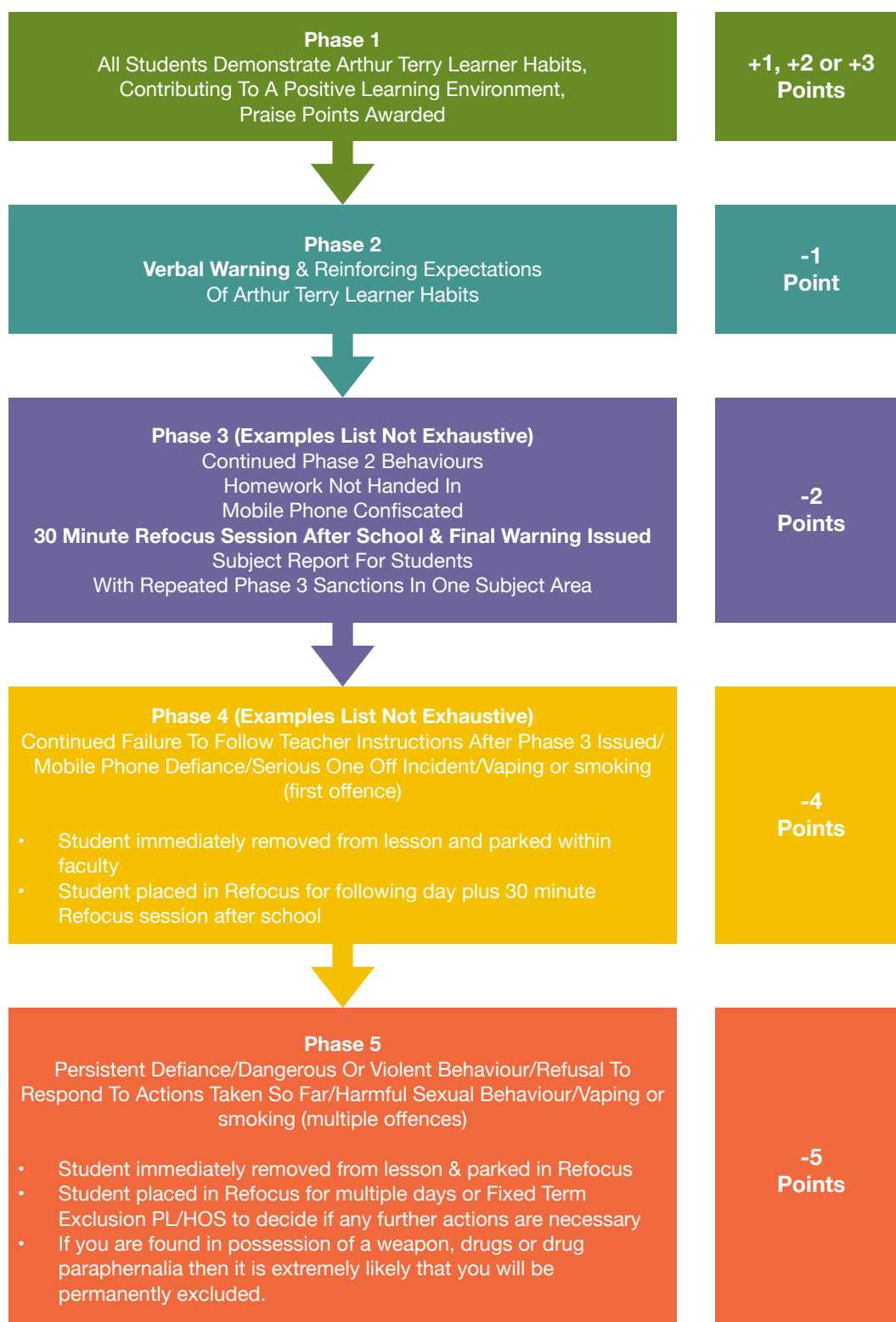


Praise & Behaviour Policy

| Behaviour | Possible/ Required Actions | Inform |
|---|---|---|
| <p>Phase 1 (Examples May Include)</p> <p>Students may receive praise points for displaying ATL habits such as:</p> <ul style="list-style-type: none"> Managing distractions Taking risks and not being afraid to make mistakes. Contributing thoughtful ideas Taking ownership of learning and revision Asking relevant questions to develop understanding. Acting on feedback Managing time effectively <p>Students can receive Praise Points for demonstrating behaviour that aligns with school ethos and values, including:</p> <ul style="list-style-type: none"> Showing kindness towards others Taking pride in their work Being ready to learn | <ul style="list-style-type: none"> Praise Points Added To G4S Verbal Praise Phone Call Home (Positive) | <ul style="list-style-type: none"> Log Praise On To GO4Schools If Appropriate (To Inform Form Tutor) |
| <p>Phase 2 (Examples May Include)</p> <ul style="list-style-type: none"> Poor behaviour in lessons Lack of effort Lack of equipment Misuse of iPad that disrupts own learning Incorrect uniform | <ul style="list-style-type: none"> Verbal Warning Emotion Coaching/ Supportive Actions Move Seats or Other Classroom Interventions | <ul style="list-style-type: none"> Log On To GO4Schools (To Inform Form Tutor) |
| <p>Phase 3 (Examples May Include)</p> <ul style="list-style-type: none"> Repeated poor behaviour in lessons Chewing gum Incomplete homework Continued misuse of iPad/disruption of others learning Misuse of mobile phone/headphones/smart watch Lateness to lessons | <ul style="list-style-type: none"> 30 Minute Refocus Time & Final Warning From Classroom Teacher | <ul style="list-style-type: none"> Log On To GO4Schools (To Inform Form Tutor/PL/HoD/CL/ KSL) |
