

## **Behaviour Policy**

### **1. Contextual Information**

Good, responsible behaviour and discipline are essential for effective teaching and learning and important for promoting student success and self esteem. For this reason, it is necessary to promote good behaviour through clear expectations. Students and parents should be aware that poor behaviour is unacceptable. Guidance for behaviour management is provided in the 'School Discipline and Pupil Behaviour Policies – Guidance for schools', which focuses particularly on provisions in the Education and Inspections Act 2006, which came into force on 1 April 2007.

### **2. Statement of Principles**

- The quality of learning, teaching and behaviour in college are inseparable issues and are the responsibility of all staff, students and parents.
- Students, staff, parents and carers need to operate in a culture of mutual respect.
- All college staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills.
- The support of parents and carers is essential for the maintenance of good behaviour.
- Students, staff and parents need to have a clear understanding of their rights and responsibilities.
- Good behaviour should be rewarded.
- Poor behaviour cannot be tolerated. In lesson time it is a denial of the right of students to learn and teachers to teach.
- Students behave better when their learning experiences meet their needs.
- Sanctions should always be applied consistently and fairly for unacceptable behaviour, taking due account of the circumstances surrounding each incident.
- Students whose behaviour and attendance may deteriorate through events in their lives outside the college should be identified and supported.
- All members of the college community should be listened and responded to.
- Students should act as appropriate ambassadors for the college in the community setting. This includes journeys to and from college as well as trips, sporting events and work placements.

### **3. Aims and Objectives**

- To maintain a positive Climate for Learning throughout the college.
- To ensure that students are able to stay safe and healthy.
- To support students to reach their full potential and achieve economic well-being.
- To ensure that all staff know and understand the principles and procedures for managing student behaviour.

### **4. How we maintain a positive Climate for Learning**

- Parents, students and staff should understand what we mean by good behaviour and the range of sanctions used by the College.

- All staff share responsibility for actively pursuing a positive Climate for Learning and should act as role models of good behaviour.
- We believe that behaviour is a choice and behaviour ownership is to be implicit in how we deal with students.
- Good behaviour should be recognised and encouraged through the use of praise and rewards.
- Staff will challenge poor behaviour but should use non-confrontational approaches. Argument, sarcasm, ridicule and put-downs should be avoided in these situations.
- Staff should ensure that criticism is constructive and positively encourages the required behaviour.
- Inappropriate behaviour should be effectively and consistently discouraged through a clear and fair system of strategies and sanctions.
- All teachers should outline in advance programmes of work which students will be following and give regular verbal and written feedback.
- All teachers are expected to draw up a Class Support Plan which includes a seating plan and strategies to support individual students in their lessons.
- Staff are expected to include all students in all lessons.
- All members of staff should treat students fairly and as individuals, and show interest in their progress and welfare by providing support, guidance and advice.

## 5. Rights and Responsibilities

### College

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To expect students and parents' cooperation in maintaining an orderly Climate for Learning</li> <li>• To expect students to respect the rights of others students and adults in the college</li> <li>• To enforce the college behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>• To establish and communicate measures to ensure good behaviour, respect and discipline</li> <li>• To ensure the behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities</li> <li>• To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities</li> </ul>

### Students

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To be taught in environments that are safe, conducive to learning and free from disruption</li> </ul>	<ul style="list-style-type: none"> <li>• To show respect to college staff, visitors, fellow students and their property, college property and the college environment</li> <li>• To cooperate with and abide by any arrangements put in place to support</li> </ul>

	<p>their behaviour, e.g. PSPs</p> <ul style="list-style-type: none"> <li>To act as positive ambassadors for the college both in college and when off the college premises</li> </ul>
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**Parents**

Rights	Responsibilities
<ul style="list-style-type: none"> <li>To be kept informed about their child's progress, including information about their behaviour</li> <li>To expect their children to be safe, secure and respected in college</li> <li>To have any complaint they make taken seriously and access to an appeals process</li> </ul>	<ul style="list-style-type: none"> <li>To respect the college's behaviour policy, accept the legal right of the college to impose appropriate sanctions and ensure their child follows the policy</li> <li>To send their child to college each day punctually, suitably clothed, fed, rested and equipped and ready to learn</li> <li>To be prepared to support their child's positive behaviour, e.g. attend meetings, adhere to parenting contracts and inform the college of any personal factors that are relevant</li> </ul>

