



THE HART SCHOOL
*Creative
Education
Trust*

B4L Framework

A Handbook for School Staff and Governors

March 2018

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Community Ethos

The Hart School celebrates its inclusive approach to education and educates students from Rugeley and its surrounding areas. The Hart School is a newly formed School that is at the heart of the community. The Hart School values its pupils and is proud of the positive relationships it develops and achievements that our pupils reach at the end of KS4 and KS5.

As we continue on our journey, it is imperative that we follow the School's purpose: 'To Design and Shape Your World'. As a student of The Hart School, you will design and shape your future to enable you to flourish as an independent adult in whatever world you choose.

This framework applies to all school based activities whether they are off/on site or on a school trip.

Home-School Links

Our home-school partnership is key to ensuring student welfare and maximizing student progress. The flow of information from and the School comes in many guises; parent/teacher meetings, School reports, phone calls, texts, letters, Student Planners, Show My Homework etc.

Expectations

Students need to be prepared for learning by attending school with the correct basic equipment; this is non-negotiable. This ensures that lessons can begin swiftly and without delay. When entering a classroom/ place of learning, all equipment should be placed on the desk. As such, pupils are required to bring the following equipment: (See Appendix 1 – Student Expectations)

1. A school bag
2. Black or blue ballpoint pen
3. Pencil
4. Ruler
5. Rubber
6. Pencil sharpener
7. Accelerated Reader book or reading book, if AR programme is completed.

Students will also be supplied with a Hart School planner/homework diary. It is compulsory that each student has both their planner and basic equipment with them at all times. All students are expected to follow the expectations of how to set out work

Student Planners

All students must have a student planner and they must be used to monitor the setting and completion of homework, detentions, praise, key dates and other information. They will contain student timetables, assessment data, and a section for parent / staff communication, extra-curricular involvement and attendance figures. Students will carry their planners with them at all times. Staff will also use planners to give permission for students to leave class i.e toilet,

Homework

The expectation of the School is that teachers set challenging homework, in line with the School's policy and The Hart School Learning Framework, that consolidates learning, deepens understanding and prepares students very well for work to come.

- All staff must set homework for students.
- Teacher's must ensure that this homework is recorded in planners and on Show My Homework and evidenced within students' exercise books.
- Staff must then collect in, mark and give feedback to students. It is the teacher's responsibility to ensure that students are sanctioned if they do not complete homework.

- DoF must regularly review the quality, quantity and impact of homework set within their department.

Uniform

Students will be required to wear full school uniform at all times.

Uniform Consists of:

- 1 Grey blazer with school badge.
- 2 Plain white shirt with stiff collar and a top button.
- 3 School tie.
- 4 Black school trousers (not leggings, tight fitted trousers or jeans)
- 5 Black 'A' line school skirt – KNEE length (tight fitted skirts are not acceptable)
- 6 A plain grey headscarf may be worn (tassels and embroidery are not acceptable)
- 7 Plain black tights or socks (socks must be below the knee)
- 8 Plain black leather/leather looking shoes (Platforms, boots, canvas shoes or pumps are not allowed)
- 9 Students are required to attend school with a hairstyle appropriate to the uniform policy. Hair colour should look natural so there should be no noticeably dyed hair or extreme styles.
- 10 Facial piercings and tattoos are not allowed.
- 11 Shirts must be tucked in at all times.
- 12 Hooded tops and fashion jumpers are not permitted.
- 13 Blazers must be worn at all times unless permission is given in lesson by the class teacher.

If a student is not in correct uniform they should bring a letter from home stating why. SSOs will check uniform each morning and issue a green uniform sticker indicating when the uniform should be corrected. Uniform information will be placed on the 'Uniform Tracker' by the SSO. Should the issue continue, the SSO should contact home to rectify the issue as a matter of urgency. Refusal to wear the correct uniform may result in the student being sent home or placed in isolation. Some uniform may be available for students to borrow from the appropriate SSO.

