriate way e.g. not keeping to the left (0)                              | Remind pupils to stay on the left hand side of the corridors and stairwells  | Issue a lunchtime detention  |
| 17. Pupil late to lesson or repeatedly arriving to lesson without the correct books or equipment without a valid reason (-1) | Issue a lunchtime detention  | Refer to the TLL (within a subject area) or HoY/HoS (across subject areas)   |
| 18. No Homework, late Homework or poorly completed Homework (-1)   | Issue a Homework referral  | Issue a one hour Wednesday detention (to be set by the teacher) if this happens 3 or more times during a half term |
| 19. Pupil does not attend a Homework Referral or a Lunchtime Detention (-3)  | Issue the pupil a one hour Wednesday detention   |  |

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| 20. Pupil does not attend a one hour detention after school on a Wednesday (-5)  | Contact parents and internally exclude the pupil for one school day; original one hour Wednesday detention still needs to be attended   |  |
| 21. Pupil late to school without a valid reason or demonstrating a pattern of lateness to school without a valid reason (-1)                                       | Issue the pupil a lunchtime detention on that day   | Contact parents  |
| 22. Pupil leaving school without permission at break/lunch time (-3)   | Refer pupil to the HoY  | Issue a one hour Wednesday detention for break or lunchtime truancy  |
| 23. Truancy from lessons and/or school (-3)  | Set Wednesday detention(s) for the number of hours missed   | Contact parents and/or the Attendance Improvement Officer  |
| 24. Pupil behaving in an inappropriate manner either in a lesson, in Form time, or at break or lunchtime (-1)  | Warn the pupil about the inappropriateness of her behaviour   | Issue a lunchtime detention if pupil does not respond positively   |
| 25. Talking in Assembly (-1)   | Ask the pupil to move elsewhere or remove the pupil from assembly, if appropriate to do so  | Issue a lunchtime detention  |
| 26. Pupil calling out, shouting out, talking persistently in lessons when the teacher or other pupil is talking and pupils are expected to listen attentively (-3) | Warn the pupil about the inappropriateness of her behaviour   | Ask the pupil to wait outside for up to 3 minutes  |
| 27. Pupil is misbehaving in a lesson in such a way as to totally disrupt the learning of others in the group (-3)  | Arrange for the pupil to be removed from the lesson 'On Call'; meet with the pupil at 3.00pm for an after school 'Resolution Session' where targets will be set and pupil put on subject report for 3 lessons; send letter home | Issue a lunchtime detention for the next school day if the pupil does not attend the after school 'Resolution Session'; in addition the 'Resolution Session' will still need to take place |
| 28a) Pupil is sent out 'On Call' from two lessons in one day (-3)<br>28b) Pupil is sent out 'On Call' from lessons three times in one school week (-3)             | a) Internally exclude pupil for the rest of the school day and the next school day;<br>b) Internally exclude pupil for the rest of the day pending a fixed term exclusion (1-5 days)  | Refer the pupil to other agencies that support behaviour, e.g. Educational Psychologist, Outreach, Counselling   |
| 29. Pupil does not comply with the targets set at the  | Refer the pupil to the TLL to decide the next course of action at the Resolution Meeting that day   | Request a meeting with parents involving TLL and subject teacher   |

