

# **Promoting Positive Behaviour Policy**

**Policy Number: STAT009**

**Governor Committee: Pastoral**

**Author: DW/MC/MK/FJM**

**Owner: Mr D Ajagbonna**

**Issue Date: 01 Sept 2023**

**Review Date: 01 Sept 2024**

## Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body on 06<sup>th</sup> June 2023, coming into effect from 1<sup>st</sup> September 2023.

It is due for review in 12 months from the above date.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Head Teacher**

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Chair of Governors**

## **Contents:**

1. Definitions
2. Statement of intent
3. Legal framework
4. Roles and responsibilities
5. Smoking and controlled substances
6. Prohibited sexual harassment
7. Items banned from the school premises
8. Effective classroom management
9. Positive relationships and approach
10. The classroom environment
11. Understanding behaviour
12. De-escalation strategies
13. Restrictive Physical Intervention (Restraint)
14. Managing behaviour
15. Monitoring Behaviour
16. Detentions
17. Behaviour off the school premises
18. Staff training
19. Monitoring and review
20. Sixth Form Behaviour Expectations

## **Appendices**

Appendix 1 – Managing In-Class Incidents Flowchart

Appendix 2 – Agreed Consequences for Unacceptable Behaviour

Appendix 3 – Agreed Rewards for Positive Behaviour

Appendix 4 – Behavioural Management During the Coronavirus (COVID-19) Pandemic

Appendix 5 – Process for the Awarding of School Colours

## 1. Definitions

- 1.1. The terms **student**, **pupil**, **child** or **children** refers to all students educated onsite at Hitchin Boys' School.
- 1.2. The term **dangerous** used in this document refers to behaviours that cause evidenced injury to self or others, damage to property, or committing a criminal offence.
- 1.3. The term **parent** used throughout this policy refers to all those with parental responsibility, including parents and those who care for the child (as defined in section 576 of the Education Act 1996). Where there is a Care Order in force (within the meaning of section 31 of the Children Act 1989), the local authority has the power to restrict the exercise by the child's parents of their parental responsibility, if the welfare of the child so requires.
- 1.4. The term **emotional wellbeing** used throughout this document is defined as "A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." WHO 2004
- 1.5. The term **Mental Health** in reference to children and young people within this document is defined as "The capacity to live a full, productive life as well as the flexibility to deal with its ups and downs. In children and young people, it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities." (Young Minds)

## 2. Statement of intent

2.1. At Hitchin Boy's School(HBS), high standards of behaviour are expected and are commonplace. We believe that high quality teaching and learning takes place in an environment that is stimulating and exciting yet maintains order and sets clear boundaries.

2.2. All members of the School have a significant role to play in making HBS a safe, happy and positive place to be. It is recognised that the School is a diverse community with a variety of needs. Compassion and kindness to others are important values that we expect to be a normal part of our daily life so that all members of the School community feel included and valued. All pupils are encouraged to recognise the intrinsic value of each individual and the need for respect and tolerance at all times.

2.3. The school acknowledges that poor behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised, graduated response.

2.4. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

2.5 Our overall approach is to help students to improve their own behaviour and the process does not end with a consequence. Students will be supported to reflect on the impact of their behaviour by examining areas such as what anti-social behaviours might they have exhibited. How can they adopt more pro-social behaviours. What were their conscious

and subconscious behaviours before, during and after any incident. Students will be encouraged to take responsibility and ownership of their behaviour.

### 3. Legal framework

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

3.2. This policy was referenced against the 'HCC/NHS Emotional Wellbeing and Behaviour Strategy 2020 – 2023' to ensure it was broadly following the same principles where possible.

3.3. This policy operates in conjunction with the following school policies:

- Code of Conduct (Students)
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Suspension and Permanent Exclusion Policy
- Tobacco, Vaping, Drug, Alcohol Policy

- Complaints Policy and Procedure
- School Rules Policy

## **4. Roles and responsibilities**

4.1. The governing board has overall responsibility for:

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

4.2. The Headteacher is responsible for:

- Establishing the standard of behaviour expected by students at the school.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this Behaviour Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

4.3. The Deputy Heads (pastoral and curriculum), which also includes the Mental Health Lead and Deputies, are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing students with SEMH-related behaviour difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.

- Collaborating with the SENDCo, Headteacher and governing board, as part of the SLT, to outline and strategically develop behaviour and SEMH policies and provisions for the school.
- Coordinating with the SENDCo and mental health lead to provide a high standard of care to students who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the student premium, to effectively meet the needs of students with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring students with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on students' behaviour, education and overall wellbeing.
- Liaising with parents of students with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with previous providers of education, such as primary school teachers, to ensure that students and their parents are informed about options and a smooth transition is planned
- Leading CPD on mental health and behaviour. Signposting members of staff to quality assured resources and training.

#### 4.4. The SENDCo is responsible for:

- Collaborating with the governing board, Headteacher, pastoral leads and the mental health lead (and/or deputy), to contribute to the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND.
- Supporting subject teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.



- Liaising with staff about SEND students and in particular for giving subject staff information about any SEND student, through such means as a pupil passport, so that support and any reasonable adjustments can be made if appropriate.

4.5. Teaching staff are responsible for:

- Awareness of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their students with SEMH-related behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever the prior attainment.
- Thoughtful pro-active tutoring
- Reminding, and challenging pupils, when needed, about the HBS uniform dress code
- Promoting positive peer group influence
- Maintaining a visible presence around the estate particularly when on duty and during breaks and lunchtimes.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the students in their class, including those with SEND.
- Being aware of the needs, outcomes sought, and support provided to any students with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENDCo/Headteacher/subject leader.

4.6. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all students do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the Headteacher, sanctioning students who display misbehaviour. This responsibility includes the power to use reasonable protective and educational consequences following antisocial behaviours.

4.7. Students are responsible for:

- Their own behaviour both inside school and out in the wider community.
  - Reporting any unacceptable behaviour to a member of staff.
- 4.8. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

## **5. Smoking and controlled substances**

- 5.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Further information can be found in the 'Smoke Free Policy'.
- 5.2. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.
- 5.3. Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, vaping materials, lighters, matches or pipes.
- 5.4. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- 5.5. The school has a zero-tolerance policy on illegal drugs and legal highs. Students and staff are required to follow the school's Drug and Alcohol Policy.
- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
  - The staff member will store the sample in a secured cupboard in Reception
  - The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
  - The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.
- 5.6. Any further measures will be undertaken in line with the school's Child Protection Policy.
- 5.7. Where controlled substances are found on school trips away from the school premises, the parents of the student, as well as the local police, will be notified.

