



---

# ONSLOW ST AUDREY'S SCHOOL

## Hatfield's Business & Enterprise Academy

---

5<sup>th</sup> March 2018

Dear Parents/Carers,

I am writing to introduce myself to you as the Interim Executive Headteacher of Onslow St Audrey's. I was delighted to be asked to provide short term strategic leadership until a new substantive headteacher is in place. I will be carrying out the role on a part-time basis and will continue in my permanent role as headteacher of Chancellor's School in Brookmans Park.

I will be working with governors and staff to identify the main areas for improvement, but as always, the main focus will be on teaching and learning and improving student outcomes. I have already met with all school staff to ensure that all teachers are focused on their role in the classroom and have spoken about the importance of positive and purposeful relationships and the insistence of the highest standards at all times.

Earlier last week, I led assemblies with all students in which I spoke about the importance of hard work and aiming high. I talked to them about their responsibility in lessons to be ready to learn, engaged and to complete all tasks, whether written or otherwise to the very best of their ability, with a particular emphasis on high quality book work. The behaviour of all students in the assemblies was impeccable and this sets the standards for the weeks ahead.

I have already visited a range of lessons and I will continue to do so in order to make sure that the teaching and learning experience is consistent and best practice is shared across the school. I will also be making sure that this is the priority for other school leaders.

It is important that we work together. Please reinforce the school expectations of attendance, punctuality, smart uniform and behaviour. It is no coincidence that the schools with the best student outcomes invariably have clear and strong behaviour policies; young people need clear boundaries and rules in order to feel secure. The updated behaviour policy at Onslow has been re-worked to make sure that students are encouraged and receive recognition for their hard work and excellent conduct. I would also ask you to celebrate your child's learning and challenge them to improve further by regularly looking through their books.

The consequences of poor behaviour are now very clear and all students will be able to learn in a calm and orderly atmosphere. Inevitably, as with all new initiatives, there will be a transition period as students become used to the new, higher expectations and some students will make mistakes. Your role must be to support us, as the partnership between school and home is perhaps the most important; we are committed to ensuring that you are kept well informed about any incidents. Please find attached a slightly updated version of the new Rewards and Consequences System, which has been changed to make sure that the most serious types of poor behaviour, such as smoking on the school site are dealt with appropriately.

The students at Onslow have made a fantastic first impression on me already. Without exception, they have been welcoming, chatty and friendly and a credit to you. I have also been very impressed with the key members of staff who I have started to work with and it is evidently clear that the school is safe in the capable hands of Mrs Casotti who is the Acting Headteacher (until mid-May when Mr Bird will take over) and is running the school on the days when I



**Executive Headteacher: Mr D. Croston BSc (Hons)**

**Acting Headteacher: Mrs J. Casotti BA (Hons)**

Onslow St Audrey's School, Old Rectory Drive, Hatfield, Hertfordshire, AL10 8AB

Email: [admin@onslow.herts.sch.uk](mailto:admin@onslow.herts.sch.uk) T: 01707 264228 Website [www.onslow.herts.sch.uk](http://www.onslow.herts.sch.uk)



ONSLOW ST AUDREY'S SCHOOL  
Hatfield's Business & Enterprise Academy

am at Chancellor's. We are in regular communication even when I am not at Onslow to ensure continuity for the rest of this year.

I have also been impressed by the dynamic response of the governors to the departure of Mr Harpham and you may be interested to know that the task of recruiting the very best new substantive headteacher is well under way.

I hope to meet some of you over the coming weeks and months and look forward to working with you.

Yours sincerely,

David Croston  
Executive Headteacher

# REWARDS AND CONSEQUENCES SYSTEM

## Rewards System

Positive behaviour is cumulative. At Onslow St Audrey's School we believe in celebrating and rewarding success, endeavour and achievement.