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| Resolution Meeting, requiring further use of 'On Call' (0)   |  |  |
| 30. Pupil refuses to leave a lesson when 'On Call' has been requested (-5)   | Alert a member of the SLT  |  |
| 31. Pupils speaking to, or communicating with, one another in a negative way –aggressive vocabulary, bullying, disrespectful, racist, insulting, screaming, shouting, swearing or cyberbullying / inappropriate use of social media (-3) | Speak to the pupils and make it very clear that this is not acceptable <b>and</b> issue a one hour Wednesday detention   | Contact parents depending on the seriousness of the comments/incident<br>Alert HoY/SLT depending on the seriousness of the comments/incident |
| 32. Pupils being physically aggressive (-5)  | Diffuse the situation / use restraint if necessary.<br>Alert SLT straight away.<br><b>Complete a Record Form that day and send to the Headteacher</b>                                    | Send for another member of staff if additional help is required  |
| 33. Pupil speaking to a member of staff in an inappropriate manner –aggressive vocabulary, defiant, rude, insulting, disrespectful, use of bad or offensive language (-3)  | Remove pupil from the group so that she can be spoken to; explain to the pupil that this is not acceptable and use On Call.<br><b>Complete a Record Form that da</b>                     | Report incident to the Headteacher at the end of the lesson depending on the seriousness of the incident                                     |
| 34. Pupil swearing directly at a member of staff (-5)  | Use On Call if during a lesson and report the incident to the Headteacher at the end of the lesson. <b>Complete a Record Form that day</b>   |  |
| 35. Pupil causing actual physical harm to any member of the school community when representing the school (-5)   | Diffuse the situation / use restraint if necessary<br>Escort the pupil(s) to the Headteacher who will issue a fixed term exclusion (1-5 days).<br><b>Complete a Record Form that day</b> | Contact the Police depending on the seriousness of the incident  |
| 36. Pupil found stealing whilst on school premises (-5)  | Alert HoY initially; escort the pupil to the Headteacher if required.<br><b>Complete a Record Form that day</b>  | Contact the Police who will deal with the situation; possible home visit / invite parents into school  |

|   |  |  |
|---|--|--|
| <p>37. Pupil(s) smoking or in possession of smoking related items or <b>being part of a group found smoking or in possession of smoking related items</b> when representing the school (-5)</p>                       | <p>Take possession of the cigarettes and matches/lighter; escort pupil(s) to the HoY office and alert member of SLT.<br/><b>Complete a Record Form that day</b></p>  |  |
| <p>38. Pupil(s) drinking or in possession of alcohol or <b>being part of a group drinking or in possession of alcohol</b> when representing the school (-5)</p>   | <p>Take possession of the alcohol; escort pupil(s) to the HoY office and alert member of SLT.<br/><b>Complete a Record Form that day</b></p>   |  |
| <p>39. Pupil(s) taking or in possession of an illegal substance / related items or <b>being part of a group taking or in possession of an illegal substance / related items</b> when representing the school (-5)</p> | <p>Take possession of the substance / related items and give to the Headteacher immediately; escort pupils to the HoY office and keep under supervision at all times; Police will be contacted.<br/><b>Complete a Record Form that day</b></p> |  |
| <p>40. Pupil(s) possessing a <b>dangerous object</b> while on the school premises or when representing the school (-5)</p>  | <p>Take possession of the object and give to the Headteacher immediately; escort pupils to the HoY office and keep under supervision at all times; Police will/may be contacted. <b>Complete a Record Form that day</b></p>                    |  |

# Support for pupils

## Heads of Year and Form Tutors

The Head of Year team help pupils get ready to learn by helping them to meet their physical, mental and emotional needs. These include:

- Uniform
- Well being and mental health
- Friendship issues
- Organisation and lost property
- Bereavement...to name but a few.

The Head of Year team, with the Form Tutors, closely monitor attendance and reward exceptional or improved attendance. They work with pupils and their parents/carers to identify poor or decreasing attendance and work to reduce any barriers to attending school.

The Head of Year team work with Form Tutors to identify issues and coordinate with external agencies where appropriate.

## Homework

The Librarians supervise the Library from 3.00pm to 4.30pm each day providing support and guidance.

The Learning Support team runs a homework club in the PSC, Monday to Friday from 12.45 p.m. – 1.15 p.m. and from 3.00pm to 4.00pm on Mondays, Wednesdays and Thursdays.

## Counselling

Pupils experiencing personal / domestic / friendship / mental health difficulties can be referred via the Head of Year, SENDCO or Deputy Headteacher (ASD) for counselling with Mary Anne Keen.

# Rewards and Praise

## ❖ Recognising pupil achievement, effort and attitude to learning and the school community

The pupils of Bishop’s Hatfield Girls’ School like to be praised when they have done well, whether it is in subject areas, pastorally or in terms of their attitude towards learning in general. A system which recognises pupil achievement in any form needs to be encouraging and motivational.

