



**Brighton Hill
Community
School**

Making success inevitable

Year 8 Information Evening

Monday 10th March 2024 – 5:15pm – 6pm

Year 8 Parent Collaboration Evening

Attendance: Why is it important?

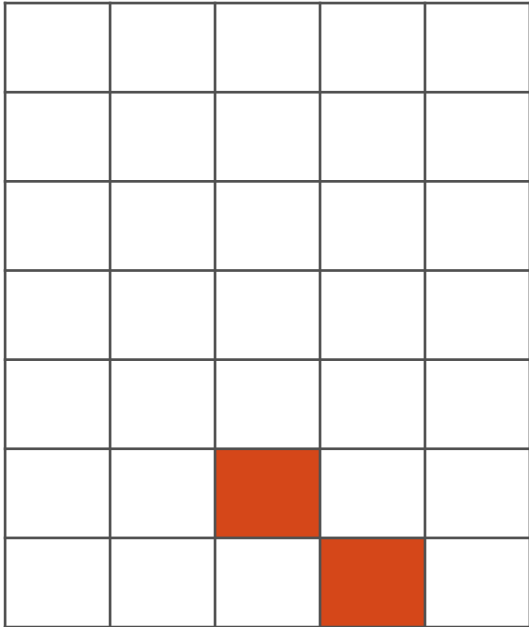
An important expectation that we need to try and meet is **attendance**.

- Whilst we understand that students get genuinely ill, sometimes it's difficult to see the bigger picture of how much time they are having off.
- In term one for example - (September - December) there are approximately 72 days of school:
 - 95% attendance = 68 days in – 4 days off
 - 90% attendance = 65 days in – 7 days off
 - **80% attendance = 58 days in – 14 days off**

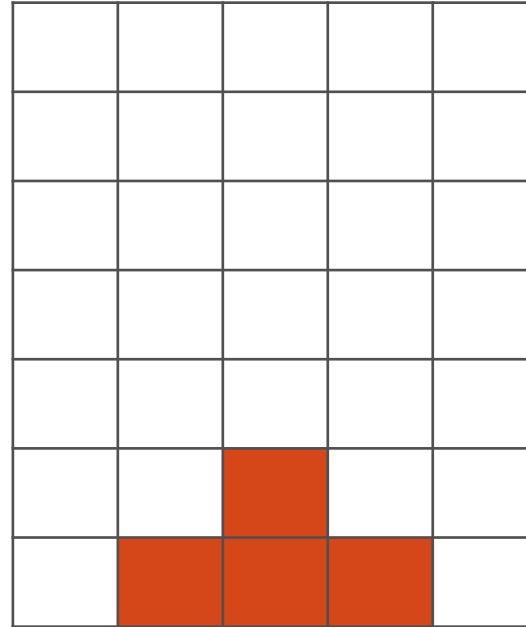
**14 days = almost
3 school weeks =
84 lessons**

Attendance: Why is it important?