**6. College Procedures for managing the Climate for Learning (see appendices)**

**7. Monitoring and evaluating the effectiveness of the behaviour policy**

- Staff record incidents on VIVO when rewarding students
- Staff record incidents on SIMS when giving behaviour points
- Follow up work conducted by the Student Support Team will also be recorded on SIMS.
- Ps Referrals, recorded on SIMS, are used to inform Curriculum Leaders, Heads of House and Student Support Workers about incidents. Paper copies of referrals forms are available for when ICT system problems occur.
- Climate for Learning is discussed at curriculum and pastoral meetings and areas for action by the team are identified.
- There is a half-termly analysis of the Climate for Learning data by the Assistant Headteacher. This is discussed at SLT meetings and at the termly Governors meeting.

**9. Staff Training**

Staff training occurs regularly to ensure that all responsibilities in respect to this policy can be delivered in a competent, caring and efficient manner.

**10. Postholder responsible for administering, communicating, reviewing and evaluating this policy**

Assistant Headteacher (Inclusion)

## **Appendix 1                      Classroom management**

### **Expectations**

Students are expected to

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- follow the 4 Ps

Staff will be expected to

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs (see SEN policy)
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

Parents and carers are expected to

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work

### **Rewards**

It is important that achievement and good behaviour are rewarded. The main ways of doing this are by giving praise verbally, awarding VIVOS for good work and sending praise postcards home for sustained or exceptional good work/effort.

### **Two warnings**

A system of issuing two warnings to students regarding their behaviour in class should be used by teaching staff to ensure that students conform to expectations in the classroom.

- Each warning should be clearly directed to a student with a reason, eg "John, I am giving you a first warning because you shouted across the room."

- After two warnings if the student's behaviour is not acceptable a third time then they should be removed to another classroom to work with another member of staff. At the end of the lesson they should return with their work to their teacher and their behaviour should be followed up with either a Lunchtime or a Staff Detention. The incident should be recorded on SIMS.
- Alongside a warning it may be appropriate to move the student to another seat in the classroom.
- If a student causes any disruption to the class they have been removed to then they should be seen by the Curriculum Leader who should issue a College Detention.

In cases of more severe disruption, the warning system is not appropriate and the member of staff on rota should be contacted to remove the student. The teacher should request support by contacting the Reception desk via the SIMS messaging system (or alternatively, by sending a reliable student to Reception). They should enter the details of the incident / unacceptable behaviour on SIMS. The Student Support Worker should telephone a parent and issue an appropriate sanction taking advice from the member of SLT on rota as appropriate.

Regular removal from a classroom should be addressed by a telephone call to a parent of the student from the class teacher. The Curriculum Leader should be informed and should issue a curriculum area report for a fixed period of time.

Regular removal from lessons across a number of subject areas should be dealt with by the Head of House who should telephone a parent and issue a Head of House report.

## **Removal to another classroom**

Curriculum Leaders should make arrangements and produce a timetable within or across curriculum areas (or neighbouring rooms) so that teachers know which room to remove a student to.

- Arrangements could be operated by a single curriculum area or a number of curriculum areas working together.
- This is a short term strategy only and should not be repeated for a further lesson.
- The receiving teacher should have usually no more than one, maybe two students, and should feel able to say that having a student would not be appropriate at that time. The student sits at the back of the classroom to work.

## **Students out of classrooms in lesson time**

Students should be in classrooms and engaged in learning activity during lesson times. On the rare occasions when a student needs to leave a classroom the teacher should issue them with a pass in the form of a lanyard which should be worn at all times whilst on the corridor. Before leaving the classroom the student should put their mobile phone in the basket provided on the teacher's desk. It may be collected on return to the room.

## **Fostering Good Classroom Relationships**

It is important that following inappropriate behaviour, students are issued with appropriate sanctions and that, once the sanction is complete, the student is allowed a fresh start.