Coats should not be worn in the corridors or classrooms and should be placed in bags or lockers.

Attitude to Learning

The impact that attitude to learning has upon overall academic performance cannot be overstated. It is this level of effort, determination and focus that will ensure students succeed in the future. As a result, when reporting, the type of learner (Grade) will also be available for parents so that they can further support the School. In order to action effectively, it is vital that this is recorded accurately at data collection points. (Appendix 2)

All pupils will have the chance to be rewarded for their effort in and out of lessons.

Student Praise and Rewards

At The Hart School we believe in the use of praise to create a positive ethos through effective recognition of achievements. This includes rewarding students who demonstrate positive attitude to learning inside the classroom and those who are outstanding members of the school community outside of the classroom.

Reward within the School takes a number of guises:

VIVOS

Students in Year 7-11, have the opportunity to earn VIVOS.

Students will be rewarded as set out in the Behaviour Framework. Staff will record Positive Behaviour on Class Charts. The AAP responsible for rewards will analyse the data and reward the appropriate VIVO's. This will also be communicated with parents

Postcards & Phone Calls

Teachers and support staff can give a praise postcard directly to the students. These are available from reprographics on both sites. This will be logged on Class Charts under Positive Behaviour. It is good practice to commend students by making a phone call home. This will be carried out on an informal basis where a member of staff identifies sustained improvement in levels of commitment, effort or attainment and should then be recorded on the communication log on SIMs. All contact with parents should be logged through Class Charts on the communication log. All praise postcards and calls home earn 2 Vivo rewards.

Rewards can be allocated directly onto Class Charts. In addition, students can also receive other rewards throughout the year. Students can be nominated by the Pastoral Team to receive an 'instant win' reward. These can be collated towards the end of each half term and awarded in assemblies.

Every week Vivos are added together and put on individual pupil accounts so they can spend them throughout the year on their choice of rewards.

Community Contribution

Each form in Years 7 to 11 will take responsibility in supporting a foodbank within their local community. Ambassadors and prefects take a lead role in the organization to ensure that there is positive engagement. Each form will be responsible for a number of tasks / activities within the School.

End of Term Celebrations and Assemblies

Students will be identified and rewarded for attendance, punctuality, outstanding contribution and achievement. Form groups will compete with each other with Vivo totals for additional recognition and rewards. This will usually take place in Year Group Assemblies that will take place every half term.

Awards Evenings

Students from each key stage are identified for outstanding effort or attainment and are invited to the Awards Evening at different points during the year. Students are presented with a certificate. Parents/carers, family and friends are invited to come and share the celebration of their loved one's success.

Behaviour Framework

We believe that in order to achieve the aims of the School and to enable effective teaching and learning to take place, good behaviour in all aspects of School life is necessary. This is based on the values of Solidarity, Ethical Values, Equality and Equity, Democracy and Self Help and Responsibility (See Appendix 2). Where pupils affect the learning of others, or where school rules are not followed, the school will follow the 'Behaviour Framework' (Appendix 3) and consequence system set out below. The school will also follow the principles as set out in the (**Behaviour for Learning Policy- CET**). It is an expectation that when a place is given to children at The Hart School, parents/carers agree to the policy and framework

The School uses a range of sanctions, dependent upon the action of the individual as set out in this policy and the Behaviour Framework

For behaviour within the classroom environment, staff are to follow the Consequence System (Appendix 3), which has been shared with pupils and parents. All staff will apply the framework fairly and consistently and where possible reward pupils. However, if a pupil is disrupting the learning of others or not following the school rules, appropriate consequences will be given. It is essential however that staff should strive to develop a good relationship with pupils, use language to engage pupils, be aware of individual pupil circumstances and reward pupil where ever possible. As a guide, all classrooms will display the framework which should be referred to by all teachers.