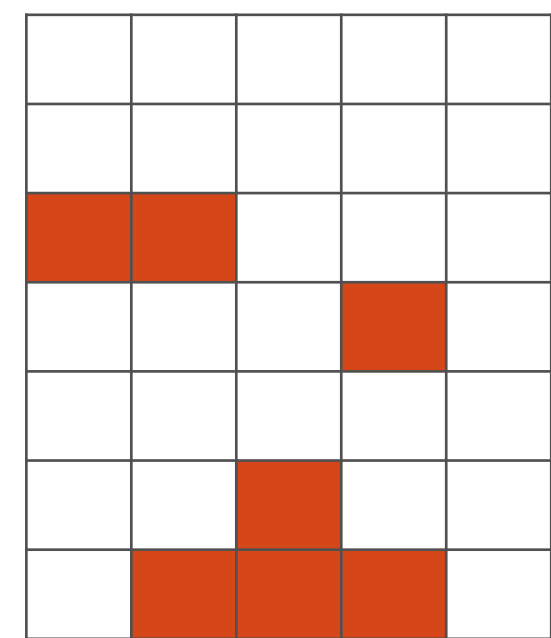
BHCS School target for attendance = 95%



95% Attendance



90% Attendance

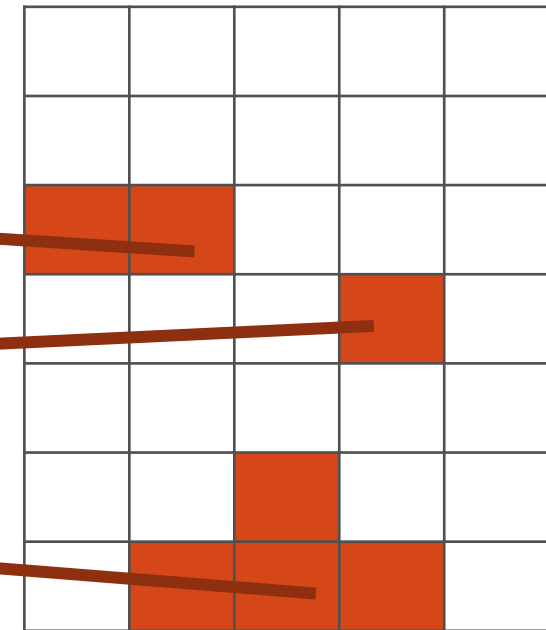


80% Attendance

Attendance: Why is it important?

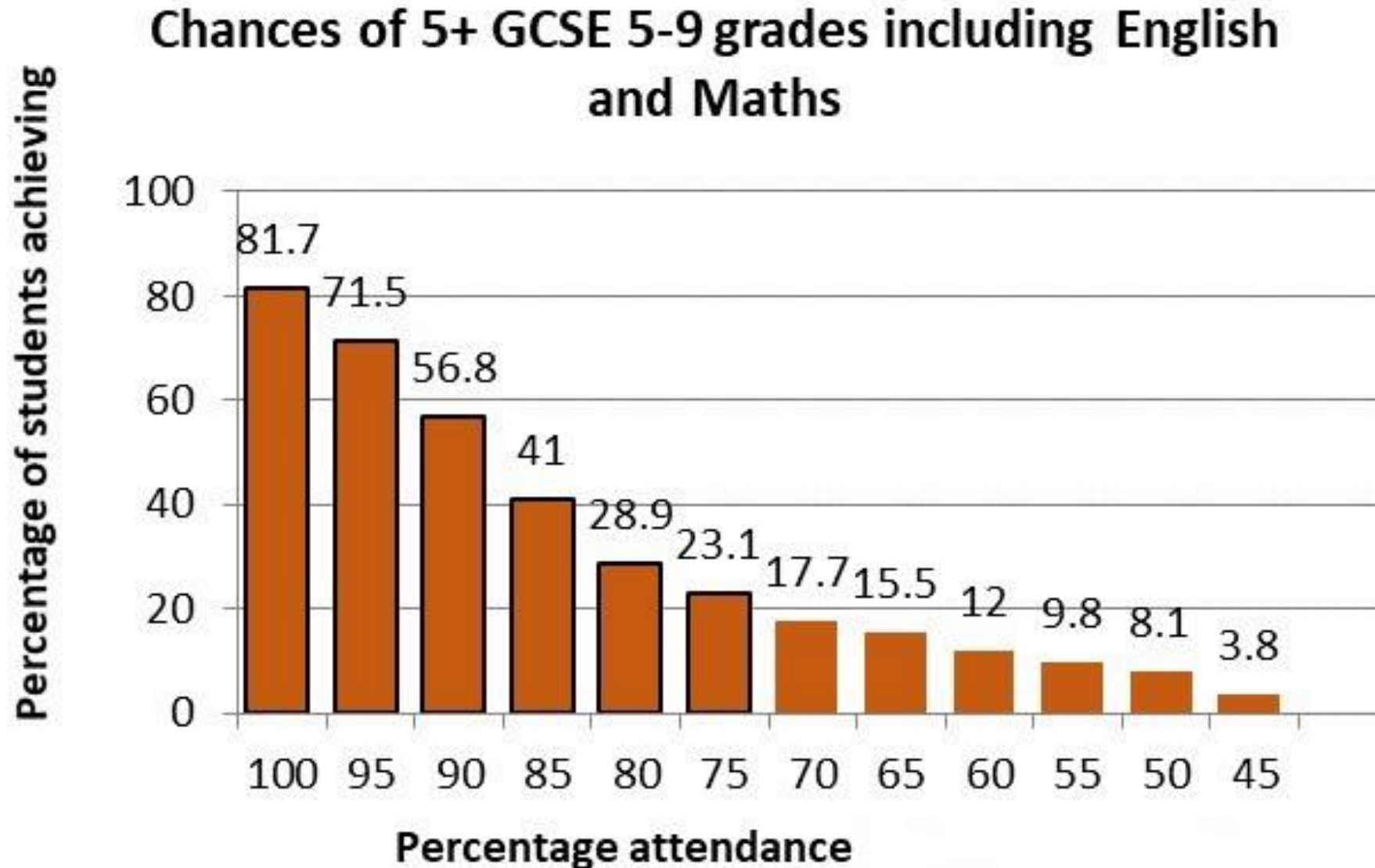
A student with 80% attendance in a half term, could already have missed the following things...