| <p>Phase 4 (Examples May Include)</p> <ul style="list-style-type: none"> Refusal to follow instructions. Refusal to attend after school refocus session. Repeated Phase 3 behaviours Discriminatory behaviour Refusal to hand in mobile phone when requested to do so. Significant misuse of iPad | <ul style="list-style-type: none"> Use Of Faculty/ Department Parking Rota Where Possible Student Placed In Refocus Room The Following Day | <ul style="list-style-type: none"> Log on GO4Schools (To Inform Form Tutor/ PL/HoD/CL/KSL) Contact Made With Parents/Carers Staff Member Issuing Sanction |
| <p>Phase 5 (Examples May Include)</p> <ul style="list-style-type: none"> Dangerous/violent behaviour Discriminatory behaviour Gross Inappropriate misuse of iPad Harmful Sexual Behaviour Refusal to follow Instructions | <ul style="list-style-type: none"> Teacher Referral & Student Removed From Lesson Refocus Room For Multiple Days or Suspension | <ul style="list-style-type: none"> Log On To GO4Schools (To Inform Form Tutor/PL/SL/HoD/ CL/KSL) Contact Home |

Arthur Terry reserves the right to escalate the behaviour policy due to any significant incident, including bring dangerous/banned items onto school site. This includes any type of bladed article, weapon or modified weapon or drugs/drug related paraphernalia of any kind.

Classroom Expectations



Arthur Terry reserves the right to escalate the behaviour policy due to any significant incident, including bring dangerous/banned items onto school site. This includes any type of bladed article, weapon or modified weapon or drugs/drug related paraphernalia of any kind.

