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**THE HART
SCHOOL**
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NLE/SLE

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Dear Parents and Carers

Revised changes to our Reward and Behaviour Framework

I apologise for this lengthy letter, however, wish to communicate some important changes for September 2023 at The Hart School.

We want to take a moment to share some exciting news regarding our school's rewards and behaviour system and the positive changes we have observed in our students' conduct. Over the past year, we have noticed a significant improvement in overall behaviour within our school. Our students have been demonstrating increased respect, responsibility, and kindness towards one another, as well as displaying excellent adherence to our school's rules and expectations. We believe that these positive changes are a testament to the strong partnership between the school and our supportive parent community.

'Good' behaviour was also noted and observed during our recent Ofsted inspection in June this year - students should be congratulated.

In light of these improvements, we have decided to make some adjustments to our behaviour system to further encourage and reinforce positive behaviour. We believe that these changes will provide even greater opportunities for our students to grow, thrive, and contribute to a harmonious school environment.

As educators, we constantly strive to create a positive and respectful learning environment for our students. To further support this goal, we have decided to revise our rewards and behaviour framework that focuses on our Core Values: Happy, Ambition, Resilience and Tolerance.

Enhancements to rewards system

We will be implementing a system where students who consistently demonstrate exemplary behaviour will receive acknowledgment and positive reinforcement. This can be in the form of 'Hart points', certificates, praise post cards, positive calls home, bronze, silver and gold learner badges, or other tokens of appreciation, which will be awarded weekly, termly, and annually during special assemblies or school-wide events. We want to celebrate the achievements of our students and inspire others to follow their positive examples.



We recently conducted a pilot of a revised rewards system during the summer term, and we are thrilled to share that it yielded positive results. The changes we implemented have had a significant impact on student motivation, engagement, and overall behaviour. We received overwhelmingly positive feedback from students, teachers, and staff who participated in the pilot, which further supports our decision to implement these changes school-wide.

Based on the success of the pilot, we will be introducing the following enhancements to our rewards system:

- Increased frequency to rewards students short, medium, and long term
- Celebration of class and homework excellence
- Five praise post cards per (students front facing) staff member per week
- Two positive phone calls per (students front facing) staff member per week

We strongly believe that these changes will further enhance our school's positive culture and foster a sense of achievement and fulfilment among our students. The revised rewards system aims to motivate and encourage students to reach their full potential, both academically and socially.

Enhancements to behaviour system

Furthermore, we will be revising the consequences for behaviour where we aim to help students understand the impact of their actions, learn from their mistakes, and make better choices in the future. By emphasising restorative practices, we believe that we can create a supportive environment that fosters growth, empathy, and personal development.

We are confident that these changes will further enhance the positive atmosphere in our school and reinforce the values we hold.

Our behaviour system is very clear, **deliberate distraction and disruption** will not be tolerated as this affects teaching and learning. All children have an entitlement to a disruption free environment, this is something that we will continue to insist upon by all students.

Once again, we were delighted that during our recent Ofsted inspection, our inspectors observed disruption free classrooms, this is a real credit to our young people and our staff in the delivery of exciting and engaging lessons, building positive relationships.

We want to share with you the enhancements we are making to our behaviour system:

The following will remain:

- C1 – Visual warning, name on the board and an opportunity to correct disruptive behaviour
- C2 – Call out, classroom removal.

Changes to the system

If your child receives a C2 in a lesson after a warning, they will be removed from the lesson for a reset in our reflection room.



- Students will spend two full periods and the nearest social time in reflection. For example, periods one and two plus a break. This is a **reduction** from the equivalent of five hours plus an hour after school.
- Where a child takes longer to self-regulate their behaviour or they continue to disrupt, they will remain in reflection or at risk of a suspension.

If a child displays behaviour that is beyond the care and control of the teacher, this will be an automatic removal from the classroom and students would not receive a warning. This will be logged on our system as 'significant behaviour'. In this circumstance, students would complete an internal exclusion which constitutes five hours plus an hour after school. An example of this would be dangerous behaviour.

Any significant behaviour will warrant a reintegration meeting before a child can return to their lesson. Reasonable adjustments can be made for the meeting to be conducted virtually if parents are not able to attend with immediacy due to commitments.

C2 – What will this look like?

- Two full periods plus the nearest break
- Reset and opportunity to self-regulate

What's if my child receives more than one C2 during the day and week?

- More than one C2 in a day will convert into an internal suspension
- Three removals within a five-day period will warrant a review for suspension
- Continued removal from lessons would result in significant parental involvement and a file review
- Waves of intervention are available for students to help regulate their behaviour

What adaptations will be made for my child who has special educational needs?

We recognise that each student is unique, with their own strengths, challenges, and individual circumstances. As part of our commitment to inclusivity and supporting all students, we have been reviewing our behaviour policy to ensure that it is equitable and allows for reasonable adjustments when necessary.

We understand that some students may require additional support or accommodations to meet the expectations outlined in our behaviour policy. These reasonable adjustments may be necessary due to factors such as learning difficulties, disabilities, or specific individual needs. It is our aim to provide an environment that enables every student to thrive and achieve their potential, while also fostering a positive and respectful learning atmosphere for all.

To facilitate reasonable adjustments, we will be implementing the following measures:

- 1) **Hart Maps:** These are individual plans that outline specific strategies and interventions and reasonable adjustments tailored to the student's needs, ensuring they have the necessary tools and guidance to succeed within the behaviour policy framework.
- 2) **Open Communication:** We encourage open and regular communication between home and school. If you believe that your child requires reasonable adjustments or has unique circumstances that should be taken into consideration, please reach out



to us. We are here to listen, understand, and work collaboratively to find appropriate solutions that support your child's well-being and academic progress.