## **6. Prohibited sexual harassment**

- 6.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.
- 6.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
  - Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
  - Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
  - Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
  - Taking, displaying, or pressuring individuals into taking photos of a sexual nature
  - Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
  - Purposefully cornering or hindering an individual’s normal movements
  - Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
    - Accessing, downloading or uploading pornography
    - Sharing pornography via the internet or email
    - Creating or maintaining websites with sexual content
    - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication
- 6.3. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.
- 6.4. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
- 6.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

## **7. Items banned from the school premises**

7.1. The following items are banned from the school premises:

- Fire lighting equipment:
- Matches, lighters, etc.
- Drugs and smoking equipment:
- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs) and vaping machines, capsules, liquids
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals
- Other items:
- Chewing gum
- Caffeinated energy drinks (these are banned from sale to under 16s)
- Offensive materials (i.e. pornographic, homophobic, racist, extremist propaganda etc.)

- Materials that may be used for solvent abuse

7.2. All members of staff have been given the legal power to search for dangerous prohibited items without consent. The consent of the student will be sought in as many cases as possible. However, if the member of staff believes that there is a threat to safety of the student or other members of the school community, they can use their power to search without consent for any of the items listed above (except those in the Other items list that are less dangerous.)

- Searches will be conducted by a senior member of staff (Head of Year or member of SLT), with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.
- A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate any item which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.
- Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school reception.
- The Headteacher will always be notified if the item that is confiscated represents a safety threat. For other items, Reception staff will deal with the return of items to students at the end of the day.

## **8. Effective classroom management**

8.1. The school understands that well-managed classrooms are the foundation of a highly successful school. Teachers will support the Behaviour Policy by

- Creating a strong classroom culture

- Establish agreed rewards and positive reinforcements – see Appendix 3. Staff are provided with examples of pro-social behaviours that encourage greater consistency in rewards being given.
- Establish consequences for misbehaviour.
- Establish clear responses for handling unacceptable behaviour.
- Encourage respect and development of positive relationships and prosocial behaviours.
- Make effective use of the physical space available.
- Set high academic expectations
- Plan and deliver high quality lessons and provide timely appropriate feedback
- Own behavioural issues and work with other colleagues to reach a resolution
- Undertake statutory and no-statutory duties by being on-time, present, at the correct location and engage actively in promoting the HBS Values.

Subject to reasonable adjustments (e.g. those made for students whose SEND may affect their behaviour), students will be expected to follow the school Student Code of Conduct which requires students to:

- Behave kindly, show courtesy and respect to all members of the HBS Community and the wider community.
- Respect learning and the learning of others
- Strive for 100% attendance, be punctual and bring the correct equipment
- Engage and persevere in all lessons and complete all set tasks
- Take pride in HBS and recognise it's Great to be a Hitchin Boy

8.2. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes three core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Routine
  - We will teach pupils the right way to do something rather than assume they know how.
  - We will teach pupils why we do things right, not just establish consequences for doing things wrong.
  - We will remind pupils what successful behaviour looks like and never infer that they know how or doubt the value of it.

- Culture
  - We will build affiliation and autonomy in our classrooms through the language we use and the actions we take.
    - We will use the collective to correct [*e.g. Joe Bloggs, that is not how **we** behave in **our** class*]
    - We will use the language of choice [*e.g. Jane, you can either do as I ask or there are consequences you will have to face*]
  - We will build a culture in the classroom where success and hard work are what receive recognition and praise.
    - *We will praise publicly and correct privately*
    - *We will establish a culture of peer critique which is, kind, helpful and specific.*
  - We will aim to build agency in our classroom by giving pupils a sense of ownership within the class.
    - *As much as possible we will invite pupils to take on a role in the classroom.*
  -
- Engagement
  - Our lessons will be planned and delivered with the needs of each individual class in mind by getting to know our pupils.
    - *Our lessons and classrooms are built around the ideal learning state which is “High Challenge, Low Stress”*
  - We will communicate success and areas for development with parents and with the wider school community.
  - We will motivate pupils by being explicit about the importance and relevance of the learning
    - *Pupils should always be clear what the destination of each lesson is and how it fits into their learning journey.*

### 8.3. Rewards

- The school understands that when rewards are used following certain behaviour, students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:
  - **Immediate** – immediately rewarded following good behaviour.
  - **Consistent** – consistently rewarded to maintain the behaviour.
  - **Achievable** – keeping rewards achievable to maintain attention and motivation.
  - **Fair** – making sure all students are fairly rewarded
- The school uses three different categories of rewards – these are:
  - **Social** – praise and recognition, e.g. a positive phone call, postcard or email home.
  - **Physical** – material rewards, e.g. certificates or other rewards
  - **Activity** – activity-based rewards, e.g. extra privileges, rewards trips.

### 8.4. Rewards are itemised in Appendix 3.

## 9. Positive relationships and approach

- 9.1. Positive teacher-student and teacher-parent relationships are key to combating challenging behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.
- 9.2. Teachers will enforce a number of strategies to establish positive relationships with their students – these may include:
- Welcoming students as they enter the classroom
  - Ensuring students understand what is expected of them
  - Creating a positive environment where every student feels comfortable and respected
- 9.3. Showing an interest in each student's interests, talents, goals, likes and dislikes, and their family
- 9.4. Engaging with students during lunchtime and breaktime
- 9.5. Focussing on using positive language when interacting with students to guide them towards positive outcomes rather than highlighting their mistakes. This is communicated to parents/carers so all stakeholders are involved.
- 9.6. Within the classroom, teachers establish clear expectations for manners and respect for students – this includes:
- Acknowledging and giving praise when a student demonstrates good manners.
  - Encouraging students to treat others with respect by modelling the desired behaviour.
  - Informing students of the importance of treating others the same way they like to be treated.
  - Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
  - Establishing a politeness policy to help students understand basic manners and respect.
  - Teaching students the importance of showing respect to each other.
- 9.7. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and students are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.
- 9.8. The school aims to promote resilience as part of a whole-school approach, using the following methods:



- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing
- **Positive mental wellbeing** – the school has a wide range of interventions, support and information provided to promote positive mental health

9.9. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school's SEND Policy outlines the specific procedures that will be used to assess these students for any SEMH difficulties that could affect their behaviour. The school follows the Hertfordshire STEPS programme for the minority of students who need alternative approaches to the mainstream behaviour management processes. For vulnerable students, we also use risk reduction plans to help support positive behaviours. See the SEMH policy for more details. Risk reduction plans are written after working with the student, parent/carers plus any other relevant professionals to consider a student's subconscious/conscious behaviours as well as to conduct any anxiety mapping. This is to inform the risk reduction plans to understand better the causes of their behaviour and support the students more effectively.