Student 'Under Focus' Processes

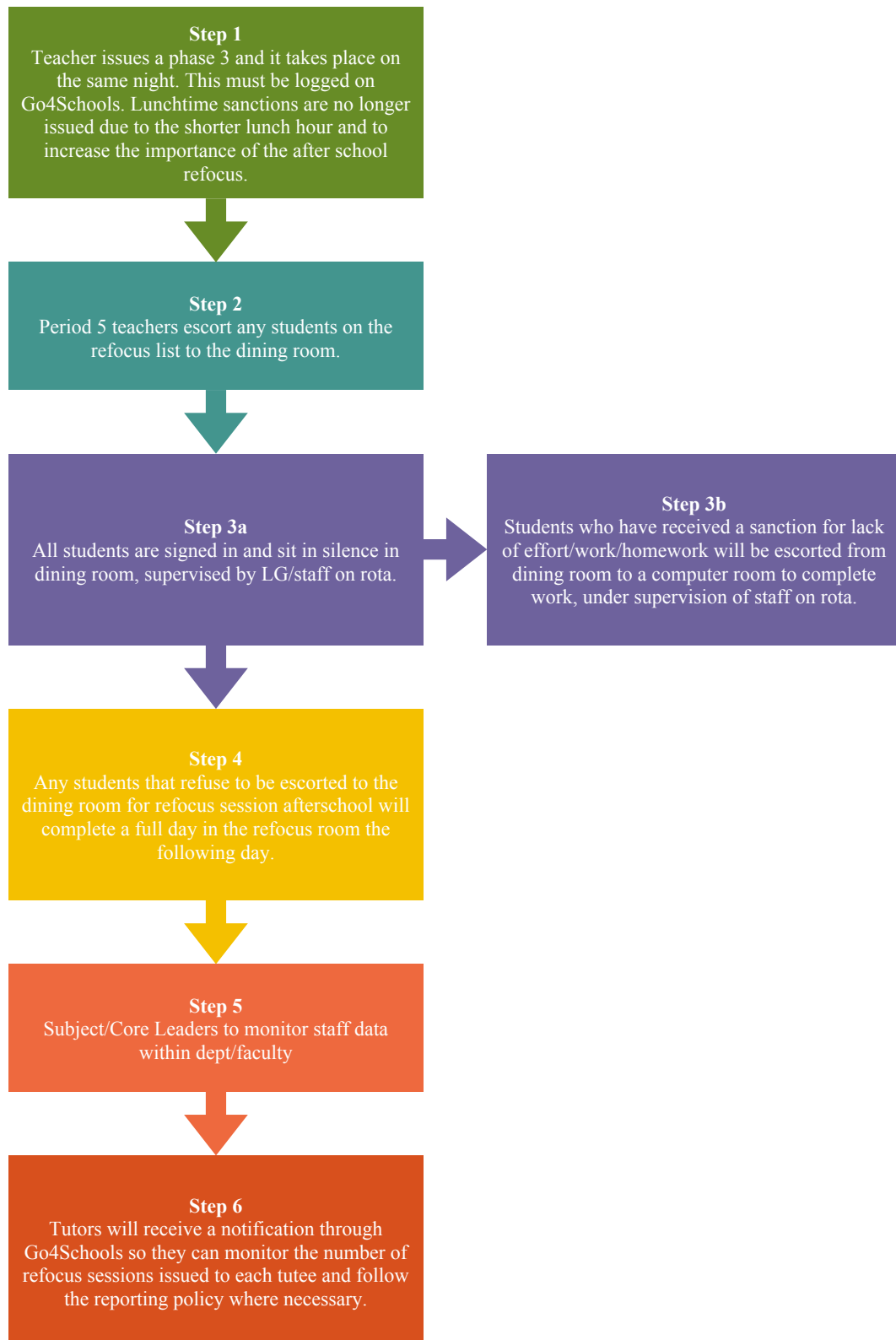
Identify

Inform

Action



Refocus



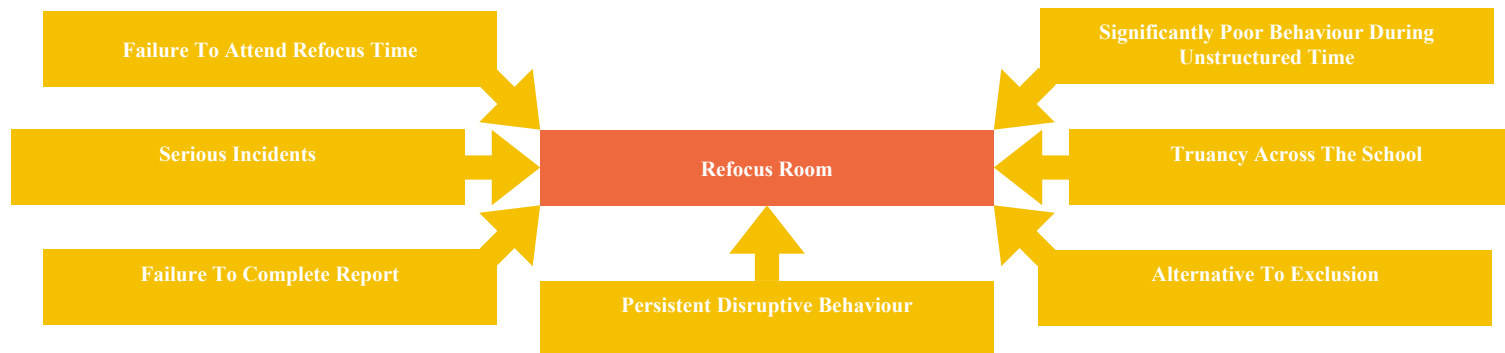
Refocus Room

Student to be placed in Refocus by:

- Leadership Group
- Key Stage Leaders
- Progress Leaders

Refocus Room Work

