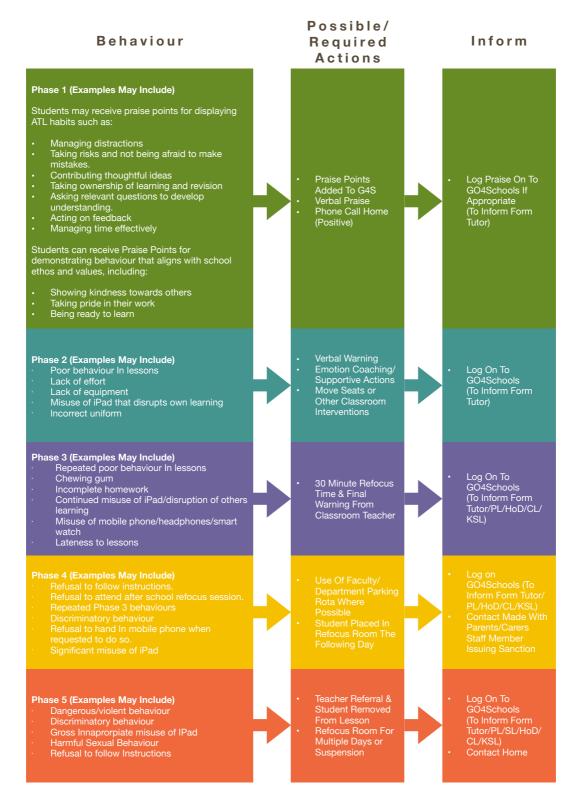
Praise & Behaviour Policy



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

Phase 1

All Students Demonstrate Arthur Terry Learner Habits, Contributing To A Positive Learning Environment, Praise Points Awarded +1, +2 or +3 Points

Phase 2

Verbal Warning & Reinforcing Expectations Of Arthur Terry Learner Habits -1 Point



Phase 3 (Examples List Not Exhaustive) Continued Phase 2 Behaviours

Homework Not Handed In
Mobile Phone Confiscated

30 Minute Refocus Session After School & Final Warning Issued
Subject Report For Students
With Repeated Phase 3 Sanctions In One Subject Area

-2 Points



Phase 4 (Examples List Not Exhaustive)

Continued Failure To Follow Teacher Instructions After Phase 3 Issued/ Mobile Phone Defiance/Serious One Off Incident/Vaping or smoking (first offence)

- Student immediately removed from lesson and parked within faculty.
- Student placed in Refocus for following day plus 30 minute Refocus session after school

-4 Points



Phase 5

Persistent Defiance/Dangerous Or Violent Behaviour/Refusal To Respond To Actions Taken So Far/Harmful Sexual Behaviour/Vaping or smoking (multiple offences)

- Student immediately removed from lesson & parked in Refocus
- Student placed in Refocus for multiple days or Fixed Term
 Exclusion PL/HOS to decide if any further actions are necessary
- If you are found in possession of a weapon, drugs or drug paraphernalia then it is extremely likely that you will be permanently excluded.

-5 Points

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 Tutor sets up GO4SCHOOLS notifications for the student.

Tutor monitors GO4SCHOOLS and has the necessary emotion coaching conversations, parental contact and interventions. These all need to be logged on GO.

After a two-week period the student may pass if they have shown improvement. The tutor logs that the focus period is complete on GO.

Where a student does not improve during the period the level of focus increases to stage 2. student is now 'under focus'
Admin team log onto GO4SCHOOLS that Stage 1 monitoring has Admin team review data once per week on a Monday. The threshold for a student becoming a 'student in focus – stage 1' is either: Stage 1 begun.
Parents receive a standardised letter informing them of the 'student under focus' status.
Tutor informs the student that they are now 'under focus'. Form Tutor One Phase 5.
Twenty-Five negative points across the year. Progress Leader sets up GO4SCHOOLS notifications for the student. Progress Leader monitors GO4SCHOOLS and has the necessary emotion coaching conversations, parental contact and interventions. These all need to be logged on GO.

After a two-week period the student may pass if they have shown improvement. The PL logs that the focus period is complete on GO. Where a student does not improve during the period a 'Stage 2 failed focus' is logged on GO. The level of focus increases to stage 3. Admin team review data once per week on a Monday. The threshold for a student becoming a 'student in focus – stage 2' is either: Stage 2 the student is now 'under focus stage 2' **Progress** begun.

Parents receive a standardised letter informing them of the 'student under focus – stage 2' status. Fifty negative points across the year.
Failed Stage 1 report Leader Key Stage Leader sets up GO4SCHOOLS notifications for the student. Key Stage Leader monitors GO4SCHOOLS and has the necessary Admin team review data once per week on a Monday. The threshold for a student becoming a 'student in focus – stage 3' is either: the student is now 'under focus stage 3'
Admin team log onto GO4SCHOOLS that Stage 3 monitoring has Stage 3 key Stage Leader mohitors cu-JAS-LHOULS, and has the necessary emotion coaching conversations, parental contact and interventions. These all need to be logged on GO. After a two-week period the student may pass if they have shown improvement. The PL logs that the focus period is complete on GO. Where a student does not improve during the period a 'Stage 3 failed focus' is logged on GO. The level of focus increases to stage 4. Key Stage begun.