## 10. The classroom environment

10.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

10.2. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see students' faces, that students can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Where significant poor behaviour is seen in the classroom the teacher may decide to discuss the matter with the student's parents/carers or seek guidance from their Head of Department who in turn may contact the parents/carers. Subject staff may

then inform pastoral staff if the incident was either of a significant nature or poor behaviour is becoming more persistent.

- Wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.
- Before starting lessons, teachers ensure they have the full attention of all students, then explain the task clearly so all students understand what they are supposed to be doing.
- Teachers establish different methods for regaining students' attention such as asking a simple closed question to quickly engage them.

## **11. Understanding behaviour**

11.1. Where students frequently display behaviours that are not acceptable or there is a significant incident of difficult or dangerous behaviour, the school uses the antecedent–behaviour-consequence (ABC) analysis to determine appropriate action and support – this involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): of the poor behaviour. This may also include a conversation with a senior member of staff here the student reflects on their behaviours (both positive and challenging) to understand their own feelings about why and what happened. This will promote student ownership of their behaviour and encourage future positive wellbeing and help them to understand the consequences and support in terms of outcomes. This conversation will always take place following an internal exclusion.
- Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

11.2. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the student's behaviour?
- Where and when does the student display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the student use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the student's progress be monitored?

## 12. De-escalation strategies

12.1. Where poor behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a student's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the student and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the student a face-saving route out of confrontation, e.g. Delaying consequences to allow for recovery time or allowing a student to move to a different space.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

12.2. **De-escalation script:**

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and .....
- When 'x' happened what were you feeling?

## 13. Restrictive Physical Intervention (Restraint)

13.1. In line with DfE guidance, all members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

13.2. Restrictive physical intervention with reasonable force should be very rarely employed and professional judgement and caution must be exercised. Restrictive

physical intervention with reasonable force may be appropriate in the following situations:

- A student attacks a member of staff or another student
- A student tries to, or does, conduct deliberate damage or vandalism to property
- A student is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A student leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption.
- A student persistently refuses to obey an order to leave the classroom and student or staff safety is at risk

13.3. Restrictive physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Although not a restraint tool, some Assistant Headteachers (pastoral) have been trained on Hertfordshire Step On protocols in restrictive physical intervention and how to conduct this safely. Restrictive physical intervention without any force, such as the Step On training, is about safe and acceptable touch.

13.4. All staff will attempt to use the [de-escalation strategies](#) before the use of restrictive physical intervention; however, the school understands that restrictive physical intervention (with or without reasonable force) may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

13.5. The Headteacher and other authorised members of staff are permitted to use restrictive physical intervention with reasonable force when conducting a search, without consent, for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

- 13.6. Though members of staff can search for all the items listed in [section 7](#) of this policy, restrictive physical intervention (with or without reasonable force) will only be used, if necessary, to search for the items listed in 13.5.
- 13.7. Wherever possible, staff will ensure that a second member of staff is present to witness any use of reasonable force such as when restrictive physical intervention used.
- 13.8. After an instance of restrictive physical intervention, the student will be immediately taken to a Senior Leadership Team member and the student's parents will be contacted – parents may be asked to collect the student and take them home for the rest of the day.
- 13.9. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for a suspension.
- 13.10. When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

## **14. Managing behaviour**

- 14.1. Instances of poor behaviour should have due regard and be dealt with immediately. Where de-escalation strategies are not effective, the school utilises the scale of consequences that are outlined in Appendix 2
- 14.2. Appendix 1 outlines the stages that teachers will take in trying to manage their classroom in a positive manner, but using the consequences and escalation to middle and senior leaders as it is needed.
- 14.3. Teachers and pastoral staff will record rewards and consequences via the EduLink/SIMS system. Pastoral leaders will use this data to monitor the progress of students and deploy appropriate interventions. .
- 14.4. Heads of Year and Pastoral leaders will should with the SENDCo every term under the title of a SEND Panel Meeting, to discuss the students in each year group who are most in need of support which might be linked to behaviour patterns.
- 14.5. The school will ensure that all consequences are reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs and any SEND and comply with the requirements of the Equality Act 2010. Whenever possible, consequences will include an educational element.
- 14.6. Heads of Year and Senior Leaders have discretionary powers to alter or remove a sanction that has been issued by a classroom teacher. This is usually

because they have more information or the wider context to a student's behaviour. Before doing this, the teacher or staff member who issued the sanction should be consulted and an explanation given as to why the sanction is being altered or removed.

14.7. In cases where the number of consequences that a student accrues continues to rise, the school may move the pupil to a more supportive class called The LaunchPad, place them on an individual behaviour plan or a Pastoral Support Plan that may involve counsellors and other agencies in supporting a child with a bespoke plan. Failure to follow a Pastoral Support Plan may result in further action, see the Suspension policy for details.

14.8. Student could be placed on a fortnightly monitoring report which can be extended as an intervention procedure as detailed below.

## 15. Monitoring Behaviour

	Intervention / Action Description	Example
<b>STAGE 1</b>  <b>Monitoring</b>	<p>Student targets are set and monitored, with agreed rewards and consequences.</p> <p>Form tutor communicates with the teacher. Possible mediation.</p>	<p>Poor behaviour in one or two subjects</p> <p>Poor punctuality</p> <p>Poor Attitude to Learning (ATL) in one subject or 2 subjects.</p>
<b>STAGE 2</b>  <b>Form tutor report</b>	<p>Student targets are set and behaviour is monitored via a fortnightly report. Appropriate consequences applied (and agreed at the outset) where there is a persistent infringement of report expectations.</p> <p>Form tutor communicates with the teacher. Possible mediation.</p> <p>Help offered from learning peer mentor/PSW/LSA/Learning mentor when appropriate.</p>	<p>Monitoring at stage 1 had insufficient impact.</p> <p>Poor behaviour in one or 2 subjects</p> <p>Poor punctuality</p> <p>Poor Attitude to Learning (ATL) in one or 2 subjects.</p>

