



HITCHIN BOYS' SCHOOL
An Academy Trust

9th July 2021

Dear parents/carers,

Partnership between School and Home / updated Behaviour Policy

I have talked to our staff quite often this year about how great, strong schools are like a lighthouse. The wide, solid base is built upon ethos, values and a sense of purpose. The next tier that underpins everything else is behaviour. On these firm foundations, we then can layer excellent teaching and learning, a strong curriculum that meets students' needs and a sense of community and character development that is topped by great outcomes for students and the school being a beacon to inspire young people and keep them safe.

During this year, you are aware that we produced a school Vision and Values that identifies the qualities, behaviours and character that we want Hitchin Boys to develop. Thanks to the many hundreds of students, parents, staff and governors that contributed to this. Our statement is [now on the school website](#) and we will be referring to the values of Ambition, Responsibility, Resilience, Respect, Teamwork and Kindness on a regular basis.

Having identified what sort of school we want to be, the next priority was to work upon the policies and practices that are the enactment of the values: how we behave and treat each other every day. We have been working with tutors, teachers, student representatives and parents (via the governing body) to review our policies around behaviour and student conduct and have some updates to share with you.

The first are the [behaviour policy](#) itself and the '[school rules](#)' that accompany it. We wanted to simplify the system and settled on a series of levels of Rewards and Consequences. We want students to have absolute clarity on what they need to do to be recognised and rewarded, and also if they make poor choices that do not align with our values, what the consequences will be. Many of you will already be familiar with the R1, R2, C1, C2 system as similar policies operate in our consortium partner schools, Hitchin Girls' and The Priory. This is a considerable simplification from the outgoing 11-stage system and the grids that show Rewards and Consequences will be displayed in every classroom so that awareness is raised and consistency is improved. The opportunity has been taken to ensure that the policies align with the relevant statutory laws and guidance from the Department for Education.

Accompanying this is the document entitled '[Partnership between School and Home](#)'. This sets out the expectations we have of each other: school, students and parents. It is a commitment for us to do our very best to provide an environment where learning prospers and students are safe and can grow, and the expectations of students in playing their part in this.

Head Teacher: Mr F Moane

It also outlines what we need from you as parents/carers. I would ask for your support with this, as only by working together can these aims be achieved. We have access to your sons for around 14% of hours during a calendar year, so learning and development can't be limited to school hours alone.

I understand that Covid has caused mental health and stress for students and families alike, indeed, this has been the most stressful couple of years for school staff in their careers to date.

I would like to offer sincere thanks to you for your support during this time. As we have had to adjust to the rapidly changing situations, your acceptance of the safety measures has been really helpful and I do fully understand how disruptive it has been for you and your son to be at home, remote learning or self-isolating.

As we hopefully emerge from the worst of the pandemic, we wanted to take the opportunity to re-establish the relationship with home, and particularly ask for the support of parents/carers when it comes to managing behaviour. School staff are trained, experienced professionals who have to balance individual rights and needs against those of the many in a large school. The decisions we make are based upon a 'balance of probabilities' level of proof, and we ask that you consider the word of an education professional to have more weight than that of a child (who may not always tell the story exactly as it happened when recounted at home!)

If a student makes a mistake in a school environment, there is an opportunity to learn from it. Society has rules and norms of behaviour and it is our job as educators to prepare young people for this. Mistakes can be made at school and recovered from. Even for the more serious incidents, we have regular dialogue with the police and they are keen not to criminalise young people and prefer for the school to issue a sanction and provide restorative support.

If the school makes a mistake (and we are human, this will happen!), we will be open about this and say sorry. Sometimes we fall short, but this is almost always due to a lack of time and resources than a lack of care. However, if a student makes a mistake, we need your support in upholding the school values, rules and an appropriate and consistent response to this. By working together in partnership, students will learn that effort and positive, pro-social behaviours will be rewarded, and behaviours that disrupt learning or create an unsafe environment will be challenged.

To this end, you should hold us to account on the school side of the Partnership. In exchange, I would be grateful if you could indicate your awareness and acceptance of the Partnership and the policies that underlie it by ticking the box on the form that has been sent to you via Edulink. I appreciate that the policies in particular are somewhat lengthy documents, so I have also included the Rewards and Consequences summary grids. These will be in place in each classroom from September to remind students of expectations. As before, you will receive updates on the Rewards and Consequences issued to your son via the Edulink app/website.

The students will have sessions on the updated policies and expectations in the autumn term. The first few months could be a little bumpy while things settle in, but I am confident that these policies will strengthen our community of learning and our partnership between school and home, as I have

seen similar approaches be very effective for over a decade in the Outstanding schools of Hertfordshire.

If you have any questions or concerns, please do get in touch.

I will write again next week with confirmation of the details of the return to school plan for September.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Fergal Moane', with a stylized flourish at the end.

