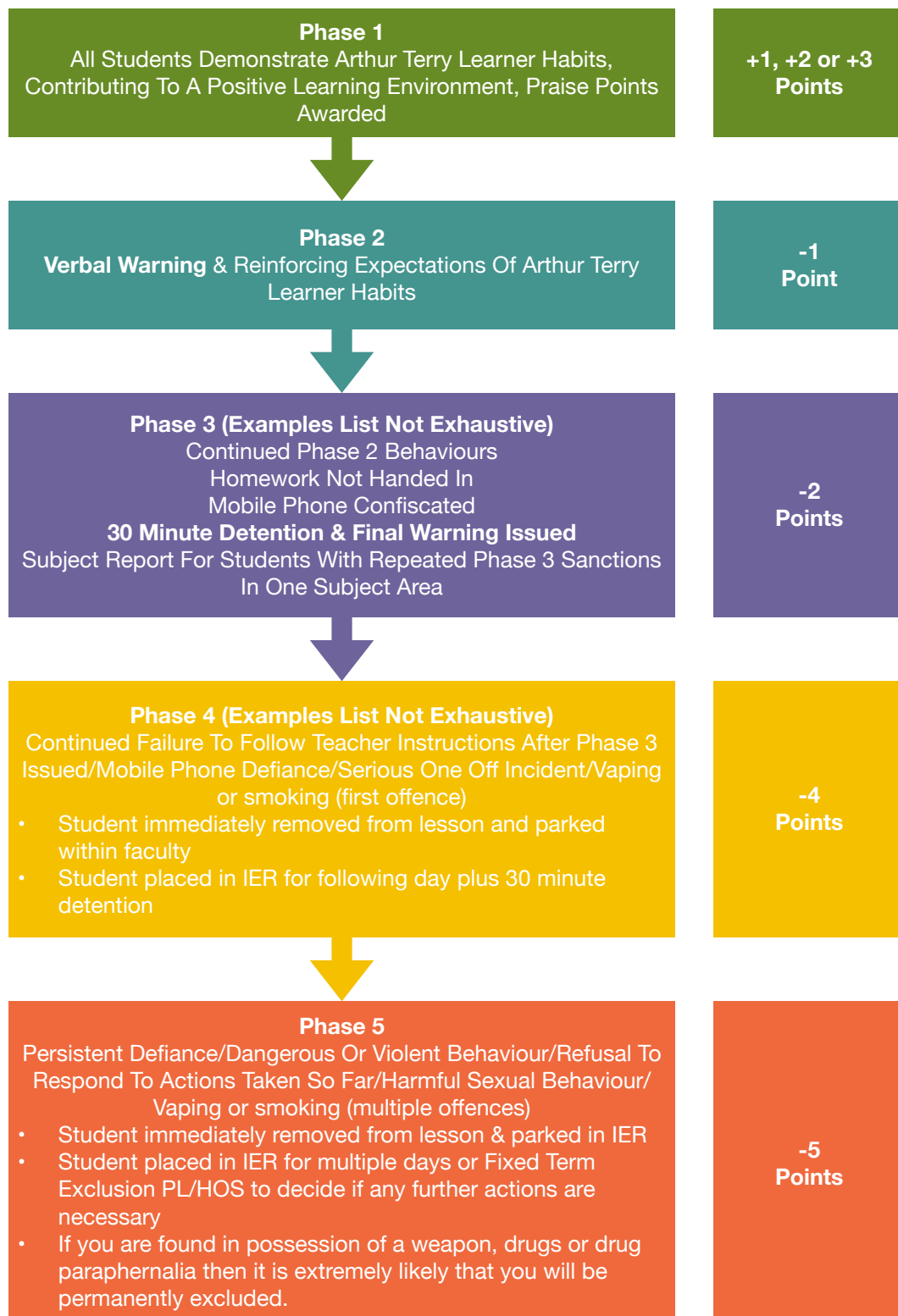


Praise & Behaviour Policy



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



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Reporting Policy

Stage 1 - Green Tutor Report

- Tutor identifies multiple concerns on Go4Schools from more than one subject or tutor identifies 3 lates
- Student placed on Green Tutor Report for 2 weeks (log on GO4Schools as an event to inform PL, KSL)
- Parents/Carers informed by Tutor and complete feedback box daily. Tutor completes daily review
- Successful completion of report (1s) student removed from report. Parents/Carers informed by tutor.
- Unsuccessful report, receiving three 3s or a significant incident occurs (Phase 4), Tutor/PL to review and determine if student moves to stage 2.
- Persistent low grades (3s) in one subject to trigger a subject teacher green report (See subject reporting policy). Tutor notifies SL.