- Students will follow their normal timetable and complete work set by their classroom teacher



Refocus Room Procedure:

- All students booked in to refocus room in E2.5
- If student has key worker this information will be shared and support may be offered


Interventions During The Day:

- Student Support Services
- Attendance Team
- Leadership Team
- PALS
- Head Of Departments

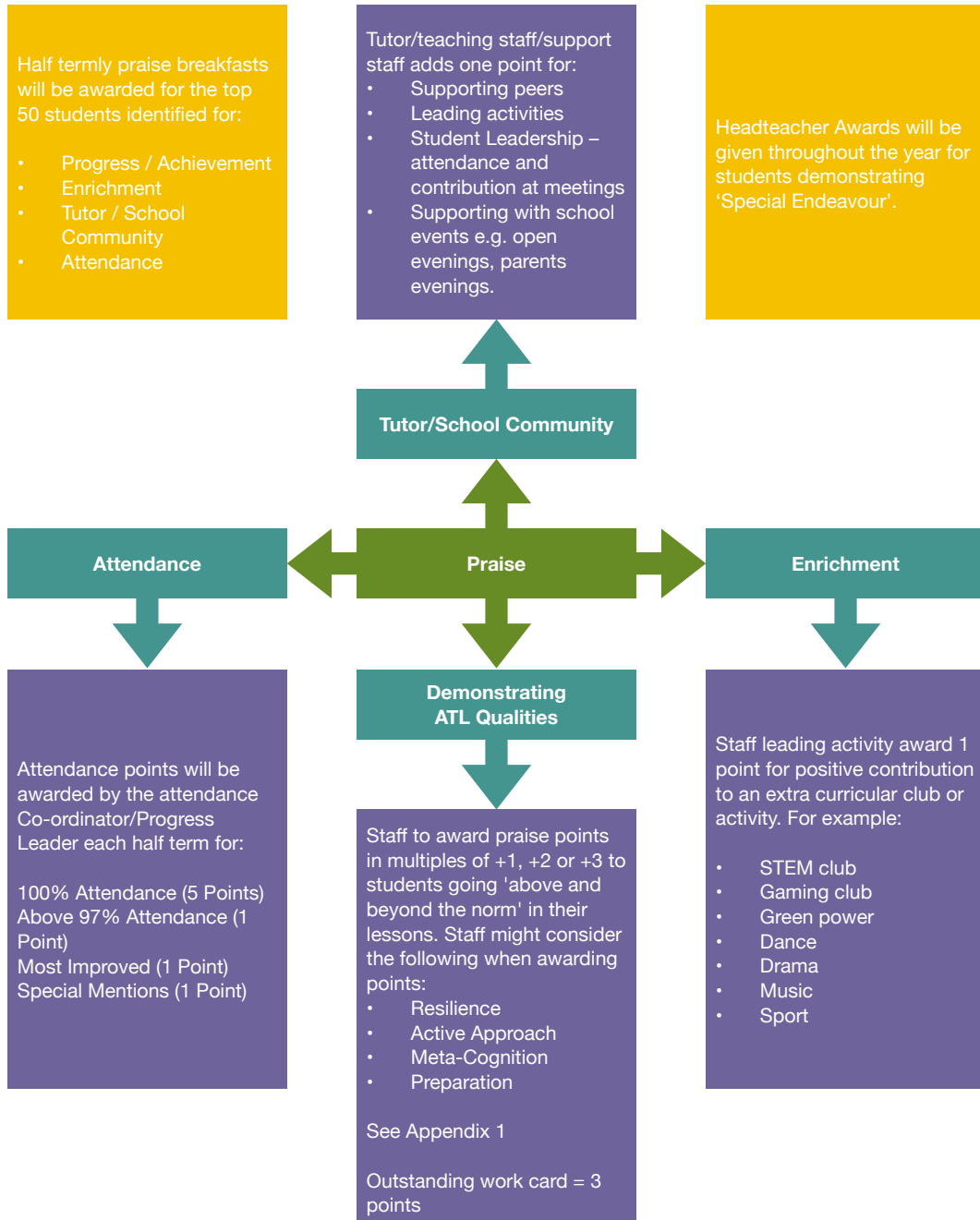
Students with ASD/ADHD/Emotional Attachment Disorder need to go in same day or spoken to on that day. Make clear the consequences and when this will take place and for what.