## Appendix 2 Guidelines for Sanctions

Expectation	Sanction
<p><b>Responding to staff</b> Students are expected to follow staff instruction without debate or comment.</p>	<p>Staff to record on SIMS. Verbal reprimand / Staff Detention issued. In extreme circumstances internal or external exclusion.</p>
<p><b>Punctuality</b> Students are expected to arrive on time to registration and lessons.</p>	<p>Staff to record on SIMS register. Late Detention issued for more than 2 lates in one week. Progressive sanction – Head of House telephones home / issues punctuality report.</p>
<p><b>Movement around the building</b> Students should move around the building in an orderly fashion and with consideration to others.</p>	<p>Staff to record on SIMS. Staff Detention.</p>
<p><b>Litter</b> Students are expected to put their litter in the bins.</p>	<p>Staff to record on SIMS Staff Detention issued.</p>
<p><b>Graffiti on books / walls / other surfaces</b> Students are expected to respect their environment and books.</p>	<p>Staff to record on SIMS. Students to contribute to purchase / repair. Parents informed by subject teacher (books) / Student Support Worker (environment). In extreme circumstances internal exclusion / external exclusion.</p>
<p><b>Inappropriate language towards a Student / staff member</b> Students are expected to show respect to others. Racist, vulgar and impolite language is not acceptable.</p>	<p>Staff to record on SIMS. Towards a student – verbal reprimand / Staff Detention for repeat offence. Towards a member of staff – investigation by Student Support Worker, dealt with by SLT on Rota. Internal exclusion. External exclusion likely.</p>
<p><b>Off premises</b> Students are expected to stay on site during school for their own safety.</p>	<p>Staff to record on SIMS. 1<sup>st</sup> offence – letter home, College Detention 2<sup>nd</sup> offence – phone call, letter home, College Detention 3<sup>rd</sup> offence – internal exclusion</p>
<p><b>Fighting</b> Students are expected to respect each other and not physically harm anyone.</p>	<p>Staff to record on SIMS. First Aid priority then – investigation by Student Support Worker, initial contact with parents by Student Support Worker, dealt with by SLT on Rota. Parents informed. Internal exclusion. Possible external exclusion, possible Police involvement.</p>

<p><b>Bullying/Cyber-bullying</b> Students are expected to respect others and not cause any injury / insult. Students are encouraged to tell.</p>	<p>Staff to record on SIMS Investigation by Student Support Worker, dealt with by SLT on Rota. Parents informed by Student Support Worker. Progressive sanctions – internal / external exclusion. Possible removal from school.</p>
<p><b>Alcohol</b> Students are expected to abide by the law.</p>	<p>Staff to record on SIMS Isolate Student. Seek Student Support Worker / SLT on Rota. Parents contacted by SLT on Rota. External exclusion likely.</p>
<p><b>Smoking</b> Students are expected to abide by the law. Smoking on the College site is not permitted.</p>	<p>Staff to record on SIMS Report to Student Support Worker / SLT on Rota. Parents contacted by Student Support Worker. Letter home. College Detention. Internal / external exclusion for repeat offences.</p>
<p><b>Possession of illegal substances</b> Students are expected to abide by the law.</p>	<p>The Governing body regards this as a very serious matter requiring a strong sanction. External exclusion - possibly permanent. Police contacted.</p>
<p><b>Mobile phones / MP3 Players / iPods etc</b> We would prefer that students did NOT bring mobile phone / ipods / MP3 players into College and where students do bring them to College they do so at their own risk. Students should not use their phones / ipods / MP3 players during lesson time in any part of the College.</p>	<p>In the first instance items should be confiscated by the teacher and then returned at the end of the lesson. For repeat incidents, staff to record on SIMS, items will be confiscated, clearly marked and sent to reception for safe keeping. 1<sup>st</sup> offence – item returned at end of day 2<sup>nd</sup> offence – item returned at end of day and letter home. 3<sup>rd</sup> offence – item returned following telephone conversation between parents and SLT on Rota. Persistence offence – internal exclusion.</p>
<p><b>Theft</b> Students are expected to abide by the law, respect other peoples' property and not steal.</p>	<p>Staff to record on SIMS Investigation by Student Support Worker, dealt with by SLT on Rota. Parents contacted by SLT on Rota. Probable external exclusion, possible Police involvement.</p>