Stage 2 - Yellow Progress Leader Report

- Students placed on Yellow PL report for 2 weeks. (log on GO4Schools as an event to inform Form Tutor, KSL).
- Parents/Carers informed by PL and complete feedback box daily. PL completes daily review
- Successful completion of report (1s) student moved off report
- Unsuccessful report, receiving three 3s or a significant incident occurs (Phase 4), PL/KSL to review and determine if student moves to stage 3 Red KSL report or remains on Stage 2 for a further week. Parents/Carers informed by PL/KSL
- Referral to SSS, mentoring, intervention, outside support.



Stage 3 - Red Head Of School/Leadership Group Report

- Students placed on Red KSL report for 2 weeks. (log on GO4Schools as an event to inform Form Tutor, PL).
- Parents/Carers informed by KSL and complete feedback box daily. KSL completes daily review with support of Form Tutor / PL during Tutor Time.
- Successful completion of report (1s) student moved off report
- Unsuccessful report, receiving three 3s or a significant incident occurs (Phase 4), PL/KSL to review and determine if student moves to Headteacher's report or remains on Stage 3 for a further week. Parents/Carers may be formally invited to attend a Leadership Disciplinary to meet with KSL / Deputy Head. The student may be invited to meet with Governors. Students and Parents/Carers made aware of expectations and potential future outcomes including managed move, alternative provision or permanent exclusion.
- Referral to SSS, mentoring, intervention, outside support, refocus programme where appropriate