Where necessary staff will:-

1. Explain to the pupil that their behaviour is not appropriate
2. Use language and techniques to diffuse the situation
3. Make it clear to the pupil what the consequences will be
4. Follow the consequence system
5. Where appropriate, use professional judgement within the framework to remove consequences as the pupil behaves

Recording Rewards and Consequences

When a pupil is being rewarded for 'Green Behaviour and other rewards', pupils should be told that they are being rewarded. The teacher should enter this on the positive behaviour tab on Class Charts by selecting the appropriate category. The AAP will collate this information and award the appropriate VIVOs.

Where a consequence needs to be applied, this is done by selecting the appropriate negative behaviour. Notes can also be added. It is important to do this as soon as possible in the lesson so that staff on-call can be proactive and attend the lesson. However, it is important that staff do not record the same incident more than once, otherwise this will give an unrealistic figure. Staff should also only record the most serious consequence for that lesson.

Lines of Communication

Staff should be responsible for behaviour within their classroom as set out in the Teacher Standards. There will be situations where the teacher over time has exhausted the strategies and interventions for a pupil and will need to gain support from others as follows: -

1. Faculty Directors will look at data for their departments and agree appropriate support and interventions for pupils. Interventions should also form part of Faculty meetings. Interventions are set out in the framework
2. Where necessary, FD should liaise with KSD for further interventions and support
3. KS Directors will meet regularly with SSOs, SENCO and Behaviour lead to discuss students and agree interventions.
4. Pupil behaviour will be discussed at appropriate SLT meetings with agreed actions and interventions

Behaviour Data

It is essential that staff record positive and negative behaviour accurately so that the tracking of behaviour and intervention is effective. Parents will also have access to Class Charts through a smart phone app. Notes should be added to pupil's record where interventions have been applied and calls have been made home

Detentions

As part of the framework, staff may wish to issue detentions as follows: -

1. 10 minute detention at break, lunch or after school
2. 30 minute staff detention (contact parents for non-attendance)
3. 1 hour faculty detention (Continued issues or failure to attend staff detention)
4. SLT detention (Call-out or continued failure to attend Faculty Detention)

5. Isolation/Internal Exclusion (Failure to attend SLT Detention)

Where a detention is issued for more than 10 minutes at the end of school, parents should be informed. An appropriate sticker should be placed in the student's planner.

Call-Out

A member of staff should only be called out to lessons if Consequence 5 has been issued and there is still no improvement in the student's behaviour. There is an expectation that staff follow the consequences using language and techniques to diffuse the situation to avoid a serious escalation. The member of staff wishing to Call-Out should email the On-Call group stating: -

1. The name of the pupil(s)
2. Room and department
3. The details of what consequences have been used and why the On Call is necessary. This will enable the member of staff on call to prioritise if necessary.

Isolation and Internal Exclusion

Isolation may be used by staff who are on-call, SLT or SSOs when a pupil needs to be removed from a class. FD and KSD may place a pupil in isolation after consultation with SSOs or the Behaviour VP. Members of staff should not put pupils in Isolation.

Pupils may be placed in Internal Exclusion as an alternative to a Fixed Term Exclusion. The decision for this should be made by a member of SLT.

If a member of staff for any reason cannot do their isolation session, they should attempt to find a replacement. If this isn't possible, the SSOs should be informed.

Guidance for the rules on Isolation and Internal Exclusion are found in Appendix 2.

Staff On-Call

There is a rota for staff on call. They should carry a mobile device/radio for communication with receptions. When staff require a member of the call out team to attend for a C5, they should click the On Call tab on Class Charts and complete the details. The member of staff on call will then be alerted.

The member of staff on call should make a decision as to what consequence and intervention would be appropriate (See framework)

The member of staff should complete details on Class Charts of the incident. The member of staff on call will complete what their actions were.

Confiscated Items

The School follows the DfE guidance with regard to the confiscation of inappropriate items. For further guidance, please refer to the School's 'Behaviour for Learning Policy'.

When items have been confiscated, they should be taken as soon as possible to reception. They will be placed in a bag, labelled and locked in the school safe for collection at the end of the day. When mobile phones are confiscated, they must be turned off prior to the above procedures.