- Assessment preparation lesson
- Assessment feedback
- Letters being handed out for trips
- Seating plan change
- A 'deep learning day'



80% Attendance

Attendance: Why is it important?



The Impact of Attendance

As we all know, the more time off we have from something – be it the gym, a diet, work – the hardest it is to go back to.

Students having significant time off from school will only find the return even harder.

How can we help?



Encourage your child to attend school – be positive and praise their achievements.



Remind them of the social importance of school – friends, relationships, socialising etc.



Rewards and initiatives can be hugely beneficial if students are struggling to return to school.



Be supportive. Speak to your child – give them the opportunity to voice their concerns.

Behaviour

We have 153 students who have 5 or fewer behaviour points, demonstrating their commitment to our school values and high expectations.

Current Behaviour Concerns

We are seeing some behaviour concerns in Year 8, with the main issues being **disruption in lessons, defiance, and refusal to follow instructions**. These impact learning, and we are working to address them. Your support in reinforcing positive behaviour is greatly appreciated.



How we are addressing these issues

- Focused assemblies on positive year group culture, accountability of actions and living the cornerstones.
- Individual support for students struggling with behaviour.
- Recognising and rewarding positive behaviour (more on this later).
- Clear and consistent consequences for negative behaviour in line with school policy.

How Parents/Carers Can Support

- Reinforce school expectations at home.
- Encourage a positive attitude towards learning.
- Support with homework and organisation.
- Communicate with tutor, teacher or HOY about any concerns.
- Discuss appropriate classroom behaviour with your child.

Behaviour and Attendance: Why are they important?

**Behaviour +
Attendance =**

Success

Guided Choices – A Timeline

Guided choices are perhaps the biggest and most defining moment in year 8 – not to mention the most exciting!

- **Last week-** Guided Choices selections in PM tutor
- **4th – 28th March** – GCSE Taster Lessons.
- **28th March** – Formal Guided Choices assembly with Mrs Humphreys. Here the pathways and processes will be explained to students, and students will receive the GC paperwork to take and discuss with you at home.
- **2nd April** – Guided Choices/Labour Market Parent Collaboration Evening
- **Year 8 Parents Evenings (30th April 8A, 7th May 8B).**
- **28th April - 3rd May** – Optional tutor meetings to discuss Guided Choices.
- **14th May** – Guided Choices deadline.



Guided Choices – An Overview

In Key Stage 4, students will study:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science

Students must also select the following – **1 per column** below:

- 1 of the following: GCSE History, Geography, French, Spanish or Latin
- 3 further specialism subjects from the columns below.

This will be covered in more detail during the **assembly on 28th March** and the Parent Information Evening on 2ND April.

For final choices, students will also be put on one of 3 pathways:

- Ebacc
- Open
- Access

These are designed to help students decide which choices to make.

W	X	Y	Z
Business	Business	DT	Curriculum Access
Drama	DT	Fine Art	Business
Photography	Food	French	Food
GCSE PE /PE: Cambridge national sports science	French	Geography	Citizenship
Geography	Geography	History	Religious Studies
History	History	Computer Science	Travel and Tourism
Media	GCSE PE	Music	Dance
Film	/PE: Cambridge National Sport Science	Spanish	Spanish
Health and Social Care	Photography	Computer Science	Triple Science
Latin		Psychology	IT



Guided Choices – What can we do now?