<p><b>STAGE 3</b></p> <p><i>Head of Year report/ Assistant Head</i></p>	<p>Head of Year or Assistant Headteacher (with input from SENDCo if appropriate) meets with the student to discuss concerns and parents involved. An understanding of contributing factors is investigated and discussed with all stakeholders including the parent/carer and student. This involves looking at conscious/sub-conscious behaviours and anxiety mapping. Clear targets for improvement are set, and support to achieve these is offered. Meeting daily with students to monitor and help/coach.</p> <p>Help offered from learning peer mentor/PSW/LSA/Learning mentor when appropriate.</p> <p>Educational psychologist involved when appropriate.</p>	<p>Insufficient improvement following tutor/subject teacher intervention in stage 2</p> <p>Significant poor behaviour in three or more subjects</p> <p>Significant attendance concerns.</p> <p>Poor Attitude to Learning (ATL) in three or more subjects</p>
<p><b>STAGE 4</b></p> <p><b>PSP report</b></p>	<p>Parental meeting with the Assistant Headteacher (Pastoral Leader) with Head of Year, SENDCo if applicable and student if appropriate. An understanding of contributing factors investigated and discussed with all stakeholders including the parent/carer and student.</p> <p>A study contract is drawn up to ensure clarity around behaviour, attendance, effort, deadlines and engagement (known as a PSP - Personal Support Plan-reviewed every 4 weeks). Counselling explored. Educational Psychologist involved when appropriate. Help from learning peer mentor/PSW/LSA/Learning mentor. External sources of support also explored. ESC outreach support is offered. An understanding of contributing factors is investigated and discussed with all stakeholders including the parent/carer and student. This involves looking at conscious/subconscious behaviours and anxiety mapping.</p>	<p>No improvement following stage 3 meeting and/or non-compliance of stage 4 report</p> <p>Misconduct and failure to comply with HBS behaviour policy</p>
<p><b>STAGE 5</b></p>	<p>Parental meeting with Head Teacher (when necessary), Head of Keystage (and DHT/</p>	<p>No improvement following stage 4 meeting and/or</p>

<b>PSP report (high risk of suspension)</b>	SENDCo if applicable). Help from learning peer mentor/PSW/LSA/Learning mentor. Counselling explored. External sources of support also explored. ESC outreach support is offered.  Alternative educational settings are discussed and explored when appropriate.	noncompliance of study contract  Failure to comply with HBS behaviour policy  Potential involvement of EHC
---	---	--

## 15.1. Internal Exclusions

- 15.1.1. The School's Internal Exclusion Process can be viewed in Appendix 4.
- 15.1.2. The school may decide to move students to a separate room or area away from other students for a period of time. Parents will always be notified.
- 15.1.3. The school reserves the right as delegated by the DfE to determine the classes of all students particularly in relation to referrals to The Launchpad, and where the process outlined in [section 14](#) of this policy has been followed and has failed to resolve the behaviour issue.
- 15.1.4. The school will ensure that student's health and safety is not compromised during their time in The Launchpad, and that any additional requirements, such as SEND needs, are met.
- 15.1.5. The amount of time spent in a Long Detention is a reserved power of The School. This could be for more than one school day.
- 15.1.6. The school will ensure that Internal Exclusions are fair, proportionate and reasonable..
- 15.1.7. The staff member in charge and supervising the student will decide what the student may and may not do during their time spent in an LD but it should follow the process outlined in Appendix 4.
- 15.1.8. The Pastoral Support Worker (or Head of Year in their absence) will request that the student's class teacher(s) sets them appropriate work to complete.
- 15.1.9. Students will have an opportunity to reflect upon their actions to avoid future sanction.
- 15.1.10. Lunchtime isolations may be used, and a succession of lunchtimes may be used if separation from the cohort is seen as a necessary intervention (e.g. incidents have happened during unstructured time at lunchtime).
- 15.1.11. Students are permitted to eat during the allocated times of the school day and may use the toilet as required.



- 15.1.12. The LD will also have an after-school detention as part of the same sanction and on the same day as the isolation. This helps to balance support and restorative work that may be undertaken during the day with a sanction, acting as a deterrent so that students do not see isolation as a way to 'get out of lessons.'

## 15.2. **Suspensions and Permanent Exclusions**

- 15.2.1. Senior staff must follow the process outlined in the Suspension and Permanent Exclusions Policy when considering any Suspensions or permanent exclusions.
- 15.2.2. All suspensions will include a meeting with the student, parents and pastoral leader to reflect on the circumstances surrounding the suspension to ensure behaviours are understood by all. The details of this meeting will be recorded and kept on file. Where a student with SEND needs or possible SEND needs is suspended the SENDCo is always invited to this reintegration meeting.

## 16. **Detentions**

- 16.1. The school uses detentions as a sanction, both during and outside of school hours.
- 16.2. All teachers (and student-facing support staff such as Learning Support or Cover Supervisor staff) at the school can impose detention on a student, unless the Headteacher decides to withdraw this power from any teacher
- 16.3. All teachers applying a detention must speak with the pupil(s) concerned before applying the detention and make all reasonable efforts to contact the parents/carers of the pupils in question.
- 16.4. The Headteacher may decide to delegate the power to impose detention to volunteers, such as support staff who assist during educational visits or trips.
- 16.5. For lower level infringements of the school rules, detentions may be completed at lunchtime (with appropriate allowances made to ensure that the student has time to eat.) The following indicate the times during which detention can be issued outside of school hours:
- 16.6. Any school day where the student is not authorised to be absent
- 16.7. During weekends, except for any weekend preceding or following a half-term
- 16.8. Any non-teaching day, e.g. INSET days
- 16.9. Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the student. We will make best efforts to contact parents, but some circumstances may require a no-notice detention.

- 16.10. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student
- 16.11. If the detention is during lunchtime, 15 minutes will be allocated to allow the student time to eat, drink and use the toilet.
- 16.12. When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider
- Whether the detention is likely to put the student at risk.
  - Whether the student has identified caring responsibilities which would make the detention unreasonable.
  - Whether the parents ought to be informed of the detention, e.g. it may not be necessary to do so if the detention is for a short period after school and the student is able to return home safely.
  - Whether suitable transport arrangements are in place between the parents and the student. NB. It does not matter whether these transport arrangements are inconvenient to the parents.