Attendance

All staff, parents and students are responsible for attendance. **This is a statutory duty and a critical safeguarding issue.** Kath Gleeson is the Attendance Officer and Alison McGhee is the Attendance Intervention Manager and the SLT maintains the lead for whole school attendance. Parents/carers are responsible for informing the School of a child's absence. This will then be added to SIMs.

It is the responsibility of the student to:

- Attend the School on time every day, ready to learn.
- Attend all lessons punctually fully equipped
- To report any issues of bullying or any other issue that may impact upon the student's attendance, so that the pastoral team can support.

It is the responsibility of the parents to:

- Send their child to the School on time every day and ensure they have full equipment.
- To contact the School as soon as possible, should their child be unable to attend.
- To avoid booking medical appointments within School hours
- Holidays should be booked outside term time. Leave of absence will only be granted in exceptional circumstances.

It is the responsibility of the form tutor to:

- Monitor the previous day's attendance, challenging absence from individual lessons.
- Monitoring form attendance as a whole on a weekly basis.
- Monitor uniform and challenge and support with incorrect uniform.
- Distribute information to their form group
- Develop strong communication lines with parents

It is the responsibility of Director of key stage:

- Monitor each form groups attendance in their year group and challenge poor attendance
- Strive to achieve the school target of 98%
- Work alongside the Attendance Officer and Attendance Improvement Officer to improve year group attendance.
- Reward student's attendance if they maintain high levels (achieving 98% or above)
- Sanction students who do not attend individual lessons.

It is the responsibility of the class teacher to:

- Take the register within the first 10 minutes of a lesson. Where a paper register is taken, this must be with reception within the designated time.
- Inform Kath Gleeson and Alison McGhee, should a student be absent from your lesson, when they have previously been present. **This is a critical safeguarding matter and must be adhered to.**
- Mark students present as a '/' at the start of the lesson. If a student is not present, and there is not already a mark, record them as 'N'. If a student has been marked absent previously, question. If the mark is inaccurate, contact Alison McGhee or Kath Gleeson.
- If a student is with you, as opposed to not being in their normal lesson. It is your responsibility to either inform the attendance team, or add to SIMs. This will ensure the whereabouts of all students is known.
- If a pupil is late to your lesson, mark with a "L" then right click to enter the minutes they are late.

It is the responsibility of the Attendance Officer to:

- Challenge absence, via first day calling.
- Manage case-loads, providing evidence and support.
- To track attendance on a weekly, half termly and yearly basis.
- To attend attendance clinics, attendance review meetings and any other multi-agency meetings, where attendance is a lead concern.
- Report concerns to the SLT.

It is the responsibility of the SLT to:

- Support the Attendance Officer.
- Report attendance data to the Academy Council and SLT.
- Track data to identify key trends and lead strategic development in the area.

Punctuality

Being on time to school is vitally important. With this in mind, all pupils are encouraged to come to on time. This means that pupils should arrive by 8.30am. Should pupils arrive prior to this, the canteen is open for something to eat and drink. A bell will ring at 8.30, indicating that pupils should be in school and can move to lessons or assembly. A bell at 8.40am will indicate that all pupils should be ready to learn.

If pupils are late to school, appendix 4 shows the procedures

Appendix 1 – Student expectations

 <p>TIME</p> <p>Arrive on time with all necessary equipment</p>	 <p>UNIFORM</p> <p>Wear the school uniform correctly</p>	 <p>LINE UP</p> <p>Line up patiently without talking</p>	 <p>ENTRY</p> <p>Enter the classroom in a calm and sensible manner and sit according to the seating plan</p>	 <p>RESPECT</p> <p>Be respectful and polite at all times</p>	 <p>MANNERS</p> <p>Use 'Miss' and 'Sir' when addressing a teacher</p>
 <p>CONDITIONS</p> <p>Adhere to the teacher's working conditions at all times</p>	 <p>PROMPT</p> <p>Follow all requests promptly</p>	 <p>PASS</p> <p>Remain in the classroom unless they have an issued pass</p>	 <p>MOBILES</p> <p>Not use mobile phones under any circumstances</p>	 <p>EFFORT</p> <p>Apply their very best effort to every task</p>	 <p>LISTEN</p> <p>Actively listen when the teacher is speaking and to others when they are contributing to the lesson</p>