Parents receive a standardised letter informing them of the 'student under focus – stage 3' status.

Key Stage Leader informs the student that they are now 'under focus'. Three phase 5s 75 negative points across the year. Failed stage 2 report Leader Stage 4 Leadership Group Admin team review data once per week on a Monday. The threshold for a student becoming a 'student in focus – stage 4' is either: Stage 5 conversations, parental contact and interventions. These all need to be Deputy Headteacher 125 negative points across the year. Failed stage 4 report

Refocus

Step 1
Teacher issues a phase 3 and it takes place on the same night. This must be logged on Go4Schools. Lunchtime sanctions are no longer issued due to the shorter lunch hour and to increase the importance of the after school



refocus list to the dining room.



Step 3a

All students are signed in and sit in silence in dining room, supervised by LG/staff on rota.



Students who have received a sanction for lack of effort/work/homework will be escorted from dining room to a computer room to complete work, under supervision of staff on rota.





Step 5



Step 6

Tutors will receive a notification through Go4Schools so they can monitor the number of refocus sessions issued to each tutee and follow the reporting policy where necessary.

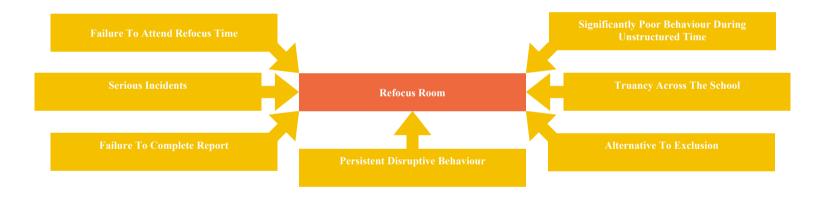
Refocus Room

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
- PAL:
- 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		200 Points	300 Points
Football Basketball Netball	£5 Voucher	50 Points Raffle Ticket For Prize TBC	Lunch Queue Jumper For Term	£10 Voucher



Praise Diagram

Tutor/teaching staff/support staff adds one point for:

- Supporting peers Leading activities
- Student Leadership attendance and contribution at meetings
- Supporting with school events e.g. open evenings, parents evenings.



Attendance



Praise





Enrichment

Attendance points will be awarded by the attendance Co-ordinator/Progress Leader each half term for:

100% Attendance (5 Points) Above 97% Attendance (1 Point)

Most Improved (1 Point) Special Mentions (1 Point) **Demonstrating ATL Qualities**



Staff to award praise points in multiples of +1, +2 or +3 to students going 'above and beyond the norm' in their lessons. Staff might consider the following when awarding points:

- Resilience
- Active Approach Meta-Cognition Preparation

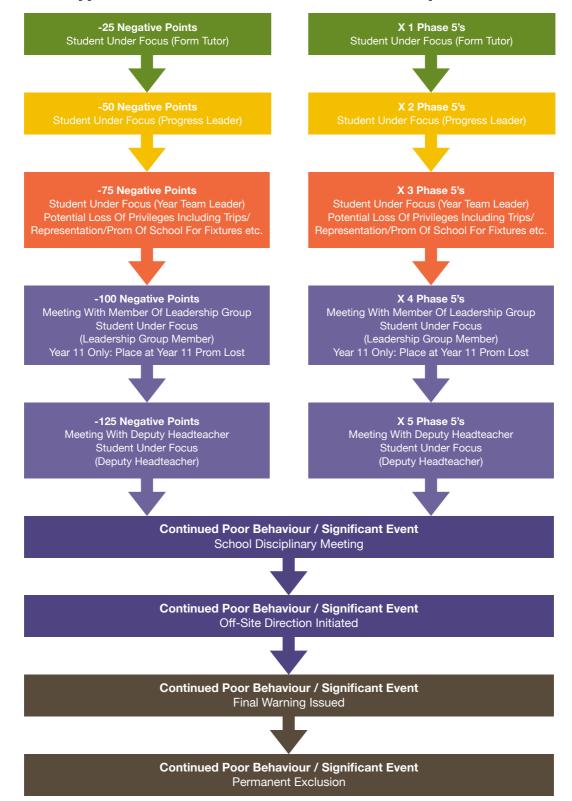
See Appendix 1

Outstanding work card = 3

Staff leading activity award 1 point for positive contribution to an extra curricular club or activity. For example:

- STEM club
- Gaming club Green power
- Dance
- Drama
- Music
- Sport

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