## **17. Behaviour off school premises**

- 17.1. Students at the school must agree to represent the school in a positive manner.
- 17.2. The guidance laid out in the Student Code of Conduct applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.
- 17.3. Staff can apply consequences to students for poor behaviour outside of the school premises.
- 17.4. Staff may apply consequences to students for poor behaviour offsite when the student is:
- Wearing school uniform.
  - Travelling to or from school.
  - Taking part in any school-related activity.
  - In any way identifiable as being a student at the school.
- 17.5. Staff may also discipline students for misbehaviour off the school premises that, irrespective of the above:
- Could negatively affect the reputation of the school

- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

17.6. The School will investigate and consider sanctions for incidents of bullying reported to a member of staff. This also applies to incidents such as cyber-bullying between two or more students at school.

17.7. The school will impose the same behaviour consequences for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

17.8. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour consequences once the student has returned to the school premises or when under the supervision of a member of staff.

17.9. Complaints from members of the public about misbehaviour by students at the school are taken very seriously.

## **18. Staff training**

18.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

18.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

18.3. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

18.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

18.5. All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

18.6. At least one member of staff will know every student and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

- 18.7. Teachers and support staff will receive regular and ongoing training as part of their development.

## **19. Monitoring and review**

- 19.1. This policy will be reviewed by the Deputy Head: Pastoral on an annual basis, who will make any necessary changes and communicate these to all members of staff.
- 19.2. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.
- 19.3. The next scheduled review date for this policy is July 2024

## **20. Sixth Form Behaviour Expectations**

- 20.1. Students within the Sixth Form are considered to be young adults. They should set standards of good behaviour for the rest of the school and be able to make informed choices about their conduct. These include:
- Attendance
  - Attend school and all lessons punctually
  - Give notice in advance, to both Form and Subject Tutors, of any planned future absence
  - Telephone the school before 8.45am in the case of illness/absence
  - Provide on the day of return to school, following an absence for illness or personal reasons, a letter/email of explanation from a parent/guardian
  - Remain on site from 8.45am until the end of the morning session, utilising private study facilities when not in lessons. Follow the 'signing out' procedure if leaving school early
  - Ensure that any work/assignment missed is completed on return from a period of absence
  - Sign out with the sixth form office if leaving due to illness.
  - Under no circumstances arrange driving lessons during time-tabled lesson times (test day itself is acceptable)
  - Dental and medical appointments must be arranged outside time-tabled lesson times.

## **20.2. Study & Extra-Curricular Participation**

- Devote a significant amount of time each week to independent study. This will include consolidation of work done in class and wider reading or research. For example, at least 5 hours independent study should be devoted to each single A Level or BTEC course. For most this equates to 15 hours of study a week outside lesson time.
- Participate in all activities specifically arranged for Sixth Formers by departments
- Attend compulsory timetable enrichment lessons or activities (Wednesday period 5)
- Our guidance is to undertake no more than 8 hours per week paid employment during term time so as to ensure that sufficient time is given to full-time education
- Represent the school, if selected, in sports, music or other extra-curricular activities

## **20.3. Regulations and Procedures**

- Adhere to the Hitchin Boys' School Behaviour Policy
- Behave in an appropriate manner as a senior student of the school
- Read the 'Daily Notice Plasma Screen' immediately on arrival at Sixth Form Centre
- Dress in smart business attire suitable for a formal office environment
- Ensure ID cards are visible at all times, worn on school lanyards. This is a safeguarding requirement
- Ensure that mobile phones are only used within the Sixth Form building and switched off in all lessons and meetings.
- All students, but typically sixth form students, should not invite ex-students or any other non-authorised individual onto school site as this is a significant safeguarding risk.

## **20.4. Sixth Form Consequences / Intervention**

20.4.1. Persistent failure to meet the expectations of a sixth form student may lead to intervention strategies put in place by the subject area, tutor, Head of Year, Head of Sixth Form, or Assistant Headteacher in charge of KS5 (or any Senior Leader in their absence). These will include any and all the consequences outlined in this policy, including;

- Lunchtime detentions
- After school detentions

- Withdrawal of privileges
- Contact with parents / carers through phone call / letter / email
- Meeting with parents / carers
- Student put on pastoral report monitored by tutor and/or Head of Year / Head of Sixth Form
- Decision to withdraw, swap and/or reduce A Level courses studied by a student
- Letter written to parents and student advising that successful course completion is unlikely and encouraging student to consider alternative courses outside HBS

## 20.4.2. Behaviour Intervention Procedure

	Intervention / Action Description	Example
<b>STAGE 1</b>	Tutor / subject teacher meets with the student to discuss concerns. Students behaviour is monitored and appropriate consequences applied where there is a persistent infringement	Poor engagement in one subject  Poor punctuality  Poor subject work ethic / low level disruption
<b>STAGE 2</b> <i>Blue Report</i>	Student meeting with form tutor outlining exact nature of concern and possible further consequences. Action plan and targets set for areas of concern over a two week period (monitored by FT) with a review meeting at the end. Parental contact made	No improvement following tutor/subject teacher intervention  U grade following data drop in one or more subjects  Poor engagement in 2 subjects  Poor attitude to learning or work ethic during study periods
<b>STAGE 3</b> <i>Green Report</i>	Student meeting with Head of Year and/or Head of Sixth Form (minuted). Student given clear targets after consultation with form teacher/HoY/HoS. Students to work on targets over a two week period. Parents contacted. Review meeting to take place at the end. Any support needs addressed by pastoral team.	No improvement following stage 2 meeting and/or noncompliance of stage 2 report  A pattern of unauthorised absence / truancy  U grade following data drop in 2 or more subjects
<b>10. STAGE 4</b> <i>Amber Report</i>	Parental meeting with the Head of Sixth Form and student that is written up.  A study contract is drawn up to ensure clarity around attendance, effort, deadlines and engagement. Additional daily support offered.	No improvement following stage 3 meeting and/or noncompliance of stage 3 report  Misconduct and failure to comply with HBS behaviour policy
<b>STAGE 5</b>	Parental meeting with DHT, Head of Sixth Form, and student. Discussion about the suitability of the offer at HBS for this student and whether other pathways may be more successful. Risk of permanent exclusion also discussed if no immediate improvement.	No improvement following stage 4 meeting and/or non-compliance of study contract  Failure to comply with HBS behaviour policy

## 20.5. **Sixth Form Rewards**

20.5.1. At Hitchin Boys School Sixth Form, we want our students to be proud of their achievements, both in terms of their academic progress and performance, but also, we recognise and value the many areas that students succeed in that go beyond their academic studies.