Praise Reward Shop

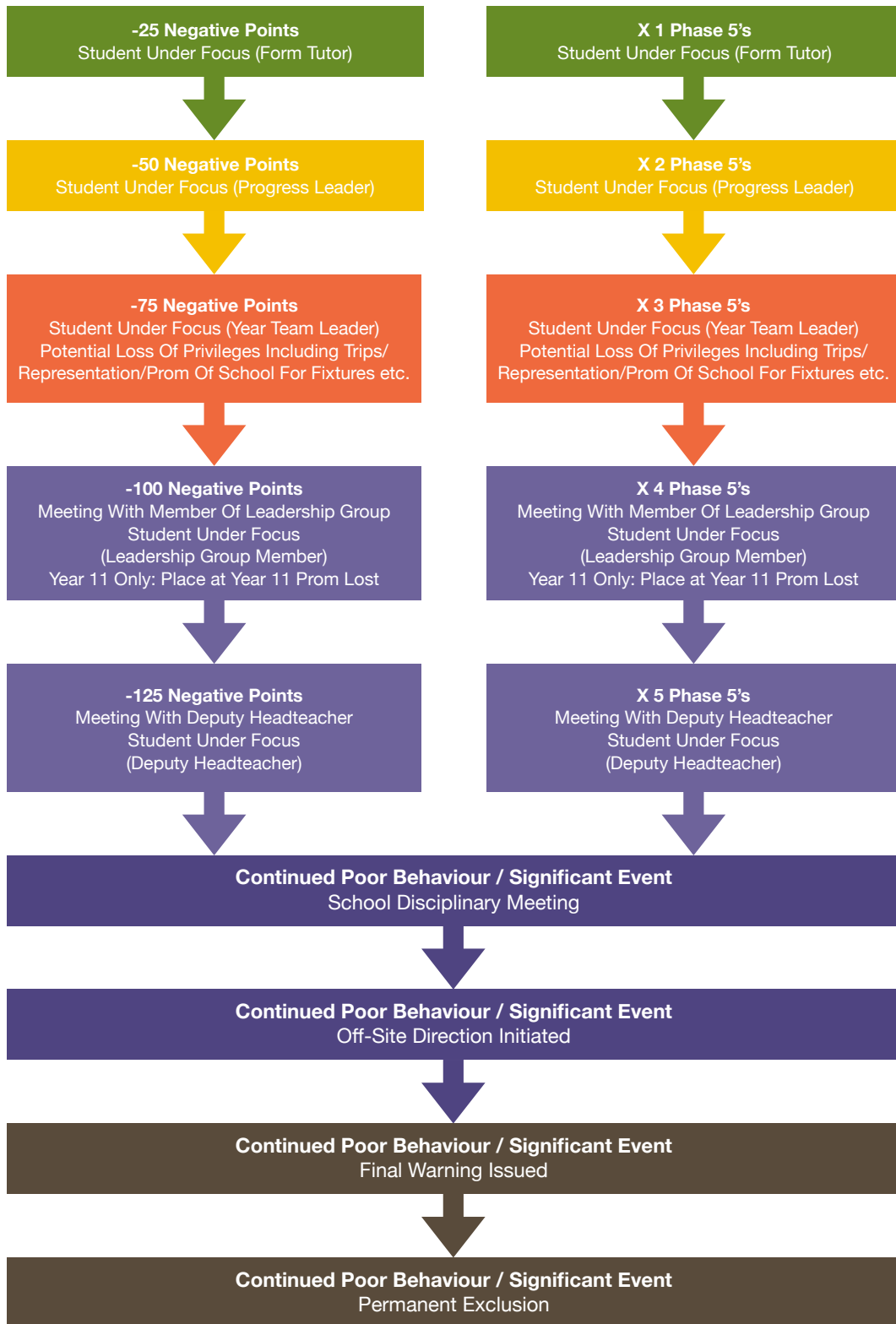
(To be Purchased Using Praise Points At Student Discretion - All Items Subject To Availability)

| | | | | |
|---|--|---|--------------------------------|-------------------|
| 10 Points | 20 Points | 30 Points | 50 Points | 75 Points |
| Pen Pencil Rubber Sharpener Ruler Small Sweets | Glue Stick Highlighters Cue Cards 3x Early Lunch Passes Key Ring Multi-colour pen Crisps Can Of Pop | Water Bottle Diary/Planner Pencil Case Medium Sweets | Large Sweets | Mini-Football |
| 100 Points | 150 Points |  <p>50 Points Raffle Ticket For Prize TBC</p> | 200 Points | 300 Points |
| Football Basketball Netball | £5 Voucher | | Lunch Queue Jumper For Term | £10 Voucher |

Praise Diagram



Negative Points Consequences



Arthur Terry reserves the right to escalate the behaviour policy due to any significant incident, including bring dangerous/banned items onto school site. This includes any type of bladed article, weapon or modified weapon or drugs/ drug related paraphernalia of any kind.

Arthur Terry Learner

| Resilience | Active Approach | Values | Meta-Cognition | Preparation |
|---|---|---|---|---|
| I can manage distractions and do not disrupt other people | I contribute thoughtful ideas to lessons | I am kind and helpful | I can identify my own strengths and weaknesses | I manage my time to meet deadlines and reduce stress |
| I show focused attention at all times | I take ownership of my learning and revision | I am proud of my work and achievements | I act on feedback and apply targets to new work | I organise my work and bring the correct equipment |
| I am not afraid to take risks and make mistakes | I make the most of resources inside and outside the class | I am ready to do my best every day | I ask relevant questions to develop my understanding | I am punctual to form and lessons and catch up on missed work |
| I persevere in the face of difficult tasks and homework | I can learn from the opinions and experiences of others | I am respectful of peoples' rights and feelings | I can apply knowledge and skills across topics and subjects | I plan for written and practical work and assessments |