- Encourage your child to speak to their subject teachers – what is the GCSE course for that subject actually like? It may differ to the KS3 work they have been learning.
- Encourage your child to speak to subject teachers – are they suited to that particular subject? I.e., likely to do well?
- Encourage your child to speak to you as parents/older siblings – you have been through a similar process yourself/siblings more recently – how did you decide?
- Sit down with your child and do some research - What subjects will be most useful for future career plans/entry requirements for college or university courses.
- What subjects does your child like the most? Why? Is the GCSE course going to be similar? Find out!
- What subjects does your child perform the best in?
- Encourage students to talk this through with their tutor as well.
- Discourage your child from considering subjects simply because their friend is picking it/they like the teacher!



Uniform Reminders

Uniform is something that makes us quite unique here at BHCS...not least for the shirt colour!!

It is something we do really well, and we are proud of the appearance of our students, and the high expectations we uphold for uniform.

We believe that by ensuring the 'little things' are done well, the bigger things will follow suit.

Here are a few key uniform reminders...



BHCS Uniform

Uniform

- BHCS branded blazer
- Yellow school shirt •School tie (House coloured)
- Black school trousers or knee length skirt (pleated)
- School v-neck jumper (optional)
- Black socks
- Black or skin toned tights

Shoe

- Shoes should be black and cover the top of the foot.
- Trainer shoes are not allowed

Coats

- Coats should be black or navy
- Coats should be worn on top of uniform (not in place of blazers)
- No large logos

Scarves

- Scarves should be black or navy

Hair

- Hair should be neat, tidy and of natural colour
- Hair can be worn down, with the exception of when students are in the Science Labs, DT workshops, Food tech and P.E.

Jewellery

- Matching stud earrings in the lobe of each ear •A watch
- 1 small plain gold or silver stud in each ear.



Scan QR code for uniform policy



Brighton Hill Community School
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BHCS Uniform

Be smart, wear it right

- ✗ No extreme hairstyles or non-natural hair colours
- ✗ No extreme or excessive make up including lipstick, false eye lashes etc
- ✗ No facial piercings, one stud earrings only
- ✗ Ties correct length (5 stripes visible), top button fastened and not visible
- ✗ Blazers worn correctly, No rolled sleeves
- ✗ No acrylic nails or nail varnish allowed
- ✗ No excessively short skirts* (no shorter than mid-thigh), leggings, or chinos/ denim/ stretchy material
- ✗ No boots, no dolly shoes and no trainers



Brighton Hill Community School
Making success inevitable

*Final decision regarding appropriate length of skirt to be made by the school

*Coat	Not available	Plain black or navy only	<p>No other colour, discreet marking or branding is permitted (e.g. a small brand logo on the breast of the coat is acceptable and permitted, but larger less discreet branding is not). No hoodies are permitted. No denim or leather jackets are permitted.</p> <p>High visibility jackets or other similar garments (e.g. reflective bands, etc) are allowed to be worn by cyclists and pedestrians on the way to school for safety. These should be worn over the top of other garments but should be removed on entry to school and kept in students' bags/lockers.</p>
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<p>Make-up</p>	<p>Make-up is not permitted to be worn at any time for students in KS3. This includes blusher, mascara, eyeliner, eye shadow and lipstick. Students in KS4 are permitted to wear discreet levels of natural coloured make-up.</p> <p>Fake eyelashes and eyelash extensions are not permitted in school.</p>	<p>Failure to adhere to this policy will result in the student having to remove all traces of make-up. Persistent wearing of make-up will result in a higher sanction.</p> <p>Students wearing fake eyelashes or eyelash extensions will be expected to remove these – students will not attend lessons until they are removed.</p>
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- ‘Rolled’ skirts – a student who has a skirt rolled up will receive an immediate After School Reflection. The skirt will need to be unrolled immediately. Students will be removed from lessons until the skirt has been unrolled.

Skirts	Available	<p>Pleated Charleston style skirt, plain black</p> <p>BHCS recommends Skoolkit as the supplier of this item</p> <p>However, the Charleston style skirt can also be found in M&S (code: T760171)</p>	<p>No other colour is permitted.</p> <p>No excessively short or long skirts are permitted. Skirts that are shorter than mid-thigh length for example, will be considered as excessively short. The Senior Leadership team will have the final say on whether a skirt is excessively short. Skirts should also be no longer than mid-calf length. No belts are permitted.</p>
		Black pleated skirts are also available at Asda and Sainsburys	Skirts should not be rolled at the waist – failure to comply with this expectation will result in an immediate After School Reflection.