Presentation of written work

 <p>1</p> <p>DATE</p> <p>Put the date into the margin at the start of your work in the format 00/00/00</p>	 <p>2</p> <p>TITLE</p> <p>Put a title on all your work. Make sure it is in the middle and underlined</p>	 <p>3</p> <p>COLOUR</p> <p>Use black or blue pen only</p>	 <p>4</p> <p>RULER</p> <p>Use a ruler to underline</p>	 <p>5</p> <p>MISTAKES</p> <p>If you make a mistake cross it out with one neat line</p>	 <p>6</p> <p>NUMBERING</p> <p>Put the question number in the margin before writing your answer</p>
 <p>7</p> <p>DRAWINGS</p> <p>Draw all your diagrams, graphs or drawing in pencil</p>	 <p>8</p> <p>WORKSHEETS</p> <p>Make sure your worksheets are stuck in neatly and in the correct place</p>	 <p>9</p> <p>STICKERS</p> <p>Have you got your target sticker and Hart Expectation sticker on your book?</p>	 <p>10</p> <p>RULING OFF</p> <p>When you finish a piece of work rule it off neatly</p>	 <p>11</p> <p>GRAFFITI FREE</p> <p>Make sure your book is graffiti free</p>	 <p>12</p> <p>PROUD</p> <p>Finally, ask yourself, do you feel proud of your work?</p>

Appendix 2

	EXPERT LEARNER	ADVANCED LEARNER	DEVELOPING LEARNER	POTENTIAL LEARNER
PREPARATION	Fully prepared for learning and on time for lessons	Prepared and on time for lessons	Prepared with some equipment and sometimes on time	Unprepared for learning
CONTRIBUTION	Plays an active part in all elements of the lesson	Contributes to the lesson	Makes a contribution when prompted	Reluctant to contribute at the moment
TEAM WORKING	Highly effective as a team player	Works well in teams	Can work well in teams when reminded	Has not yet developed team working skills
EFFORT	Excellent effort for the whole lesson	Good effort given throughout the lesson	Needs to be reminded to maintain effort	Poor effort for all or part of the lesson
BEHAVIOUR	Immaculate behaviour at all times	Good behaviour at all times	Reminders needed to meet behaviour expectations	Warnings required to maintain focus
CONCENTRATION	Full concentration given in all tasks	Concentration shown	Needs reminding about concentration	Warnings required to maintain concentration
RESILIENCE	Always perseveres and takes risks when faced with a difficult task	Often perseveres when faced with a difficult task	Sometimes perseveres when faced with a difficult task	Has not yet developed perseverance skills
HOMEWORK	Homework completed to a high standard	Homework completed well	Some of the Homework completed	Homework not completed
QUALITY OF WORK	Work can be used as an example to others	Work completed well	Work completed	Work rarely completed
SELF - ASSESSMENT	Understands fully how to improve in this lesson	Can identify ways to improve learning in this lesson	Is able to assess their learning in this lesson	Unable to evaluate own learning yet
UNIFORM	Immaculate uniform	Correct school uniform	Occasional reminders required to maintain standard	Uniform expectations not yet met