Positive behaviour points are cumulative and can be given by any member of staff with access to Go4Schools for classwork, homework, contribution to the school community, Enrichment Activities and House Competitions.

| <b>POINTS VALUE</b> | <b>Awarded for</b>   |
|---------------------|--|
| +1                  | <b>GOOD</b> classwork, homework or contribution to the school community                          |
| +3                  | <b>VERY GOOD</b> classwork, homework or contribution to the school community                     |
| +5                  | <b>OUTSTANDING</b> classwork, homework or contribution to the school community                   |
| +10                 | <b>CONSISTENTLY OUTSTANDING</b> work ethic, vast improvement in attitude or accelerated progress |

### Additional Guidance

- A. Classwork - quality/quantity of work / contribution in class / positive attitude to learning / active participation / effort (short and long-term) / improvement (over time/lessons) / teamwork / group work / improved confidence / perseverance / resilience
- B. Homework - completion / quality / quantity / level or grade achieved (could also be in Classwork category) / effort / perseverance
- C. Community - more general aspects of school life / improved relationships/attitude with and towards peers / contribution or participation in extra-curricular activities, teams, clubs, etc / improved attendance / 100% attendance / core values related behaviour

This list is not exhaustive and there will be other opportunities where positive behaviour points could and should be awarded.

The accumulation of positive points through the year will need to be reviewed and agreed at School Council but an initial proposal is outlined below:

Prizes will be awarded (in addition to existing rewards/prizes/certificates) for the accumulation of positive points throughout the year as follows:

| Positive Points | Prize / Reward                                  |
|-----------------|---|
| 100             | Jump the dinner queue pass                      |
| 250             | WHSmith vouchers                                |
| 500             | Nando's vouchers (or similar) / iTunes vouchers |
| 750             | Cinema ticket(s)                                |
| 1000            | Bike / theme park ticket                        |

## ❖ Merits and excellents

- These do **NOT** carry a positive points value but still provide the pupils with a visual record of their efforts and achievements
- All pupils have an individual section in their planner onto which members of staff can stick, stamp or write when the pupil is awarded a merit or an excellent.
- Staff should sign and date the page when a merit or excellent has been awarded.
- An excellent can be awarded if the member of staff feels that the pupil has achieved exceptional standards in the designated area. All pupils awarded an excellent should see Ms. Nickson or Mr Wood as soon as possible, who will then record the excellent in the Excellents' Book kept in their office – ***this should be encouraged whenever possible.***
- Pupils can work towards certain certificates and prizes by completing merit milestones through the year:-

## **Bronze Level**

20 merits achieved



Form Tutor awards a Bronze Certificate for **Achievement**



Form Tutor or prefect records this for later use and sends proforma to Theresa Braybrook for logging on SIMS

## **Silver Level**

40 merits achieved



Form Tutor notifies the Head of Year



Head of Year awards a Silver Certificate for **Higher Achievement** in a year group assembly or a form period and sends proforma to Theresa Braybrook for logging on SIMS

## **Gold Level**

60 merits achieved



Form Tutor or Head of Year notifies the Headteacher when this has been reached.  
Headteacher sends proforma to Theresa Braybrook for logging on SIMS



Head of Year awards a Gold Certificate for **Excellent Achievement** in a year group assembly

## **Platinum Level**

120 merits achieved



Form Tutor or Head of Year notifies the Headteacher when this has been reached.  
Headteacher sends proforma to Theresa Braybrook for logging on SIMS



A senior member of staff awards a Platinum Certificate for **Distinctive Achievement** in an appropriate assembly

## **Diamond Level**

160 merits achieved



Form Tutor or Head of Year notifies the Headteacher when this has been reached.  
Headteacher sends proforma to Theresa Braybrook for logging on SIMS



The Headteacher or senior member of staff awards a Diamond Certificate for **Outstanding Achievement** and achievement vouchers in an appropriate assembly

- If a pupil reaches the Diamond Level before the end of the academic year, extra merit pages will be issued and the pupil begins working towards the Bronze Level again.

## **◆ Recognition of Attendance**

### **Termly**

- Heads of Year will issue these to those pupils whose attendance has been 98% or above for the term. There are two types of certificates: '**Outstanding**' for those pupils whose attendance has been 100% and '**Excellent**' for those pupils whose attendance has been 98% to 99.9%.
- These carry a positive behaviour points value of +3
- Attendance certificates will be organised and produced by the Attendance Officer in liaison with Heads of Year.
- Improved attendance over a shorter period of time can also be recognized by awarding positive behaviour points.