Safeguarding

Safeguarding determines the actions that a school we are committed to safeguarding

The actions that we take to prevent harm responsibilities; to respond to specific iss

We want to work in partnership with our p look to provide a comprehensive range of face today. Information and guidance on relevant topics can be found on our scho to date information and advice for parents

What should you do if you have a safe

- Email [safeguarding@bhcs.s](mailto:safeguarding@bhcs.sfet.org.uk)

Safeguarding at BHCS

Who can you talk to if you're worried for someone's safety?

Meet the safeguarding team:



Mr A Flowers
Assistant Headteacher
Designated Safeguarding
Lead (DSL)

Mr D Du-Heaume
Head of Transition and
Marketing
Deputy DSL – Year 6&7 link

Mrs M Richards
Senior Mental Health Lead
Deputy DSL – Year 8 link

Ms K Morrisroe
Pastoral Support Officer
Deputy DSL – Year 9 link



Mr C Matthews
Pastoral Support Officer
Deputy DSL – Year 10 link

Miss R Thomas
Family Support Worker
Deputy DSL – Year 11 link

Ms H Heath
SENCo
Deputy DSL – SEN link

Mrs H Laney
PA to the Headteacher
Deputy DSL – staff link

safeguarding@bhcs.sfet.org.uk

Children's Reception Team	01329 225379
Local Authority Designated Officers (LADO)	coprofessionals@hants.gov.uk
Hampshire Safeguarding Children Partnership	01262 876364
Childline	Child.protection@hants.gov.uk
	Adults: 0300 555 1384
	Children: 0300 555 1384
	0800 1111



spects of their school life. As

rights, respect and ities of the school.

ildren. With this in mind, we es that our young people ment and many other ces and articles providing up

Key Dates For Your Diary

- 12th March Inset Day
- 18th March NHS Assembly on HPV Vaccinations
- 2nd April Guided Choices and Labour Market Information Evening
- 31st March - 4th April– Pop Up Cinema Reward TBC
- 22nd April HPV Vaccinations
- 28th April - Progress Tracker's Issued
- 30th April - 8A Parents Evening
- 7th May – 8B Parents Evening
- **14th May – Guided Choices Deadline**
- 22nd July – End of Academic Year

Progress Trackers

Progress trackers are issued twice yearly (TA1 and TA2).

They are a key indicator for progress, and become even more important as we move from KS3 to KS4.

It is great practice to sit down with your child when you receive the progress tracker – talk through it and discuss.

This is also a great opportunity to write down any potential questions or concerns to raise with subject teachers at parents evening.

End of Year 11 Projected Performance

- What you are predicted to achieve at GCSE.
- Foundation = Grade 1 – 3
- Secure = Grade 4
- Strong = Grade 5 – 6
- Excellence = Grade 7 - 9

Subject	What level of qualification should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	In year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English	Excellence	0	3A	Making expected progress	Excellent
Mathematics	Excellence	0	2A	Making expected progress	Excellent
Science	Excellence	+1	2C	Making expected progress	Good
French	Excellence	+3	2C	Making expected progress	Excellent
Geography	Excellence	0	2C	Making expected progress	Good
History	Excellence	-3	1D	Making less than expected progress	Good
Art	Excellence	+1	1D	Making less than expected progress	Excellent
Computing	Excellence	+5	2C	Making expected progress	Excellent
Dance	Excellence	+3	2C	Making expected progress	Excellent
Design & Technology	Excellence	+1	1D	Making less than expected progress	Good
Drama	Excellence	+3	1E	Making less than expected progress	Excellent
Religious Studies	Excellence	+1	2C	Making expected progress	Good
Physical Education	Excellence	+3	1D	Making less than expected progress	Good
Latin					Excellent
Tutor Programme					Excellent

Attendance to date: 85.3%

In year fine progress to date

- Fine progress just breaks down big grades, into smaller grades.
- Every 'whole' grade = 3 fine grades.
- E.g. grade 2 =
2A (very secure 2, nearly 3)
2B (secure 2)
2C (not secure 2 – risk of dropping)
- Shows us in detail where progress is/is not being made.