Fergal Moane
Headteacher

Consequences for unacceptable behaviour



One rule actually over-rides 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.***

Consequence	Behaviour Points	Examples of Behaviour	Sanction
C1	1	Not responding to initial verbal warning to modify behaviour. Disrupting the learning of others. Talking/Out of seat. Uniform/Appearance. Lack of equipment. Late without a valid reason. Not following staff instructions.	1 Behaviour points added to the record (all staff)
C1H	1	Home learning is incomplete or not completed to a satisfactory standard.	Revised deadline given by teacher
C2	2	Repetition of any C1 offence in a lesson. Behaviour not improved after C1	2 behaviour points added to the record (all staff)
C2H	3	Home learning is incomplete (no reason) or incomplete by 2nd deadline.	Final Warning (all staff)
C3L	5	Repetition of any C2 offence in a day. Persistent disruption of learning. Provoking another student/situation. Persistently being in areas not designated for year group before school or at lunchtime. Being in the vicinity of smokers. Eating in class & consuming fizzy drinks or bringing them onto school site. Inappropriate use of device/mobile phone. Repeated failure to bring appropriate equipment. Littering. Chewing gum	Lunchtime detention (all staff) Students offered an opportunity to reflect on the incident via a universal form for any detention or exclusion.
C3H	5	Student fails to meet the final deadline for homework (without good reason) or has had to be given 3 or more C2H's in a week (all subjects).	Lunchtime centralised detention (HoY/HoD)
C3	10	Lying or rudeness to a member of staff/arguing. Refusal to follow instructions (see over-riding rule above the grid). Inappropriate language including swearing in conversation. Late for school three times in a half-term without a valid reason. Plagiarism of internal work. Cheating on assessments. Mobile Phone confiscated 3 times in academic year.	One-hour after school detention (HoY/HoD)
C3F	15	Significant C3 behaviour. Truancy. Swearing at another student or swearing across a room. Missing a C3 detention (no reason)	1.5 hour Friday detention (HoY/HoDs)
C4	25	Repetition of a C3 offence. Being on-called for persistent lesson disruption. Persistent dishonesty/lying to a member of staff. Off site at lunch. Walking away from a member of staff. Deliberate defiance, including appearance. Fighting (including biting). Incitement or complicity in aggressive behaviour. Bullying incident – Cyber/Verbal/Physical. Making unfounded serious accusations against another student or member of staff. Two or more C3s / C3Fs in one week.	Lunchtime isolation(s) (AHT) Internal exclusion (AHT) Saturday morning (AHT)
C5	50	Persistent C4 behaviour. Gross disobedience. Swearing at or about a member of staff or making malicious comments. Intimidating staff. Smoking/e-cigarettes and/or the possession of cigarettes, lighters, alcohol. Assault (including violent fight). Persistent bullying. Intentional racist, homophobic or misogynistic language/behaviour. Using ICT devices to commit illegal acts (including taking photos of staff) or distribute material to bully or harm others. Graffiti or damage to school facilities or equipment. Poor behaviour during C4. Cultural intolerance. Bringing the school into significant disrepute e.g. shoplifting, abuse of members of the public, fighting in public	Fixed Term Exclusion (HT or DHT in their absence)
C6	-	Persistent C5 behaviour. Possession of an offensive weapon. Theft or vandalism. Possession of illegal drugs. Violence towards staff member	Permanent exclusion or managed move

Rewards for Positive Behaviour



Reward	House Points	Behaviour	Reward
R1	1	<p>Single piece of good work including homework e.g. verbal praise given during the lesson or good written work & effort.</p> <p>Act of kindness within the school</p> <p>Demonstrates to ATL level 2</p>	<p>House Point (1 pt)</p> <p>Automatically applied to their SIMS & Edulink record.</p>
R2	5	<p>Consistent pieces of good work over multiple lessons e.g. lots of verbal praise and excellent written work & effort / resilience.</p> <p>Significant act of kindness within the school</p> <p>Demonstrates to ATL level 1</p>	<p>House Points (5 pts)</p> <p>Push notification via Edulink app</p> <p>Phone call, email or Postcard Home or Form Tutor award</p>
R3	10	<p>Significant progress over the course of a module of learning e.g. improved outcomes, consistent verbal contribution and outstanding written work & effort / resilience.</p> <p>Significant act of kindness in the wider local community</p> <p>Demonstrates to ATL level 1*</p>	<p>House Points (10 pts)</p> <p>Departmental or Head of Year Commendation Letter / certificate</p> <p>Phone call home</p>
R4	25	<p>Outstanding progress over the course of a module of learning e.g. now exceeding expectations.</p> <p>Outstanding pastoral / subject contribution (one project)</p>	<p>House Points (25 pts)</p> <p>Assistant Headteacher / Headteacher Commendation</p>
R5	75	<p>100% statutory attendance (entered by attendance team)</p> <p>No behavioural consequences in a term (entered by data team)</p> <p>Pastoral, Academic & Sports awards</p>	<p>House Points (75 pts)</p> <p>Rewards assembly - Prize / Certificates from Head of Year, Dept or Head of PE in end of term celebration assemblies.</p> <p>Half Colours (for academic this is sustained effort -Year 8)</p>
R6	100	<p>Performed/represented the school in extra curricular activities to an extremely high standard whilst demonstrating exceptional dedication e.g Sport, Drama, Music, Academic Performance, Fieldtrip, Event</p>	<p>House Points (100 pts - given once per sport or extra curricular activity)</p> <p>Full School Colours (for academic this is sustained effort -Year 10)</p>
R7	150	<p>Sustained outstanding work or outstanding effort/resilience over the course of a year.</p> <p>Outstanding work/effort/resilience over their time at school</p>	<p>House Points (150 Pts)</p> <p>Annual Celebration Evening for GCSE and A-level</p> <p>End of Year Striving for Excellence Awards</p>