### **Monthly**

- There is a monthly draw for all girls who have achieved 100% attendance in the previous month; two girls from each year group receive Achievement Vouchers.
- All girls who achieve 100% attendance in any calendar month are awarded +1 behaviour point and will have one merit added to their planner by their Form Tutor or Head of Year.
- The Attendance Officer will prepare information relating to attendance each week; this information is published with the Pupil Weekly Bulletin.

## ❖ End of academic year arrangements

- Ms Nickson or Mr Wood will award “End of Academic Year Prizes” to pupils, houses and forms with the most positive behaviour points
- All awards will be given at the final assembly at the end of the year.

### Note

Should any pupil lose her planner, she will have to pay £4 for a new one; unfortunately she will **lose** the number of merits already collected in the lost planner.

## ❖ Subject Certificates / postcards

- Subject based certificates / postcards can be awarded or sent to pupils.
- These should be awarded using faculty-based criteria, which allow more scope for individual subject areas to target specific categories, e.g. oral or practical work, and will be co-ordinated by individual Teaching & Learning Leaders.
- They will carry ***no positive behaviour point value (this is an ‘action’ and not an ‘event’)***
- Certificates / postcards should be given out in lessons or sent directly home and should not be awarded via the Form Tutor.
- Subject staff should keep a record of the pupils to whom certificates / postcards have been awarded or sent to each term to avoid repetition during the academic year.

## ❖ House System

- Form groups will be placed into one of 5 houses (Austen, Franklin, Hadid, Parr or Seacole)
- Each House will be led by a Head of House supported by a 6<sup>th</sup> Form House Captain
- There will be frequent and numerous opportunities for pupils to gain points for their House

- Positive **and** negative behaviour points are linked to individual pupils and therefore will automatically be registered by Go4Schools against their House.
- Attendance at Enrichment Clubs is worth +1 positive behaviour point. Enrichment tokens will still be issued to pupils.
- House competitions carry significant positive behaviour points values (+25, +50 and +100)

## ❖ Use of Prefects

- The Sixth Form Prefects attached to the form should play a vital role in helping the Form Tutor to administer the 'Rewards and Praise' system and RAPAS guideline generally
- Form Tutors should aim to encourage their prefects to monitor merits, excellents and behaviour points through the term / academic year.

**This is a new process in which we hope all staff will find the opportunity to reward pupils. The system will be reviewed through the year and in liaison with the School Council.**

**In due course we are hoping that pupils and parents will have access to their individual points totals via developmental work in Go4Schools.**

# Appendix 1

## Pupil Code of Conduct

“We will strive to uphold our core values of respect, trust, honesty, teamwork, ambition and kindness”

**The school expects ALL pupils to:**

1. **Attend** school regularly and on time.
2. **Respect** and **follow** school uniform and jewellery rules at all times.
3. **Accept** the authority of adults and follow instructions promptly and willingly including while on trips / visits, when representing the school and in the neighbourhood of the school.
4. **Behave** and speak respectfully to everyone, using appropriate language at all times.
5. **Respect** all property, keeping it free from damage. Keep the school tidy by **not** chewing gum or dropping litter and by eating only in the allocated areas.
6. **Arrive** at lessons on time, with the necessary books and equipment, including the BHGS Planner.
7. **Settle** quickly at the start of the lesson and listen to the teacher in silence, putting up your hand if you wish to speak or need any help.
8. **Work** quietly, safely and co-operatively to the best of your ability; complete all classwork and homework on time.
9. **Walk** around the school sensibly and quietly. **Shouting** around the school is unnecessary and inappropriate.
10. **Not** use mobile phones or any other personal electrical equipment on the school premises during the school day (inclusive of detentions and Enrichment Activities) unless being used for a specific lesson.
11. **Not** smoke or bring into school alcohol, dangerous objects or illegal substances.
12. **Not** endanger the safety or well-being of other pupils or members of the public when travelling to and from school, upholding the excellent reputation of the school at all times