Appendix 3

THE HART SCHOOL - BEHAVIOUR FRAMEWORK

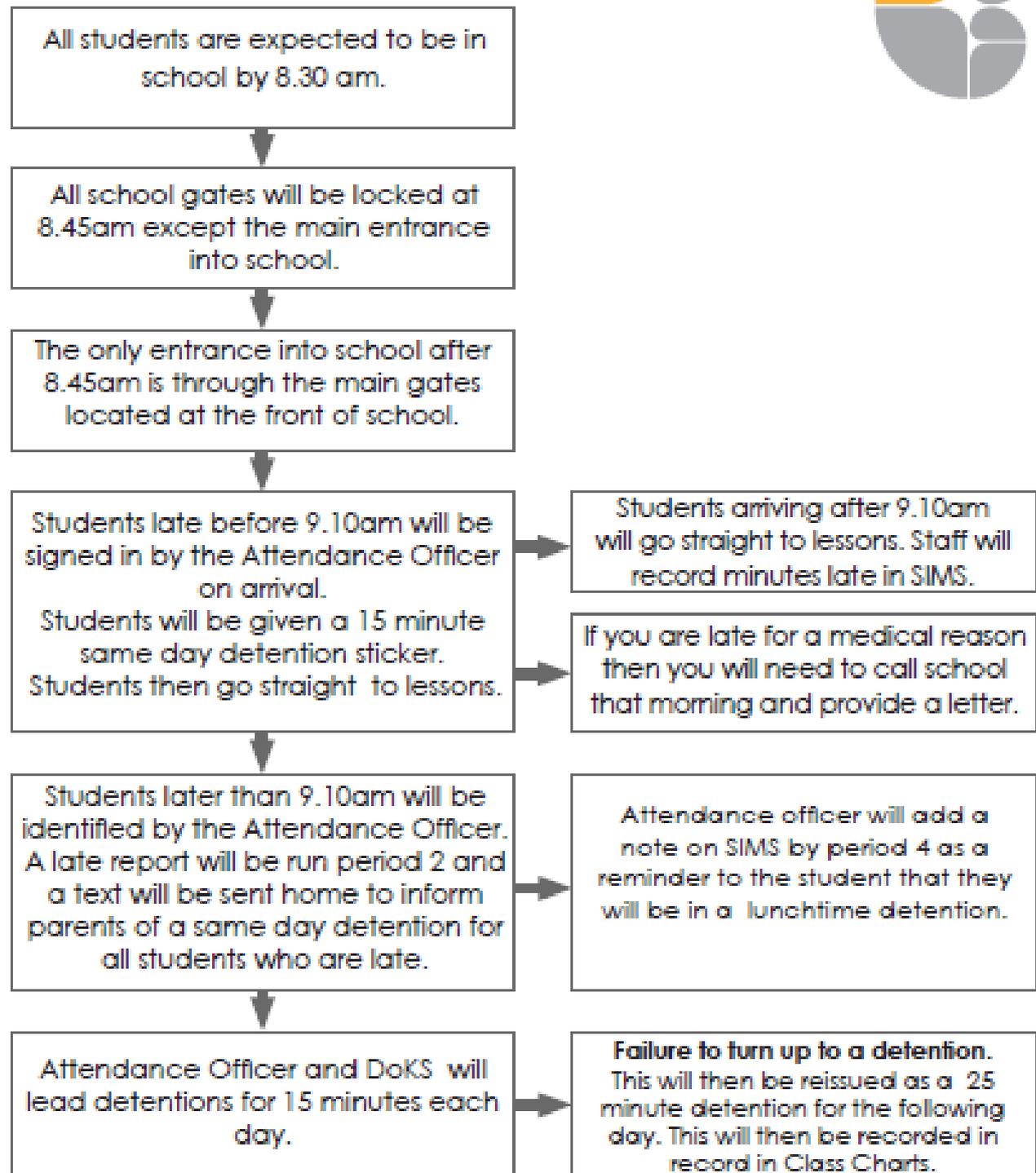
<p>GREEN BEHAVIOURS</p>	<ul style="list-style-type: none"> Being polite. Courteous to staff and fellow pupils. Working to the best of pupil's ability. Having the correct equipment. Producing the appropriate standard of work/homework. Being on time to lessons. Completing homework to the best of ability. Smart uniform. Doing as requested. Being helpful. Being on task. 		<p>VIVOS</p>	<p>REWARDS</p> <ol style="list-style-type: none"> 2 Vivos - Green Behaviour / Praise. 10 Vivos - Community contribution. 20 Vivos - Sustained Community Contribution. 10 Vivos - 100% Attendance (1/2 term). 5 Vivos - 100% Attendance (Weekly). 10 Vivos - 100% Attendance (1/2 term). 10 Vivos - 100% Attendance (End of term). 30 Vivos - ATL (At each DC point). 	<p>NON-NEGOTIABLES</p> <ul style="list-style-type: none"> Queue sensibly outside. Uniform worn correctly. No mobile phones out. Ready to learn / Equipment. Sit according to seating plan. No Chewing. Do as requested by staff. Work hard at all times. No distractions. Leave the classroom sensibly.
<p>AMBER BEHAVIOURS</p>	<ul style="list-style-type: none"> No equipment. Off task / Mobile phones out / used. Eating in class. Out of seat. Poor quality work. Distracted/off task. Not following instructions. Interruptions. Lack of cooperation. Throwing things. Answering Back. Lack of homework. Other (minor) – please specify in free text. 		<p>C1 C2</p>	<p>CONSEQUENCES</p> <ol style="list-style-type: none"> Verbal warning. Name on board. Move of seat. 10 Minute detention. 	<p>INTERVENTIONS MENU</p> <ul style="list-style-type: none"> 1:1 Conversation. Removal of name if behaviour improves. Classroom reinforcement. 1:1 Conversation/targets on return. Positive Praise for improvement. Rethink sheet/Positive reinforcement. Class report. Positive Praise report.