### GUIDANCE FOR AWARDING POSITIVE POINTS

REWARD CATEGORY	POINTS VALUE	REWARD FOR
BRONZE	1	<b>GOOD</b> classwork, homework or contribution to the school community
SILVER	3	<b>VERY GOOD</b> classwork, homework or contribution to the school community
GOLD	5	<b>OUTSTANDING</b> classwork, homework or contribution to the school community
PLATINUM	10	<b>CONSISTENTLY OUTSTANDING</b> work ethic, vast improvement in attitude or accelerated progress

### CELEBRATIONS OF SUCCESS

Student achievements are recognised throughout the year in a number of ways, including the presentation of certificates, Headteacher's Commendations, phone calls home, postcards, celebration assemblies, lunch with SLT and display boards/leader boards. Prizes are awarded for the accumulation of positive reward points on an annual basis, as follows:

### ANNUAL REWARD PRIZES

REWARD POINTS	PRIZE
250	Jump the Queue Pass
500	End of Half-Term Cinema
750	Odeon Tickets
1000	End-of-Year Theme Park Trip

Additionally, the success of our students is celebrated during an annual Departmental Roll of Honour and Awards Presentation Evening for students, parents/carers, staff and Governors, with categories as follows:

AWARD	DETAILS
ATTAINMENT	Awarded to one student per year group, per subject, for attainment during the year.
EFFORT	Awarded to one student per year group, per subject, for effort during the year.
HEAD'S AWARD	Awarded for being a role model student in academic excellence or progress during the year.
JOHN LEPPARD AWARD	Awarded to a student for overcoming significant barriers in learning and/or making significant progress in learning.
ROTARY AWARD	Awarded to a student for using their entrepreneurial, innovative ability to make an outstanding contribution to the community.
OLD MANOR LODGE AWARD	Awarded to a student for using their talents for the benefit of others in the school or community.
GUNTON MEMORIAL PRIZE	Going above and beyond the call of duty, particularly with family, neighbours or the school community.

# Behaviour Points

The primary use of the behaviour point system is not to punish students, although this is one of its obvious functions. Moreover, it is to be used to highlight patterns of behaviour in individual students, classes, subjects and areas of the school. This allows strategies to be put in place to support these issues, leading to more positive behaviour for learning.

## GUIDANCE FOR AWARDING NEGATIVE POINTS

BEHAVIOUR CATEGORY	POINTS VALUE	OFFENCE	SANCTION	STAFF RESPONSIBLE
<b>STANDARDS</b>	1	<ul style="list-style-type: none"> <li>• Incorrect uniform</li> <li>• No / incorrect equipment or PE kit</li> <li>• Use of mobile phone / ear phones / electronic device</li> <li>• Chewing gum / eating in class / energy drinks</li> <li>• Lateness between lessons</li> <li>• Poor presentation of work</li> <li>• Littering / lack of respect for school environment</li> </ul>	20 minute detention after school	Form Tutors
<b>LOW LEVEL DISRUPTION</b>	1	<ul style="list-style-type: none"> <li>• Being slow to start work</li> <li>• Not following instructions</li> <li>• Talking over teacher / classmate</li> <li>• Unwanted noise</li> <li>• Walking around the room without permission</li> <li>• Leaving the lesson without permission</li> <li>• Inadequate work</li> </ul>	30 minute detention after school	Form Tutors
<b>HOMEWORK</b>	1	<ul style="list-style-type: none"> <li>• No homework completed</li> <li>• Poor standard of homework</li> </ul>	45 minute detention after school	Teachers
<b>HIGH LEVEL DISRUPTION / BEHAVIOUR</b>	3	<ul style="list-style-type: none"> <li>• Persistent LLD</li> <li>• Truancy (10+ mins late to lesson)</li> <li>• Back chat / rudeness</li> <li>• Offensive behaviour</li> <li>• Swearing / offensive language</li> <li>• Anti-social behaviour at lunch time</li> <li>• Bringing the school into disrepute</li> <li>• Bullying</li> <li>• Intimidating behaviour towards staff / students</li> <li>• Vandalism / graffiti</li> </ul>	45 minute detention after school  Internal isolation / Fixed term exclusion	Middle Leaders
<b>HIGH LEVEL BEHAVIOUR</b>	5	<ul style="list-style-type: none"> <li>• Assault on staff / students</li> <li>• Possession of illegal substances / drugs</li> <li>• Possession of weapons</li> <li>• Theft</li> <li>• Mis-use of a fire alarm</li> <li>• Smoking in school</li> </ul>	Internal exclusion / Fixed term exclusion	Senior Leadership