***“Allow everyone to learn and the teacher to teach”***

## Appendix 2

### ◆ Homework Referrals

- All teachers should ensure that the Homework Policy is followed to ensure consistency of approach across all Faculty areas.
- See Homework Policy for full details. A message is sent home on that day via InTouch if any pupil receives a Homework Referral. If the pupil is issued with 3 homework referrals during a single half-term the subject teacher should issue a one hour Wednesday detention (**A&C no. 18**).
- If a letter is sent home, reference will be made to the Homework Club.
- Homework referral forms (yellow) must be issued by the subject teacher and not via the Form Tutor.
- Homework Referrals must only be given for misdemeanours relating to pupils' homework and for no other reason and carry a **-1 negative point value**
- At the end of term a report will be run summarising homework referrals and circulated to Mr Wood, Heads of Year and Teaching & Learning Leaders for appropriate analysis and action.
- Based on analysis by Heads of Year and Teaching & Learning Leaders there will be appropriate follow up, including letters home suggesting/insisting on strategies to improve completion of homework (**see Appendix 10**).
- **Note:** If a pupil fails to attend a Homework Referral (**-3 negative behaviour points**), she must be given a Wednesday detention (**A&C no.19**). The class teacher must set sufficient work, which in most cases will be more than the original homework, for the detention.

## Appendix 3

### ❖ Pupil to be sent out of a classroom

- To be used as a cooling off period for the pupil (**-3 negative behaviour points**)
- Teacher should open the door to let the pupil out (and close it after the pupil has gone out to avoid any slamming of doors).
- The pupil needs to stand to one side of the door without distracting other pupils in the class.
- Maximum time outside the room - three minutes.
- Teacher should re-admit the pupil into the lesson when the pupil has agreed to conform to our agreed expectations; target(s) may be set at this point although the end of the lesson may be a more appropriate time for this. An apology may help the pupil to recognise her responsibilities.
- The teacher should not leave the rest of the class to speak to the pupil who has been sent out unless it is appropriate to do so.
- Should the pupil disappear from outside the room (**-3 negative behaviour points**), the Attendance Officer / Head of Year office should be notified and a Wednesday detention will be set by the teacher. ***If the pupil does not re-appear before the end of the lesson, the teacher will need to speak with the pupil before the next lesson in that subject takes place.***

# Appendix 4

## ◆ Letters home to parents / carers

- There is a selection of letters currently in F:\WHOLE SCHOOL FILES\SCHOOL DOCUMENTS\Standard letters. Please use these if appropriate. Examples include:
  - changing seating arrangements to help a pupil to focus in class
  - outlining expectations of a pupil's future behaviour / chance to reform, before applying further sanctions
  - setting targets to help a pupil's concentration and promote improvement
  - moving a pupil to another teaching group because of unacceptable behaviour
  - putting a pupil on Faculty Subject Report
  - reference to lack of progress or commitment at GCSE level or above
  - letter after three 'on calls' within a Faculty area
  - letter after three 'on calls' across more than one Faculty area.
  
- It may be necessary to review / amend / adapt these as we implement a variety of different strategies for promoting effective learning.

# Appendix 5

## ◆ Lunchtime Detentions

- To be scheduled from 12.40pm to 1.00pm every day of the week in Room 012 (pupils arriving after 12.40pm will be detained for the full 20 minutes).
- To be staffed by a member of the Senior Leadership Team.
- A lunchtime detention form (purple) will be issued to the pupil explaining the reason for the detention.
- A record will be kept of those pupils attending a lunchtime detention.
- A worksheet with appropriate subject work must be given to the pupil at the same time as the lunchtime detention slip (subject staff should have suitable stocks of these available in their mark book or file).
- To be used in the following instances, at the teacher's discretion: arriving late to a lesson (**A&C no.17, -1 negative behaviour point**), arriving without the correct equipment and/or books for the lesson (**A&C no.17, -1 negative behaviour point**), chewing gum (**A&C no.7, -1 negative behaviour point**) or eating in class, not working in class, talking in class which is not subject related, talking in class when specifically told not to do so, being silly in class, shouting out rather than waiting to be asked, moving out of a seat without permission, etc (**A&C no.26, -3 negative behaviour points**).
- If a pupil does not attend (**-3 negative behaviour points**), the subject teacher will automatically set a one-hour Wednesday detention for that pupil (**A&C no. 19**).
- Parents are notified on that day, via InTouch, that their daughter has been issued a lunchtime detention.