<p>RED BEHAVIOURS</p>	<ul style="list-style-type: none"> Late to lesson for no reason/continued lateness. Failure to do 10 minute detention. Poor standard of uniform. Repeated Amber behaviour in one lesson following Consequence 1 and 2. Lack of homework. Abusive language/swearing (not directed at a member of staff). Abuse of the classroom/equipment. E-safety incident (Refer to E-safety policy). Refusal to cooperate/defiance & rudeness to staff. Aggression towards others. Bullying – Homophobic, Race, Religion, Gender, Disability (repeated offence, not just a 'one off'). 		<p>C3 C4</p>	<p>CONSEQUENCES</p> <ol style="list-style-type: none"> 30 minute teacher detention. Telephone call home. Parking in agreed room (Faculty TT). Faculty detention. 	<p>INTERVENTIONS MENU</p> <ul style="list-style-type: none"> Time spent with pupil to discuss acceptable behaviour. Parental meeting with DoF. Faculty report. Faculty mentoring. SSO intervention / joint parent meeting using data. SSO report. Time out of lesson. Reconciliation meeting. Inclusion intervention / Hart Beat.
<p>ON - CALL</p>	<ul style="list-style-type: none"> Swearing at a member of staff. Aggression to a member of staff. Racist comments. Threatening behaviour towards staff. Fighting in the class. Smoking. Tuancy where safeguarding is an issue. Verbal abuse to a member of staff. Behaving in a way that may cause a danger to others. Continued disruption after a Consequence 4 has been issued. Other (Serious) – please specify in free text. 		<p>C5</p>	<p>CONSEQUENCES</p> <ol style="list-style-type: none"> Isolation. Detention by SSO. SLT Detention attended by staff. Internal Exclusion. Fixed term exclusion. SLT / Principal / Governors warning. Senior disciplinary committee. Permanent exclusion. 	<p>INTERVENTIONS MENU</p> <ul style="list-style-type: none"> Meeting with DoKS / Parent(s). SLT Report. Reduced TT / alternative provision. SLT Mentoring. Outside mentoring. Outside agency involvement.

STAFFS RESPONSIBILITY

BEHAVIOUR / INCLUSION TEAM

Punctuality to School

5 minutes late each day is equal to 3 days off in a school year.



Persistent lateness (Late twice in the same week).