20.5.2. We reward students to recognise and appreciate their high standards of performance and have designed reward system to try and allow all students, regardless of their talent or ability to perform highly in one or more of the following categories;

- Commitment and attitude to learning
- All round achievement – outstanding overall academic performance
- Academic progress
- Attendance
- Community participation (both in our enrichment programme and beyond)
- Subject Awards (from staff nominations at the end of Year 13)



- **Appendix 1 - Managing In-Class Incidents Flowchart**

Praise positive behaviour, use rewards  
Ignore negative behaviour



Verbal warning  
Move seat  
'Time out'



C1 sanction  
C2 sanction for repeated incident of negative behaviour  
C3 for serious poor behaviour



Refer to HoD or other senior faculty member  
Student potentially removed to Faculty TO Room



Log on-call via Edulink/SIMS  
For serious issues and where there is a danger of harm or serious disruption

## Appendix 2 - Consequences for unacceptable behaviour

The examples below are not exhaustive and the school reserves the right of interpretation and application. The Consequences are underpinned by the Golden Rule – ***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. Repeatedly talking/out of seat. Uniform/Appearance. Lack of or mis-use of equipment. Being late without a valid reason. Not following staff instructions. Insufficient completion of classwork. Moving around the school in a disruptive way.	1 Behaviour points added to the record (all staff)
C1H	1	Home learning is not completed to a satisfactory standard but some attempts have been made.	Revised deadline given (all staff)
C2	2	Repetition of any C1 offence. Behaviour not improved after C1	Final Warning  2 behaviour points added to the record  (all staff)
C2H	2	Home learning is not done (no reason given) or revised deadline not met.	
C3L	3	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. Eating in class & consuming fizzy drinks or bringing them onto school site. Plagiarism on internal work. Inappropriate use of device/mobile phone around school. Repeated failure to bring appropriate equipment. Littering. Chewing gum. Being in the vicinity of smokers. Late to lessons or tutor time 3 times in the same half term. Truanting form time.	Lunchtime detention (all staff)  Students offered an opportunity to reflect on the incident via a universal form for any detention or exclusion.
C3H	3	Student fails to meet the final deadline for homework (without good reason), or homework not improved by the 2nd deadline, or the student has had to be given 3 or more C2H's in a week (all subjects) or 2 or more C2H's in the same half term for the same subject.	Lunchtime centralised detention (all staff)
C3	5	Lying or rudeness to a member of staff/arguing. Refusal to follow instructions (see overriding rule above the grid) and/or having to be moved to a different classroom. Inappropriate language / behaviour including swearing in conversation. Incitement or complicity in aggressive behaviour or a bullying incident. Cheating on assessments. Mobile Phone confiscated 3 times in academic year. Significant inappropriate use of device/mobile phone around school (including during lessons). Minor damage to school property (e.g. graffiti on desks). Two C3Ls/C3Hs in one week.	One-hour after school detention (all staff - HoY/HoD informed)
C3F	10	Significant C3 behaviour. Truancy (including truanting form time 3 or more times). Swearing at another student or swearing across a room (verbal or non-verbal). Missing a C3 detention (no reason). Bringing the school into disrepute e.g. anti-social behaviour on public transport or in public places.	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. Smoking/e-cigarette on site and/or the possession of cigarettes, lighters, alcohol. Anti-social behaviour towards the local community. Bullying incident - Cyber/Verbal/Physical. Making unfounded serious accusations against a student or member of staff. Two or more C3s / C3Fs in one week.	Lunchtime isolation(s) (SLT or HoKS)  Internal exclusion (SLT or HoKS)  Saturday morning (SLT or HoKS)
C5	50	Persistent C4 behaviour. Gross disobedience. Swearing at or about a member of staff or making malicious comments. Intimidating staff. Assault (including violent fight). Persistent bullying. Inappropriate physical contact. Intentional discriminatory behaviour eg racist, homophobic or misogynistic (sexist) language/behaviour. Using ICT devices to commit illegal acts (including taking photos of staff) or distribute material to bully or harm others. Offensive or widespread graffiti or major 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.	Suspension (HT - or DHT if HT is off site and absent)
C6	-	Persistent C5 behaviour. Possession of an offensive weapon. Theft or vandalism. Possession of illegal drugs. Violence towards a staff member.	Permanent exclusion or managed move

### Appendix 3 - Rewards for Positive Behaviour

Reward	House Points	Behaviour	Reward
<b>R1</b> (e.g. Daily)	<b>1</b>	Single piece of good work including homework e.g. verbal praise given during the lesson or good written work & effort.  Act of kindness within the school  Demonstrates to ATL level 2 or higher in a lesson	House Point (1 pt) - all staff  Automatically applied to their SIMS & Edulink record.
<b>R2</b> (e.g. Weekly)	<b>3</b>	One outstanding piece of work in a lesson or consistent pieces of good work over multiple lessons e.g. a student provides lots of reasons for R1s over a lesson or in multiple lessons that week. For example repeated verbal praise and excellent written work & effort / resilience.  Significant act of kindness within the school  Consistently demonstrates to ATL level 1	House Points (3 pts) - all staff  Push notification via Edulink app  Phone call, email or Postcard Home or Form Tutor award
<b>R3</b> (e.g. Half Termly)	<b>15</b>	Significant progress over the course of a module of learning e.g. improved outcomes, consistent verbal contribution and outstanding written work & effort / resilience.  Significant act of kindness in the wider local community. Representing the school in an extra-curricular activity.  Consistently demonstrates to ATL level 1*	House Points (15 pts) - approved by Middle Leaders (HoDs & HoY)  Departmental or Head of Year Commendation Letter / certificate after progress checks  or Phone call home  (End of module/half-term)
<b>R4</b> (e.g. Termly)	<b>25</b>	Outstanding progress over the course of a module of learning e.g. now exceeding expectations.  Outstanding pastoral / subject contribution (one project)  97% statutory attendance for the academic year (until 01 July)	House Points (25 pts) - approved by Middle Leaders (HoDs & HoY)  Assistant Headteacher / Headteacher Commendation after progress checks  (End of module/term)
<b>R5</b>	<b>50</b>	No behavioural consequences in the academic year (entered by data team).  Performing Arts, Academic & Sports awards  100% statutory attendance for the academic year (until 01 July)  DofE Bronze Award completed	House Points (50 pts) - approved by Middle Leaders (HoDs & HoY)  Rewards assembly - Prize / Certificates from Head of Year, Dept or Head of PE in end of term celebration assemblies.  Junior Colours (for Academic/Sport/Arts) for sustained effort – awarded from summer of Year 8)
<b>R6</b>	<b>75</b>	Colours – Awarded for sustained effort and commitment in Sport/Performing Arts/Academic - See Appendix 5 of the Behaviour Policy for full details ( <a href="#">found here</a> ).  Sustained outstanding work or outstanding effort/resilience over the course of a year.	End of Year rewards assembly. House Points (75 pts) - approved by SLT in the summer term based on nominations for end of Year assemblies.  Senior School Colours (for Academic/Sport/Arts) for sustained effort – awarded from summer of Year 10)
<b>R7</b>	<b>100</b>	Sustained outstanding work or outstanding effort/resilience over the course of a Key Stage.  Outstanding work/effort/resilience over their time at school  Performing Arts, Academic & Sports awards  DofE Gold Award Completed	House Points (100 Pts) - approved by SLT  Annual Celebration Evening for GCSE and A-level  End of Year Striving for Excellence Awards  Full School Colours (for Academic/Sport/Arts) for sustained effort – awarded from summer of Year 12)