# Appendix 6

## ❖ Wednesday detention

Detention will be held once a week after school in Room 012 on Wednesdays (1 hour) supervised by staff on a rota basis. The supervision rota is pinned up in the Staff Room at the beginning of the academic year and reminders are put on the weekly Staff Bulletin.

1. These detentions are to be given as outlined in the Actions and Consequences document (**A&C nos. 4-8, 10, 11, 15-25, 31 and 33**). **They do not have any additional negative behaviour points attached to them please note.**
2. Pro-formas for the detention are kept in Reprographics; please complete all relevant sections. The pro-forma should be passed to the office immediately – Theresa Braybrook **will allocate a date for the detention** and will notify the parents via InTouch. **It is important to give a clear account of the reason why a detention has been set (in the comment box) so that parents are fully informed.**
3. In addition, appropriate work should be set for the detention. Detention work should be easy for the duty teacher to administer. This means that the work set for detentions should be on **A4 printed sheets**. Please do not set work which requires the pupil to use a text book unless you are prepared to personally supervise your detainee to ensure that she takes the correct text book with her on the correct day (this would of course mean that you would have to be in school on that day). **Do not pass text books to the office with your detention work.**
4. The detention work should be attached to a completed cover sheet before it is passed to the office (see pro-forma below). These are stored in Reprographics.
5. The member of staff on detention duty will be issued with a detention sheet on the day of the detention on which to verify the pupils' attendance. Together with the attendance sheet there will be two wallet files, one red and one blue. The work for the pupils will be found in the red file and completed work should be returned to this file at the end of the detention. The work for any absentees should be placed in the blue file. At the end of the detention, the attendance sheet and the two wallet files should be placed on Theresa Braybrook's desk in the Office.
6. Absent pupils will be followed up by Theresa, who will refer to Heads of Year if need be.

## DETENTION WORK

Work set for: \_\_\_\_\_ (pupil's name) Form: \_\_\_\_\_

Work set by: \_\_\_\_\_ (name of teacher setting detention)

Date of detention: Wednesday \_\_\_\_\_

(to be completed by office staff)

Please place completed work in the **red file** with this slip on the top.

Please place work intended for any absentees in the **blue file**.

Many thanks.

# Appendix 7

## ◆ Referral to Subject Leader and/or Teaching & Learning Leader

Possible ways forward could include:

- adjust seating arrangements in the class
- setting targets for improvement
- homework referral
- Lunchtime detention
- after school detention
- putting the pupil on Subject report
- telephone conversation with parent / carer
- removal to another teacher's class for a period of time
- liaison with Head of Year to determine whether the problem exists in other subject areas
- referral to the Pupil Support Centre for a period of time (via ASD/SDF/HoY)

# Appendix 8

## ◆ On-call guidelines for teachers

You must use on-call if a pupil:

- swears at you or uses abusive language towards you (**-5 negative behaviour points**) (the pupil will be taken directly to Ms Nickson / Mr Wood (**A&C nos 33 and 34**), parents may be contacted and may be asked to collect her from school). ***Please put in writing the exact words / phrase used by the pupil ready for the Head of Year / Theresa Braybrook to collect.***
- physically attacks another pupil in your classroom (**A&C no. 35, -5 negative behaviour points**).

You may need to use on-call when your lesson is ***seriously disrupted (and when all other options have been exhausted – A&C nos. 26 and 27, -3 negative behaviour points)*** because a pupil fails to:

- behave in a courteous manner
- speak politely, using language that does not offend and does not make others feel uncomfortable
- co-operate, follow instructions and behave sensibly
- treat others with consideration and respect
- make it as easy as possible for everyone to learn and for the teacher to teach.