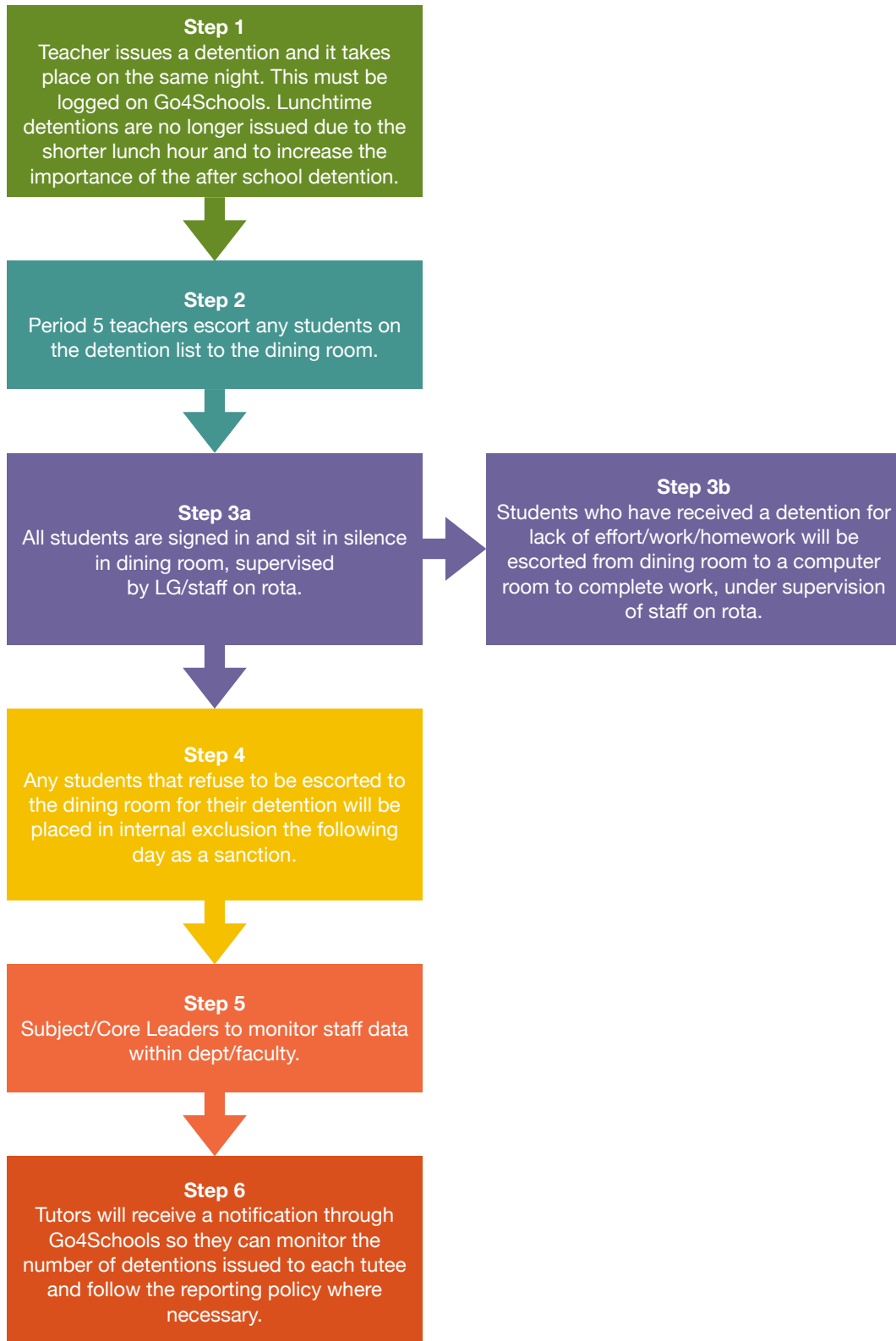
Stage 4 - Deputy Headteachers Report

- Student to report to Deputy Headteacher at agreed times, daily.

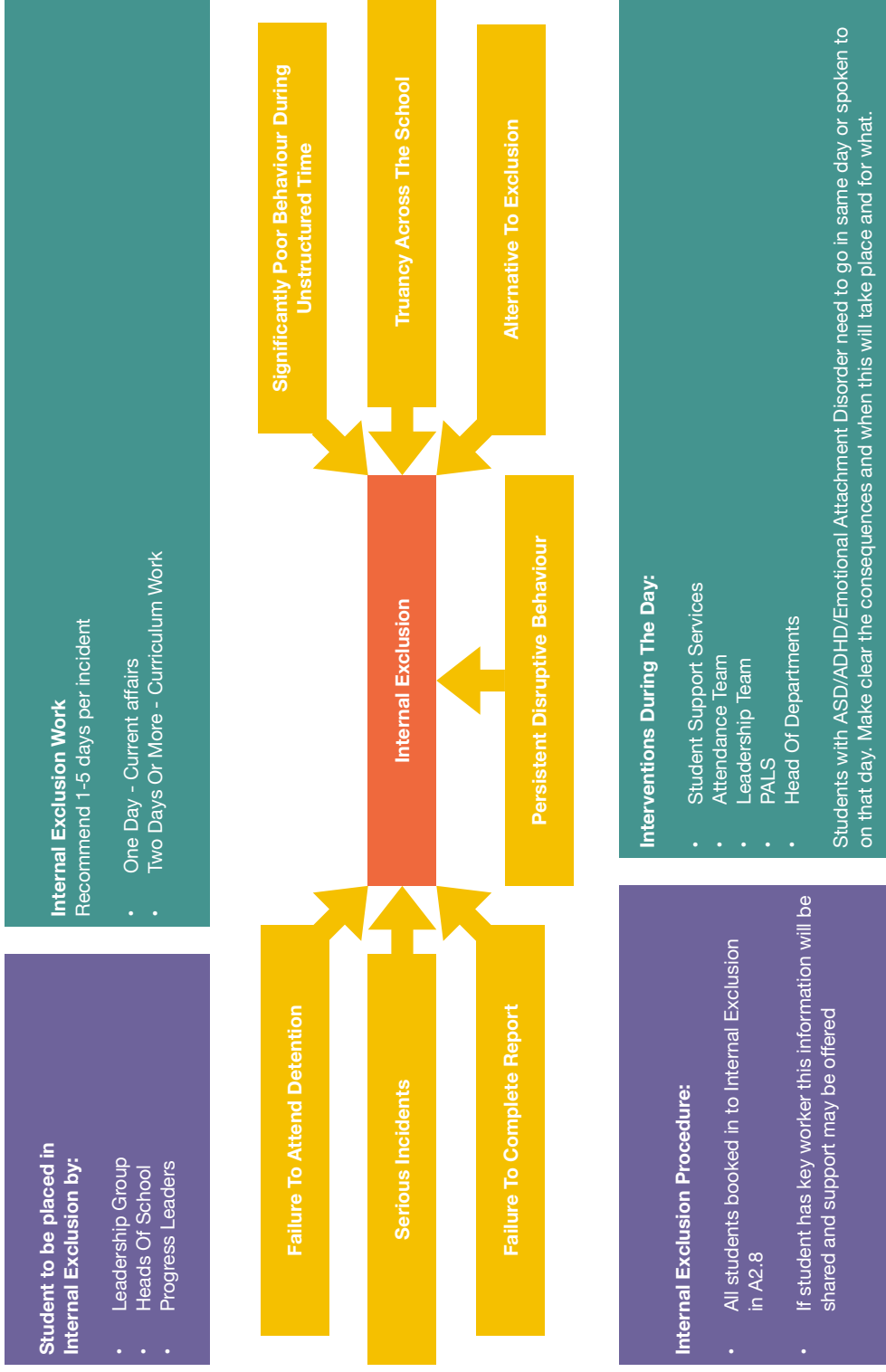
If required improvement is demonstrated, then student moves off report.
If required improvement is not demonstrated, then Parents / Carers to attend further meeting to advise of outcome and discuss next steps as per negative consequences flowchart.