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Current working at fine grade

Subject	What level of qualification should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
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Drama	Excellence	+3	1E	Making less than expected progress	Excellent
Religious Studies	Excellence	+1	2C	Making expected progress	Good
Physical Education	Excellence	+3	1D	Making less than expected progress	Good
Latin					Excellent
Tutor Programme					Excellent

- Where are you currently, at this moment in time?
- Obviously, the bigger the number the better, and the closer to A your letter the better.

Subject progress

Subject	What level of qualification should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
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Drama	Excellence	+3	1E	Making less than expected progress	Excellent
Religious Studies	Excellence	+1	2C	Making expected progress	Good
Physical Education	Excellence	+3	1D	Making less than expected progress	Good
Latin					Excellent
Tutor Programme					Excellent

- Making less than expected progress – below track.
- Making expected progress – on track.
- Making good progress/making exceptional progress – above track.

Attitude towards learning

Subject	What level of qualification should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
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Attendance to date: 85.3%

- This is **THE MOST IMPORTANT** column.
- Behaviour (A2L) + Attendance = **SUCCESS** (*Making expected progress/ more than expected progress*).
- If there is anything below 2 here, there is a problem which we need to address.

A2L Descriptors:

1. **Excellent** - Behaviour is excellent at all times. The student is consistently engaged in their learning, always giving maximum effort and responding effectively to teacher feedback. Students show a real 'thirst for learning'.
1. **Good** - Behaviour is good at all times. The student usually is engaged in their learning, often giving their maximum effort and responding effectively to teacher feedback.
2. **Inconsistent** - Behaviour can be inconsistent at times. The student can be off task but responds to redirection. The student does not always respond to feedback and requires reminders to demonstrate progress.
3. **Poor** - Behaviour is often poor. The student sometimes responds to redirection but sometimes escalation of sanctions is required. The student rarely responds to feedback independently and very little effort is made to engage in learning. An attitude to learning score of 4 or below will result in direct contact home.
4. **Poor and disruptive** - Behaviour is poor and disruptive; the student rarely responds to redirection and often escalation of sanctions is required. The student never responds to feedback and is unable to demonstrate an ability to work independently with no effort made to engage in their learning.
5. **Extremely disruptive** - Behaviour is consistently poor and highly disruptive; the student never responds to redirection, and as a result, additional support is required; this will often be alternative learning provision. There is no evidence of student response to feedback and no evidence of engagement in learning.

Student Recognition

- We run half-termly **Year 8 Rewards**, organised by Mr. Vyas (DHOY)
- A **new rewards system** has been introduced alongside our usual half-termly rewards.
- Staff nominate **Year 8 Stars of the Week** based on our school cornerstones: **Kindness, Commitment, Courage, and Collaboration**.
- Each week, a '**Golden Ticket**' winner is selected from these nominations.
- Winners receive a **sweet treat** and a **Golden Ticket**, which grants: **Access to a Rewards Lunch** in the last week of term, featuring a special treat (e.g., Domino's, McDonald's).
- **Entry to the Pop-Up Cinema event** at the end of Term 2 (Date TBC).
- Additional students will be selected for the **Pop-Up Cinema** based on **behavior points and attendance**.
- **End-of-Year Rewards Week**: A range of exciting experiences will be available, so encourage your child to earn those **House Cup Points!**



Kindness 1

Name	Cornerstone	Reason	Teacher
Caleb Gale	Kindness	Always says a very sincere thank you at the end of lessons!	Mr. Erickson
Adam Gatland	Kindness	Always helpful and vigilant in lessons, keen to participate and offer support where possible. Makes it an objective to show kindness in every lesson.	Miss Heath
Bella-Rose Lucas	Kindness	Supporting a group member in a Dance lesson who was injured	Mrs Britton
Ella Roberts	Kindness	Helping out others this week to make sure we all work well as a team	Mrs Dique
Trinity Carroll	Kindness	In tutor this week Trinity has continued to be the extra kind, considerate, hardworking and lovely member of our tutor group that we all know her to be. We're very lucky to have her as part of Team EV1!	Mrs Dique
Matthew Lattanzio	Kindness	Matthew has been an excellent buddy to a new student. Matthew even gave his glasses to him when he lost them.	Mr Onions