## Procedures for the use of 'On Call'

- A pupil in your class is **seriously** disrupting teaching and learning in the lesson (-3 **negative behaviour points**) and you decide to send her out of the lesson.
- Either phone, if possible, or send a reliable pupil to the office and ask for Theresa Braybrook to come to collect a pupil from your class.
- The pupil will sit at the 'OC' desk for the remainder of the lesson (or double lesson); send the pupil with any work she may have with her from the lesson or give her specific work to complete
- Theresa Braybrook will notify parents/carers that their daughter has had to be removed from lessons via InTouch.
- The pupil will also be required to complete a pro-forma detailing the event(s) that led to her being sent out of the lesson. This form must be completed and is issued by Theresa Braybrook.
- The completed pro-forma will be attached to the Record Form completed by Theresa Braybrook.
- A member of the Senior Leadership Team will take the Record Form, together with the pupil's account and a standard letter and subject report, to the canteen at the end of the school day.
- ***You (or your Teaching & Learning Leader if you are not available) must meet with the pupil at the end of the school day in the canteen.***
- You must aim to achieve a resolution to the situation so that the pupil can return to your next lesson (discuss the problem beforehand with your Teaching & Learning Leader if needed).
- This will mean setting up to three targets for the pupil, whereupon the pupil should be placed on **subject report** so that the targets can be monitored – this is important for both the pupil and her parents.
- A standard letter will be completed by you at the time of the meeting and can then be posted home immediately. The Record Form should also be completed at this time (or earlier in the day if possible/desirable) and returned to Theresa Braybrook with the standard letter.
- The subject report will be completed each lesson and will be kept by you until the end of the third lesson, whereupon a copy of the report will be sent home with a

covering letter indicating whether targets have been met or whether the subject report needs to be extended.

- If whilst on this 3 lesson 'Subject Report' a pupil is sent out 'On Call' the matter needs to be referred to the Teaching & Learning Leader who should attend the Resolution Meeting that evening and decide on the next course of action (**A&C no.29**).
- Should a pupil be sent out 'On Call' from two lessons in one day (**A&C no.28a**), she will be internally excluded from lessons for the rest of that day and for the next **school day**, when work will be organised by the Head of Year. She will not have any social time with her friends; she will take her break time and lunchtime at times other than those taken by the rest of the school. The pupil's parents will be notified immediately via InTouch / telephone that this will be happening.
- Should a pupil be sent out 'On Call' from three lessons in any school week (**A&C no. 28b**), she will be internally excluded from lessons for the rest of that day and parents will be contacted pending a fixed term exclusion.
- It is only in exceptional circumstances and following consultation with Simon Lister / Sue Fisher, Adrian Dudley and/or the Head of Year that referrals may be made to the Pupil Support Centre (PSC).

# Appendix 9

|   |             |
|---|-------------|
| <b>Name</b>   | <b>Form</b> |
| <b>Subject</b>  | <b>Date</b> |
| <b>Teacher</b>  | <b>Time</b> |
| What did you do that led to you being sent out?                       |             |
| What could you have done differently?                                 |             |
| What do you need to do now in order to get back into the next lesson? |             |
| How will you avoid this happening again?                              |             |

# ***SUBJECT REPORT***

Name \_\_\_\_\_ Form \_\_\_\_\_

Subject \_\_\_\_\_ Date of issue \_\_\_\_\_

Teacher \_\_\_\_\_

|                 |   |
|-----------------|---|
| <b>Target 1</b> |   |
| <b>Target 2</b> |   |
| <b>Target 3</b> |   |
| <b>Lesson 1</b> | <b>Have targets been met?</b><br>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> |
| <b>Date</b>     | <b>Comments:</b>  |
| <b>Lesson 2</b> | <b>Have targets been met?</b><br>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> |
| <b>Date</b>     | <b>Comments:</b>  |
| <b>Lesson 3</b> | <b>Have targets been met?</b><br>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> |
| <b>Date</b>     | <b>Comments:</b>  |

*A copy of this must be sent to parent/carer at the end of these 3 lessons.*

Today's date \_\_\_\_\_

Dear Parent/Carer,

I am writing to inform you that your daughter ..... of

Form ..... had to be removed from her ..... lesson today,

whereupon she spent the remainder of the lesson in 'On Call'.

Your daughter and I have discussed her behaviour and have agreed the following targets for future lessons:

1.

2.

3.

I am placing your daughter on **subject report** for the next three lessons in this subject; at the end of that time progress against the above targets will be reviewed and further targets will be set if deemed appropriate.

Thank you for your support in this matter; your daughter's education is very important and is greatly valued in this school.