If a student comes off report and is placed back on report including any student forging a grade on the report they will automatically go back on at the level they were last on report.

Detention



Internal Exclusion

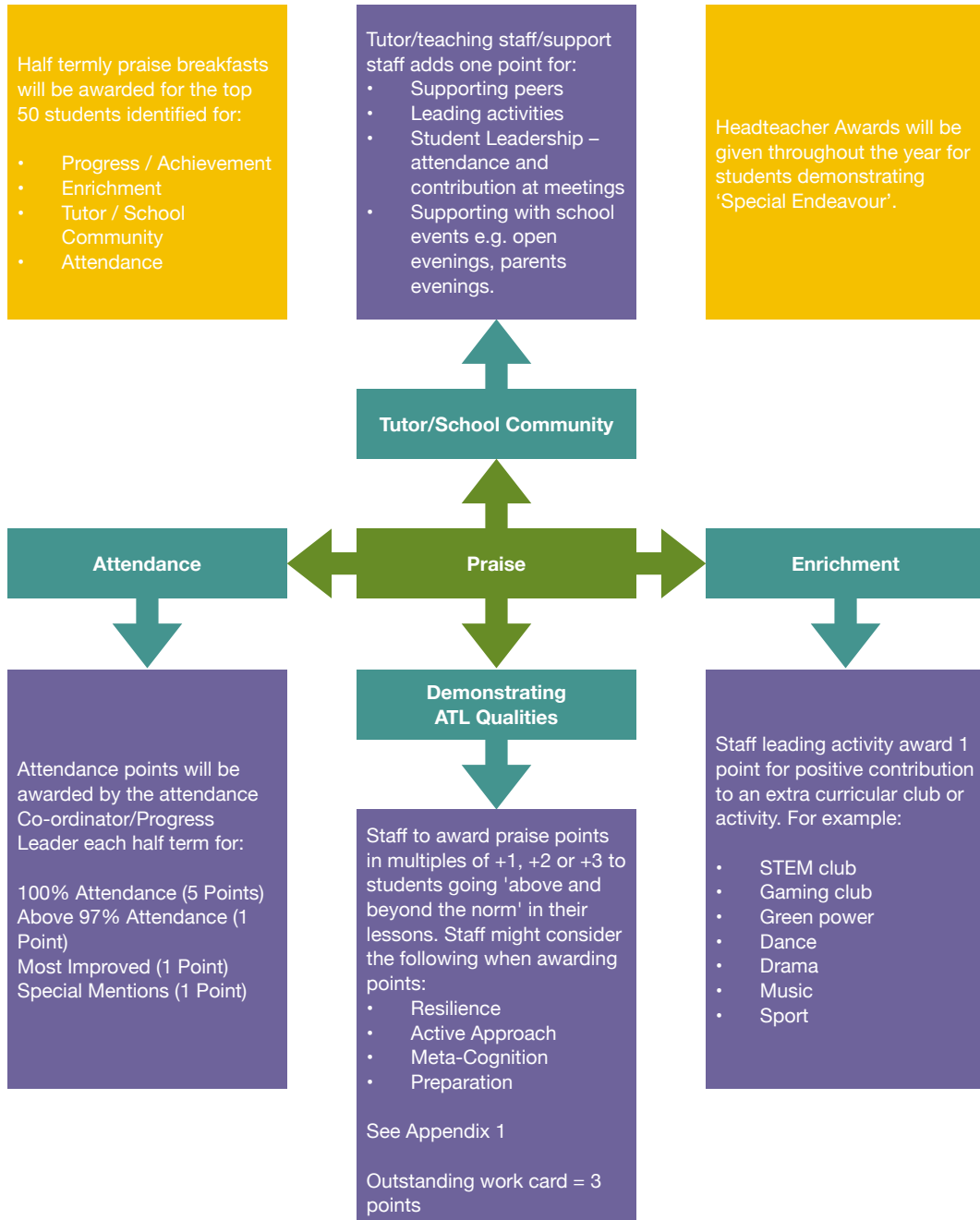


Praise Reward Shop

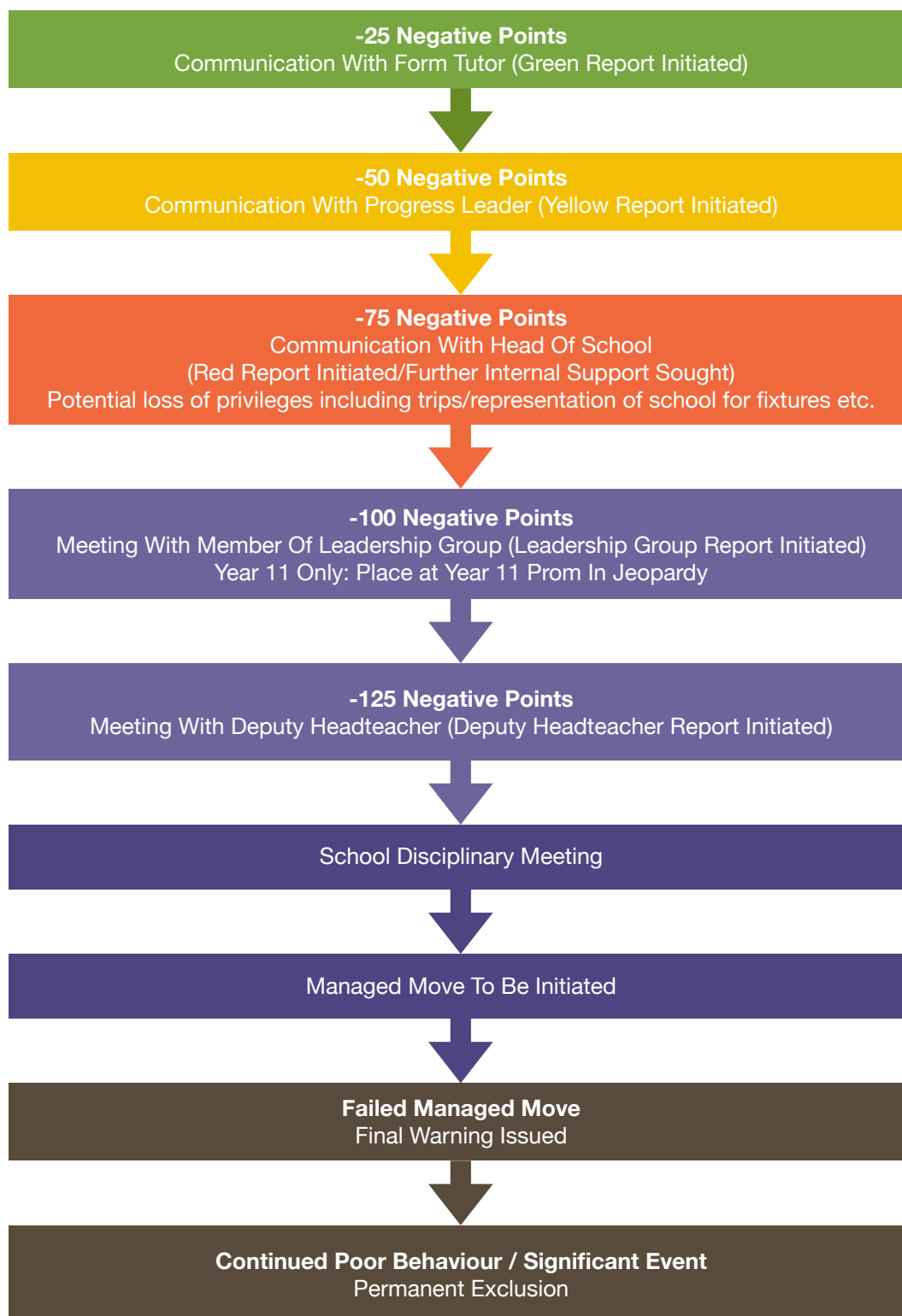
(To be Purchased Using Praise Points At Student Discretion - All Items Subject To Availability)

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

Praise Diagram



Negative Points Consequences



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Arthur Terry Learner

Resilience	Active Approach	Meta-Cognition	Preparation
I can manage distractions and do not disrupt other people	I contribute thoughtful ideas to lessons	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 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 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 can apply knowledge and skills across topics and subjects	I plan for written and practical work and assessments