### **Key Stages 3 and 4**

Reward activities for attaining various amounts of House Points and various other rewards also take place:

- For boys in Y7-11 the HPG Coordinator or Pastoral teams may organise a termly trip to reward the 20 highest Conduct Point winners (House Points minus behaviour points) in each year.
- In Year 7 to 11, the House Points leader board is checked every week in a tutor period.
- In Year 7 to 11, a celebration assembly is organised every term to celebrate the students' academic and pastoral successes.
- In Year 7 to Year 11, the form with the highest merits points is rewarded at end of each term (such as paid for breakfast and a trophy that they keep for that term in their form room).

### **Key Stage 5 (Sixth Form) Rewards**

Identified by:

- Commitment and attitude to learning
- All round achievement – outstanding overall academic performance
- Academic progress
- Attendance
- Community participation (both in our enrichment programme and beyond)
- Subject Awards (from staff nominations at the end of Year 13)

## **Appendix 4 – Internal Exclusions Process**

Where a student's behaviour is serious enough to warrant a C4I consequence (Internal Exclusion) the following process will be followed as outlined in section 15 of the Behaviour Policy.

Internal Exclusions will:

- Be conducted in a separate room away from the main school student body.
- Always have a member of staff present.
- Include a period of reflection and restorative work
- Allow students to access their school work via online platforms.
- Allow students the opportunity to have access to toilets in the building.
- Ensure students have an opportunity for break and lunch periods (though these will not be with their peers and could be at slightly different times to the usual school day). Students will be given an opportunity to stretch their legs and get plenty of fresh air.
- Automatically include an hour after school detention. This will be as per the main school detention system and with any other students undertaking a C3 consequence that evening.
- Ensure all SEND and medical needs are met within reason.
- Always require students to hand in their mobile phone at the start of the day.

Pastoral Leaders will:

- Ensure that internal exclusions have at least half a days' notice period to allow time to ensure staff can organise the day effectively.
- Notify the parents of the reasons for the internal exclusion and when it will be - including timings.
- Ensure the internal exclusion is recorded on the student's SIMS file.
- Ensure the student has been spoken to and is aware of why an internal exclusion has been sanctioned as the consequence and where they should be and when. A packed lunch and reading book for breaks / lunch is advisable.

Pastoral Support Workers will:

- Notify the attendance team that the internal exclusion is taking place so registers are marked accordingly.
- Notify teachers that work must be uploaded to the online platform and for what day(s).
- Meet the student at reception no earlier than 8.30am and no later than 8.45am.
- Collect the student's mobile phone at the start of the day. If the student has left it at home then this will need to be confirmed via parents.
- Source a laptop for online access should the student not have access to their own Google Chromebook.
- Put together a timetable of supervision and restorative work that will be undertaken.
- Collect the student(s) before 3.30pm to take them to their after school detention.

Senior Leaders will:

- Be available to supervise the internal exclusion as per the 'on-call' rota. Should there be any unavoidable circumstances where a senior leader can't attend e.g. interviewing, PEP meeting, safeguarding/child protection emergency then other senior leaders should prioritise covering.
- Supervise the internal exclusion and ensure the atmosphere in the room is quiet and studious at all times.

- Attempt to support students with any academic queries about the online work if they can.
- Ensure that all prior agreed SEND and medical needs are met.

The Student will:

- Be punctual and follow all school rules as normal.
- Engage with all online learning throughout the day.
- Engage with the reflection and restorative work to show they are learning from their poor behaviour(s).
- Be respectful at all times.
- Bring any stationary, break/lunch reading material that they require.
- Ideally bring a packed lunch.
- Hand in their mobile phone at the start of the day to the pastoral support worker.

## **Appendix 5 - Process for the Awarding of School Colours**

At Hitchin Boys' School, School Colours are awarded to students who have consistently demonstrated both commitment and endeavour in one of following disciplines:

**Sport**

**Performing Arts**

**Combination of Academic Subjects**

***The awarding of School Colours is a significant honour to represent a period of long standing commitment and achievement by a student who has demonstrated the values of Hitchin Boys' School and who has always strived for excellence.***

In order for students to be nominated for school colours they must fully meet the criteria first. It is possible for students to be awarded colours in different disciplines during their time at the School.

### **What School Colours are available and when can they first be awarded?**

The School has the capacity to award three different School Colours to students from three points during their time at Hitchin Boys' School.

*Junior Colours (R5) - a tie*

This can be awarded from the summer term of Year 8 once the criteria has been fully met. It is primarily aimed at Key Stage 3 but can be awarded in later years if appropriate.

*Senior Colours (R6) - a tie*

This can be awarded from the December of Year 10 once the criteria has been fully met. It is primarily aimed at Key Stage 4 but can be awarded in later years if appropriate or in truly exceptional circumstances earlier than the December of Year 10 (representing one's Country for example).

*Full Colours (R7) - a badge*

This can be awarded from the December of Year 12 once the criteria has been fully met. In truly exceptional circumstances, earlier than the December of Year 12, Full Colours can be awarded (for example representing one's Country).

A central record of who holds School Colours will be kept.

### **Who Awards School Colours?**

Prior to the committee meeting the PE and Creative Arts departments would compile a list of names for approval. For Academic Colours the Pastoral Leads would invite nominations from HoD & HoY and look for those who are universally committed and endeavouring to succeed in a range of subjects (the use of current and historic data plus exam results will be important but crucially so will the testimonies of middle leaders).