Yours sincerely,

**Subject teacher / Teaching & Learning Leader**

Date: \_\_\_\_\_

Dear Parent/Carer,

I am writing to give you further information about your daughter's behaviour during the last three \_\_\_\_\_ lessons.

I am pleased to be able to tell you that she has met her targets set at the 'Resolution Meeting' and has behaved sensibly and well throughout the past three lessons.

Enclosed is a copy of her Subject Report for your information.

I hope that this improvement will be maintained and I would like to thank you for your continued support in this matter; your daughter's education is very important and is greatly valued in this school.

Yours sincerely,

**Subject teacher / Teaching & Learning Leader**

Date: \_\_\_\_\_

Dear Parent/Carer,

I am writing to give you further information about your daughter's behaviour during the last three \_\_\_\_\_ lessons.

I am sorry to have to tell you that she has not met her targets set at the 'Resolution Meeting' and her behaviour has been less than satisfactory despite her being on 'Subject Report'.

Enclosed is a copy of her Subject Report for your information.

It has been decided therefore that your daughter will be placed on 'Subject Report' for a further three lessons; at the end of that time your daughter's progress will again be reviewed.

Thank you for your support in this matter; your daughter's education is very important and is greatly valued in this school.

Yours sincerely,

**Subject teacher / Teaching & Learning Leader**

Date: \_\_\_\_\_

Dear Parent/Carer,

I am writing to give you further information about your daughter's behaviour in her recent \_\_\_\_\_ lessons.

I am sorry to have to tell you that she has not met her targets set at the 'Resolution Meeting' and her behaviour has been less than satisfactory despite her being on 'Subject Report'.

Enclosed is a copy of her Subject Report for your information.

It has been decided therefore that your daughter will be internally excluded in my class / another teacher's class / the Pupil Support Centre for the next four lessons and will be set appropriate work for those lessons.

It is hoped that when we reintegrate your daughter into her normal lessons for this subject there will be a marked improvement in her behaviour.

Thank you for your support in this matter; your daughter's education is very important and is greatly valued in this school.

Yours sincerely,

**Teaching & Learning Leader**

# Appendix 10

Date:

Dear Parent/Carer

This is to notify you that your daughter ..... has received ..... homework referrals in ..... (subject) over the course of the previous half term and this is a cause for concern.

We are trying to support your daughter so she is able to complete her homework and hand it in on time and we would ask you to do the following:

- Check your daughter's planner every evening to see what homework she has to complete
- Where possible, provide a space away from distractions, which is suitable for completing homework
- Encourage your daughter to complete her homework and show it to you
- Remind your daughter to pack her school bag in good time so she remembers to bring her homework in to school

\* It may be helpful for you to know that pupils can complete their homework in the Library, on Monday to Friday from 3.00pm to 4.30pm

Or

\* It may be helpful for you to know that pupils can complete their homework in the Library, on Monday to Friday from 3.00pm to 4.30pm and we expect your daughter to attend this club at least .... days a week.

If you would like to speak to me about any of the above please don't hesitate to contact me on the school telephone number.

Yours sincerely

**Teaching & Learning Leader**

\*Choose one of these as appropriate and delete the other

Date:

Dear Parent/Carer

This is to notify you that your daughter ..... has received ..... homework referrals in a number of subjects over the course of the previous half term and this is a cause for concern.

We are trying to support your daughter so she is able to complete her homework and hand it in on time and we would ask you to do the following:

- Check your daughter's planner every evening to see what homework she has to complete
- Where possible, provide a space away from distractions, which is suitable for completing homework
- Encourage your daughter to complete her homework and show it to you
- Remind your daughter to pack her school bag in good time so she remembers to bring her homework in to school

\*It may be helpful for you to know that pupils can complete their homework in the Library, on Monday to Friday from 3.00pm to 4.30pm.

Or

\* It may be helpful for you to know that pupils can complete their homework in the Library, on Monday to Friday from 3.00pm to 4.30pm and we expect your daughter to attend this club at least .... days a week.

If you would like to speak to me about any of the above please don't hesitate to contact me on the school telephone number.

Yours sincerely

**Head of Year**

\* Choose one of these as appropriate and delete the other