Kindness 2

Name	Cornerstone	Reason	Teacher
	Commitment and Kindness	Excellent effort and always kind to peers	V Mandizha - Science
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	Kindness	Ally has been visiting and eating lunch with Liam in the WBC during his recovery.	M Farr
	Kindness	For being a genuinely kind guy	VBN - tutor
	kindness	Mia shows kindness everyday by helping her peers and adults	T Daly
	Kindness	Kind to peers and goes out of her way to help others	ZMS - History
	Kindness	Such a positive kind person	VBN - tutor
	Kindness	A naturally thoughtful guy	VBN - tutor
	Kindness	Very kind towards her peers	VBN - tutor
	Kindness and Collaboration	Always willing to patiently help her classmates	MHD - Science



Commitment 1

Name	Cornerstone	Reason	Teacher
Adam Gatland	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Al Mahdi Uddin	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Arthur Crump	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Charlie Hawkins	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Ciro Cordero-Benedict	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Dylan Jones	Commitment	Tries so hard in English, is great with participation and shows diligence when stuck / unsure of something!	Miss Heath
Dylan Jones	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Ethan Allsopp	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Harry Angell	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Hayden Evans	Commitment	Hayden produced an excellent eco super hero! With detailed diagram and explanation of powers!	Miss Arundale
Jake Voysey	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand



Commitment 2

Name	Cornerstone	Reason	Teacher
Liam Du-Preez	Commitment	Commitment to making good decisions in science, Liam has made excellent progress this term and is working hard every lesson, he is even making sure his home learning is done each week!!	Miss Lambert
Logan Moore	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Marissa Street	Commitment	Shows exceptional commiment in English and demonstrates the desire to do well.	Miss Heath
Max Richmond	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Reef Kingon	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Reuben Griffiths	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Ruby McGregor	Commitment	Ruby (as always) has continued to impress me with her hardworking attitude - she is a legend.	Mrs Dique
Sid Gurrung	Commitment	Working really hard in tutor in our My World lesson and taking the mature approach to manage any distractions.	Mrs Dique
The whole of 8a/Ad3	Commitment	What an art class! These legends make my day everytime I teach them :) They work hard, they show respect, they tidy up nicely and always try their best - who could ask for more?	Mrs Dique
Will Hawkins	Commitment	Excellent commitment and dedication to the Year 8 rugby team. Consistently raising the standard attitude, ability and reputation of rugby at BHCS.	Mr Hand
Zach Regan	Commitment	Shows a lot of perseverance in English to do well and has offered brilliant verbal contributions. Keep it up!	Miss Heath

Commitment 3

Name	Cornerstone	Reason	Teacher
	Commitment	Fantastic effort in Rugby	R Onions
	Commitment	Consistently brilliant effort in science	V Mandizha - Science
	Commitment	Alexs is always willing to help with the wellbeing ambassadors	MRS wellbeing ambassadors
	Commitment	Continues to show great effort at all times in science all the time setting high standards for himself	V Mandizha - Science
	Commitment	Alfie was very dedicated to his assessment last week and has been putting his best effort in English.	ADA - English
	Commitment	Has made a great effort to improve attendance	VBN - tutor
	Commitment	Being a superstar in tutor and excellent role model	J Clare
	Commitment	Always working hard and diligently following instructions	MHD - Science
	Commitment	Always trying hard in French !	M Bright
	Commitment	Coming to our oneto-one sessions every week without needing to be reminded and working hard	RTS (WBC)



Commitment 4

	Commitment	Excellent effort in Spanish always!	M Bright
	Commitment	Outstanding support in organising events for student council	H.Humphreys
	Commitment	100% effort in her maths all the time	T Daly
	Commitment	Dainton has made such an effort since starting his positive report, its bee wonderful to see his confidence grow to match his ability	DGY Tutor
	Commitment	Ella is always willing to help with the wellbeing ambassadors	MRS wellbeing ambassadors
	Commitment	Consistently brilliant effort in science	V Mandizha - Science
	Commitment	Always diligently getting on with work	M Bright
	Commitment	Making a marked effort to avoid opportunities for behaviour	VBN - tutor
	Commitment	A great role model to others and isn't influenced by others	V Mandizha - Science
	Commitment	Great efforts in Science and it's really paying off	MHD - Science