- 3) **Professional Guidance:** Our school staff will receive ongoing training and professional development to enhance their understanding of inclusive practices and support for students requiring reasonable adjustments. We are committed to maintaining a knowledgeable and empathetic team that can effectively implement these adjustments and provide appropriate guidance to both students and parents.

Where poor chosen behaviours have been made, we will apply the above sanctions in line with our behaviour policy. Children with SEND will access our SEND reflection room in the 'Success Unit' where they will work with experienced teaching assistants to regulate their behaviours with the aim to return to lessons following a reset. Any child with SEND will have their sanction reviewed by the SENDCO to ensure the behaviour policy has been applied appropriately.

Reasonable adjustments

It is important to note that reasonable adjustments do not mean lowering expectations or compromising the integrity of our behaviour policy. Instead, they serve to create a fair and accessible environment where all students can thrive, while still adhering to the core principles of respect, responsibility, and positive behaviour.

Our objective is to create an environment where students feel supported and guided rather than isolated and excluded. We firmly believe that these enhancements will foster a more inclusive, empathetic, and growth-oriented atmosphere within our school.

Finally, we firmly believe that our revised rewards and behaviour system will foster a safe and productive learning environment, allowing students to thrive academically, socially, and emotionally.

Uniform

I would like to thank you for your ongoing support this year in ensuring your child is smart and prepared for school. We are incredibly proud of our school uniform as it plays a key role in promoting pride, self-confidence, and a feeling of belonging within the student body. It also removes the additional pressures of deciding what to wear and added stress of meeting the expectation of their peers.

As a reminder, please see guidance on our uniform expectations:

Footwear

- Plain black leather or leather-look school shoes with black socks.
- Shoes with rubber toe; pumps; training shoes; canvas, suede or logo styles are not acceptable.
- Notes from parents/carers requesting alternative footwear for medical reasons must be supported in writing by a medical professional for consideration and state specifically the make and type of footwear that is recommended.

Trousers



- Straight leg, full length plain black trousers, formal style from school wear range, short length trousers, leggings, jeggings, and jeans do not meet our uniform standards.
- Plain black socks (no sports branded socks) or black opaque tights.

Skirts

- The Hart School skirt only – this should be knee length and not tight fitting.
- Skirts are available from both Blueprint and Uniform Plus in Rugeley
- Black opaque tights to be worn when wearing a skirt.
- Plain black socks (no sports branded socks) or black opaque tights

Hair

- Extreme hairstyles are not allowed.
- Patterns or logos must not be shaved or cut into hair or eyebrows.
- Hair must not be dyed as an unnatural colour, for example: pink/purple/red.
- Close shaved haircuts, including under cuts, are not permitted.
- Hair should be neat and tidy without decorative attachments; this includes additional braids.
- If hair is dyed, it should be a uniform natural hair colour throughout, not two toned. If any style constitutes a health and safety risk, we will request that this is rectified.

Make-up

- The wearing of make-up is strongly discouraged. Students will be required to remove any excessive make up, including coloured nail varnish, eye shadow, eye liner, lipstick, foundation, false eyelashes, or fake tan.
- False nails are not allowed.
- Facial piercings, tongue piercings and other visible piercings are prohibited.

Jewellery

- A flat, plain ring and one pair of small, plain stud or sleeper size earrings (which can be worn in each earlobe), and a watch are the only items allowed.
- All jewellery must be removed for PE activities and is brought into school entirely at the student's own risk.
- Nose studs and all other types of facial piercing are not allowed (this includes clear retainers). Students are not allowed to attend school with a plaster covering the piercing.
- All piercings are to be removed before the start of the school day.
- Other items of jewellery are considered health and safety risks and should not be worn.
- Students will be required to remove any items of jewellery which contravenes this code; they will be confiscated until parents/carers collect them from school.
- If you do allow your child to have additional piercings, please ensure that they are removed for school.

Outdoor clothing

- All students are expected to wear a smart waterproof coat, dark in colour.
- Hoodies and jackets of a sweatshirt-type material are not permitted as outdoor wear.



- Cardigans, sweatshirts, hoodies or denim or leather jackets are not to be worn under or over the blazer.
- Students will be expected to take coats off when entering the school building.
- Winter hats/scarfs/gloves are permitted but cannot be worn anywhere inside the building.
- Students must not wear hats as a fashion accessory in school; baseball caps are not permitted.

Where standards fall short

Reflection (removal from lesson) will be issued for all uniform and appearance breaches until resolved. We will not provide any allowance in our policy for students returning with prohibited piercings, unnatural hair colouring or prohibited items of clothing, so I urge families to plan for such changes carefully as per guidance.

Lastly, may we take this opportunity to thank parents and carers for supporting our uniform policy and congratulate the vast majority of our students who look incredibly smart each and every day. A full breakdown of our uniform policy is available on our school website.

I would also like to take this opportunity to remind you that as a school, we do offer support for families experiencing hardship. If you would like further information on this, then please email nathan.lewis@hartschool.org.uk.

Please know that our goal remains the same – to help your child flourish and succeed. Together, as a collaborative community of educators and parents, we can create a positive and nurturing environment that allows every child to reach their full potential.

We appreciate your continued support in discussing these adjustments with your child at home and emphasising the importance of responsible and respectful behaviour.

As always, we welcome your feedback, suggestions, and any concerns you may have. Together, we can continue to provide a safe and nurturing environment where our students can thrive academically, socially, and emotionally.

Yours sincerely

Mr N Lewis
Assistant Principal