# Support / Sanctions Ladder

NUMBER OF NEGATIVE POINTS	STAFF RESPONSIBLE	SUPPORT / SANCTIONS
<b>60+</b>	Headteacher	Monitor / <b>Permanent Exclusion / Fixed Term Exclusion / Internal Exclusion / Pre-Permanent Exclusion Contract / HT Report</b> / Parental Meetings / Behaviour Contract / Outreach / Counsellor / Letters Home / Mentoring / External Agencies / AP, Managed Move or College Referral
<b>50-59</b>	Deputy Headteacher	Monitor / <b>DHT Report / AP, Managed Move or College Referral/</b> Parental Meetings / PSP / Behaviour Contract / Letters Home / Counsellor / Outreach / Mentoring / External Agencies
<b>40-49</b>	Assistant Headteacher	Monitor / <b>AHT Report</b> / External Agencies / Parental Meetings / PSP / Behaviour Contract / EAP/ Letters Home / Counsellor / Mentoring / Outreach
<b>30-39</b>	Inclusion Manager	Monitor / <b>Inclusion Manager Report / Behaviour Contract / EAP /</b> External Agencies / Parental Meetings / PSP / Letters Home / Counsellor / Mentoring / Outreach
<b>20-29</b>	Year Manager	Monitor / <b>YM Report / PSP / Counsellor / Outreach / External Agencies / Behaviour Contract</b> / Parental Meetings / Letters Home / Mentoring
<b>10-19</b>	Form Tutor	<b>Monitor / Tutor Report / Parental Meetings / Letters Home / Mentoring</b>

**KEY**

AP = Alternative Provision

PSP = Pastoral Support Programme

EAP = Exclusion Avoidance Programme

**NOTES**

- Relevant staff will work with students at the different levels for 4 weeks.
- Behaviour totals will be reviewed every two weeks and sanctions / support applied where necessary.
- The next level of support / sanctions available shown in bold.
- If successful, behaviour will be regularly monitored in line with all other students. ☐ If unsuccessful, students should move up the sanction ladder to the next level

# Consequences

## SANCTIONS

**Warnings – 4 Step Behaviour Plan (system used in all lessons to challenge and turn around undesirable behaviour)**

**Step 1** – Verbal warning (Class Teacher warns student verbally about LLD behaviour)

**Step 2** – Name on the board (Class Teacher places student's name on the board for further LLD behaviour)

**Step 3** – LLD concern logged (Class teacher logs LLD on GO 4 Schools – 30 min after-school DT triggered)

**Step 4** – Removal from class (Class teacher logs HLD on Go4Schools – 45 min after-school DT triggered) **(High level disruption can be logged at step 1)**

**Faculty Detention** – Faculties can award detentions for break, lunch or after school independent of the behaviour protocol if they feel the behaviour in their classroom merits this.

**School Detention** – If a student picks up behaviour points over the school day they will face a detention at the end of the school day. Parents will be informed by text.

**Standards** – 20 min - behaviour DT

**LLD** – 30 min - behaviour DT

**HLD** – 45 min - behaviour

Any student picking up multiple concerns – 45 min – behaviour

**Internal Exclusion** – Runs between the hours of 13:00 – 17:00. This sanction can be used for the following offences:

- Missed behaviour DT
- Bringing the school into disrepute
- Repeated LLD / HLD
- Offensive behaviour/language
- Swearing / verbal abuse towards a member
- Repeated disobedience/disruption of staff
- Smoking in school
- Bullying
- Truancy
- Intimidating behaviour
- Vandalism/graffiti
- Misuse of a fire alarm

**Reports** – Students will be placed on report when their behaviour is persistent and will move through the report system outlined below.

Form tutor report (Green) – 2 weeks

Year manager report (Yellow) – 2-4 weeks – Behaviour contract put in place

Head of student services report (Orange) – 6 weeks – Individual behaviour plan set up

Senior leadership team report (Red) – 16 weeks – Pastoral support programme set up

**Fixed Term Exclusions from School** – This will be used to deal with serious cases of misconduct. A Deputy Headteacher may carry out this procedure if explicitly delegated this responsibility in the absence of the Headteacher.

**Permanent Exclusion from School** – This procedure is carried out by the Headteacher and through the appropriate Governors' panel, in accordance with DCSF and Hertfordshire County Council guidance, for repeated serious misconduct or possibly for one-off misconduct of exceptional seriousness. Details of the Consequences System are found in Appendix E.

The school will endeavour to work with parents and outside agencies to balance the use of sanctions with support strategies for students where appropriate. This may include a Pastoral Support Programme where repeated misdemeanours have placed a student in danger of permanent exclusion from school.