Commitment 5

	Commitment	So hardworking in Maths and gives her best at everything!	ZBN - maths
	Commitment	Every single lesson Leighton arrives and does exactly what he needs to do. Leighton stays in to complete his home learning every week.	ZBN - maths
	Commitment	Consistent excellent effort in Spanish	CCU - Spanish
	Commitment	Always looks to work to the best of his ability.	CRY - Maths
	Commitment	Always 100% effort, works hard, listens and engages fully in every lesson.	Miss Lambert - Science
	Commitment	Being a superstar in tutor and an excellent role model	J Clare

Collaboration 1

Name	Cornerstone	Reason	Teacher
	Collaboration	Always sharing ideas in discussions	VBN - tutor
	Collaboration	Shows maturity when sharing ideas	VBN - tutor
	Collaboration	The most mature approach to working with others	VBN - tutor
	Collaboration	Always works so positively with others	VBN - tutor

Collaboration 2

Name	Cornerstone	Reason	Teacher
	Collaboration	He works well with others and shares great ideas during pair work.	Mrs Dique

Commitment 4

	Commitment	Making a marked effort to avoid opportunities for behaviour	VBN - tutor
	Commitment	Consistently working hard in Science	MHD - Science
	Commitment	No behaviour points received for a full week. Really impressive early signs of improvement and effort being made in tutor/lessons	M Farr
	Commitment	Always working hard and making sure she is ready for learning	MHD - Science
	Commitment	Has made a real effort to improve engagement and effort in Spanish - well done Sofia	CCU - Spanish
	Commitment	Always trying hard and engaging in History	ZMS - History



Courage 1

Name	Cornerstone	Reason	Teacher
Harry Angell	Courage	Actively taking the lead in developing rugby at BHCS. Helping fixtures go ahead by being touch judges for the Year 10s. Thank you so much!	Mr Hand
Logan Moore	Courage	Actively taking the lead in developing rugby at BHCS. Helping fixtures go ahead by being touch judges for the Year 10s. Thank you so much!	Mr Hand
Zach Regan	Courage	Demonstrating maturity, leadership and integrity during PE throughout the half term. Well done!	Mr Hand
Harry Angell	Courage	Showing a strong focus in Dance lessons, working outside of their comfort zone.	Mrs Britton
Sonny Rebettes	Courage	Showing a strong focus in Dance lessons, working outside of their comfort zone.	Mrs Britton
Josh Dehelean	Courage	Showing a strong focus in Dance lessons, working outside of their comfort zone.	Mrs Britton
Bradley McPhail	Courage	Showing a strong focus in Dance lessons, working outside of their comfort zone.	Mrs Britton
Kian Sheppard	Courage	Kian brought up a really courageous personal reflection when we were discussing resilience in our My World work - he did it with courage, maturity and by doing so helped others know they weren't alone. I'm very proud of him.	Mrs Dique



Courage 2

Name	Cornerstone	Reason	Teacher
Abi Griggs	Courage	Abi has continued to be resilient during our maths lessons and is making great progress - well done Abi!	ZBN - maths
Amelia Barber-Hill	Courage	Always willing to put her hand up and contribute even on topics she's not super confident with	M Hamid
Dylan Fisher	Courage	presenting assemblies to the whole school	MRS, wellbeing ambassadors
Eva England	Courage	Continues to develop with a strong effort at all times and is consistently demonstrating more confidence in her ability	CRY - Maths
Grace Burrows	courage	Incredibly mature attitude when sharing ideas	VBN - tutor
Harry Angell	Courage	Is never influenced by his peers' unwanted behaviours	VBN - tutor
Issy Lee	Courage	Always willing to put her hand up and contribute even on topics she's not super confident with	MHD - Science
Marcus Williams	Courage	A great role model to others and isn't influenced by others	VBN - tutor
Matthew Lattanzio	Courage	Always willing to give a go with answers, even if unsure	MHD - Science
Ruby Challis	Courage	Trying out new skills in PE	J Clare
Saffron Lacey	Courage	Volunteered to take a penalty in the district final and scored!	J Clare
Sophia Hampton	Courage	Delivering whole school assemblies for the wellbeing ambassadors	MRS wellbeing ambassadors
Sophie Barnard	Courage	Always sharing her ideas in discussions	VBN - tutor
Yazin Copurbas	Courage	Volunteered to take a penalty in the district final and scored!	J Clare



Year Group Slogan

Be Your Best!