## **The Criteria for Being Awarded Colours in Each Discipline**

The individual criteria for awarding School Colours in each of the 3 disciplines are below. Every effort has been made to ensure that there is parity in the commitment and endeavour needed to be shown across the 3 disciplines.

### **Criteria for School Colours in Sport**

These are agreed and determined by the PE Department and approved by the Headteacher whose decisions are final and absolute.

#### **Junior Colours (a tie):**

- Excels in at least one sport to a very high standard over two years
- Demonstrates an excellent attitude in sport towards their peers, opposition and staff over the two years in all sporting activities
- Demonstrates outstanding commitment to school sport across the whole curriculum including extra-curricular clubs, fixtures and Saturday mornings.
- Contributes to the ethos of the school by having a positive attitude with regards to upholding the school values and acting as a role model for fellow pupils.

#### **Senior Colours (a tie):**

- Excels in at least one sport to a very high standard over three years and one term.
- Demonstrates an excellent attitude in sport towards their peers, opposition and staff over the two years in all sporting activities
- Demonstrates outstanding commitment to school sport across the whole curriculum including extra-curricular clubs, fixtures and Saturday mornings.
- Contributes to the ethos of the school by having a positive attitude with regards to upholding the school values and acting as a role model for fellow pupils.
- Contributes to the development of school sport by supporting the PE department in the coaching and officiating of Junior KS3 school sport.

#### **Full Colours (a badge):**

- Excels in at least one sport to a very high standard during their time at the school.
- Demonstrates an excellent attitude in sport towards their peers, opposition and staff over their time at the school in all sporting activities they are selected for.
- Demonstrates outstanding commitment to school sport across the whole curriculum including extra-curricular clubs, fixtures and Saturday mornings.
- Contribute to the ethos of the school by having a positive attitude with regards to upholding the school values and acting as a role model for fellow pupils.
- Contributes to the development of school sport by supporting the PE department in the coaching and officiating of Junior KS3 school sport.



Please note:

School Colours will not be granted for being part of a team, representing the school is an honour and privilege. Only those pupils meeting the criteria of outstanding wider commitment and endeavour will be considered.

## **Criteria for School Colours in Performing Arts**

These are agreed and determined by the Creative Arts Department and approved by the Headteacher whose decisions are final and absolute.

### Junior Colours (a tie):

- At least two years considerable commitment in one musical ensemble and performing within the school **or** a significant role in at least one school production.
- Reasonable involvement or representation of the school in one other ensemble/event over a period of time **or** supporting role in a second school production.
- Demonstrates outstanding commitment to the performing arts whenever opportunities for them arise.
- Contributes to the ethos of the school by having a positive attitude with regards to upholding the school values and acting as a role model for fellow pupils.

### Senior Colours (a tie):

- At least three years and one term of outstanding commitment to participating and performing in one musical ensemble within the school **or** significant involvement in at least two school productions.
- Reasonable involvement or representation of the school in one other ensemble/event over a period of time **or** school production.
- To have a consistently positive attitude towards all aspects of music and performance and to be a role model for their peers.
- Maintain a consistently excellent level of performance at school representation level (concerts and/or productions).
- Contributes to the ethos of the school by having a positive attitude with regards to upholding the school values and acting as a role model for fellow pupils.
- To commit to supporting the development of younger students through ensembles **or** rehearsals.

### Full Colours (a tie or a badge):

- To have demonstrated outstanding commitment to participating and performing in musical ensembles or School Productions within their time at the School.
- To have consistently demonstrated a positive attitude towards all aspects of music and performance and to be a role model for their peers.
- Maintain a consistently excellent level of performance at school representation level (concerts and/or productions).

- Contributes to the ethos of the school by having a positive attitude with regards to upholding the school values and acting as a role model for fellow pupils.
- To commit to supporting the development of younger students through various musical groups, productions and performances.

Please note:

School Colours will not be granted for being part of an ensemble or production, representing the school is an honour and privilege. Only those pupils meeting the full criteria of outstanding wider commitment and endeavour will be considered.

## **Criteria for School [Academic Colours](#)**

As these are determined across multiple subjects, not just one or two, these are nominated for and agreed by an Academic Colours panel that includes the Headteacher, Pastoral Leads and two rotating subject leaders. They are approved by the Headteacher whose decisions are final and absolute.

Junior Colours (a tie):

- At least two years of considerable commitment to achieving positive feedback regarding their attitude to learning in most subjects within the school.
- At least two years of considerable commitment to achieving positive feedback regarding their progress in the majority of their subjects within the school.
- Taking part in High Performance Groups to access the Super Curriculum.
- Contributes to the ethos of the school by having a positive attitude with regards to upholding the school values and acting as a role model for their peers.
- Helped to deliver whole school events.
- Having achieved a consistent number of R3 & R4 rewards.

Senior Colours (a tie):

- At least three years and a term of considerable commitment to achieving positive feedback regarding their attitude to learning in most subjects within the school.
- At least three years and a term of considerable commitment to achieving positive feedback regarding their progress in the majority of their subjects within the school.
- Taking part in High Performance Groups to access the Super Curriculum.
- Contribute to the ethos of the school by having a positive attitude with regards to upholding the school values and acting as a role model for fellow pupils.
- Take on a leadership role within the school community, such as mentoring younger students, helping to run clubs (such as Debate Club, Student Voice or Chess Club to give but a small number of examples).
- Having achieved a consistent number of R3 and R4 rewards.

Full Colours (a badge):

- To have demonstrated considerable commitment to achieving positive feedback regarding their attitude to learning in the majority of their subjects during their time at the school.

- To have demonstrated considerable commitment to achieving positive feedback regarding their progress in the majority of their subjects during their time at the school.
- Taking part in High Performance Group(s) to access the Super Curriculum.
- Contribute to the ethos of the school by having a positive attitude with regards to upholding the school values and acting as a role model for fellow pupils.
- Take on a leadership role within the school community, such as mentoring younger students, helping to run clubs (such as Debate Club, Student Voice or Chess Club to give but a small number of examples).
- Having achieved a consistent number of R3, R4 and R5 rewards.

### **AND/OR**

Outstanding Achievement Award:

- *Achieve exceptional academic success in their external exams (the awarding of which will depend on the individual, their context and their outcomes).*
- *Be on the senior prefect team and exceed the expectations of the role given.*

### Please note:

School Colours will not be granted solely for performance in a few subjects, the applicant must meet all criteria which require a commitment beyond just those subjects they wish to excel in but rather the whole.

At all times the decisions of the School are final and absolute.