<p><b>Mis-use of ICT</b> Students are expected to use ICT facilities as directed by staff</p>	<p>Staff to record on SIMS. Access to un-authorized sites not relevant to learning – verbal warning / Staff Detention. Persistent offenders – Report to Curriculum Leader ICT - letter to parents / fixed term internet ban. Access to unauthorised sites of sexual / violent nature or production of unacceptable material – internal exclusion / external exclusion. Police informed if necessary. Sharing of passwords – verbal warning / Staff Detention.</p>
<p><b>Travelling to and from school</b> All students travelling to and from the College must respect others, be polite, must not drop litter and obey the law. They should always behave, cross roads sensibly and travel by a safe route.</p>	<p>Sanctions will be applied in line with the offence as listed above for incidents occurring when travelling to and from the College.</p>
<p><b>Use of matches / lighters</b> Students should not bring matches and lighters onto the college site.</p>	<p>Any matches or lighters will be confiscated and not returned. Staff to record on SIMS. If matches or lighter is used - College Detention issued. If used in a dangerous or threatening manner - internal exclusion, external exclusion likely.</p>
<p><b>Uniform</b> School uniform is compulsory. Students are expected to wear the correct uniform as stated in their student organiser and the college prospectus.</p>	<p>1st Stage - Uniform should be corrected where possible, including by borrowing a tie from reception. Learning Tutor to issue a red slip to students when uniform is not correctable and to discuss with the student when the uniform' issue' can be rectified for and a date agreed. Staff to record on SIMS. Learning Tutor to monitor that uniform is corrected within the set time. Teaching staff to reinforce and encourage correct uniform in classrooms. If students do not have correctable uniform, issue a red slip, record on SIMS and inform Learning Tutor to enable follow up discussions. 2nd Stage - Re-visit the above stages (including a further SIMS entry). Learning Tutor to discuss the on-going issues with student. Red slip issued again – a new date set. Letter to parents (via resources staff). 3rd Stage - Refer to Head of House who then investigates the issues. Parents telephoned and date for improvement agreed. If no improvement is made parent invited in for a meeting with Head of House and/or Pastoral Leader.</p>

<p><b>False allegations against staff</b>          Students are expected to behave responsibly and not to deflect attention from themselves through false accusations against others. Allegations against members of staff are taken seriously and must be reported to the Headteacher immediately.</p>	<p>If, following investigation carried out by a member of SLT under the direction of the Headteacher, a student is found to have made a false allegation against a member of staff then a fixed term exclusion is likely.</p>
<p><b>Truancy (lesson / session)</b>          Students are expected to be on the College site and in lessons / registration unless they have signed out.</p>	<p>Unexplained absence following presence in lessons earlier in day should be reported to resources by class teacher. Suspected truancy should be reported to Student Support Worker. Recorded on SIMS by Student Support Worker. Student Support Worker to phone parents and detentions issued to make up the time missed.</p>
<p><b>Truancy (whole day)</b>          Students are expected to be on the College site and in lessons / registration unless parents have chosen not to send them for a legitimate reason.</p>	<p>Suspected truancy should be reported to Student Support Worker (Attendance). Recorded on SIMS by Student Support Worker (Attendance). Student Support Worker to phone parents and make arrangements with parents for student to make up the time missed.</p>

## Appendix 3 College Detention System

<p><b>Lunchtime detention (15 min)</b> 12.20-12.35pm set and supervised by Class Teacher/Learning Tutor. Students expected to complete set work.</p>	<p><b><u>Failure to attend/behave appropriately:</u></b> Class Teacher / Learning Tutor to investigate reason for absence and arrange Staff Detention if no acceptable reason given. Otherwise rearrange detention.</p>
<p><b>Staff Detention (30 min)</b> 3.00-3.30pm set and supervised by Class Teacher/Learning Tutor. Students expected to complete set work.</p>	<p><b><u>Failure to attend/behave appropriately:</u></b> Class Teacher / Learning Tutor to investigate reason for absence - telephone parents and refer to Curriculum Leader if no acceptable reason given. Curriculum Leader to record on SIMS and arrange Curriculum Area Detention (or College Detention for out of class behaviour). Otherwise rearrange detention.</p>
<p><b>Curriculum Area Detention (40 min)</b> 3.00-3.40pm set and supervised by Curriculum Leader. Students expected to complete set work.</p>	<p><b><u>Failure to attend/behave appropriately:</u></b> Curriculum Leader to investigate reason for absence - record on SIMS, arrange College Detention and telephone parents if no acceptable reason given. Otherwise rearrange detention.</p>
<p><b>Late Detention (30 min)</b> 3.00-3.30pm set automatically and supervised by staff on duty. Students expected to complete set work or complete community service, eg. removing litter.</p>	<p><b><u>Failure to attend/behave appropriately:</u></b> Head of House to investigate reason for absence - record on SIMS, arrange College Detention and telephone parents if no acceptable reason given. Otherwise rearrange detention.</p>
<p><b>College Detention (45 min)</b> 3.00-3.45pm set automatically and supervised by staff on duty. Students expected to complete set work or complete community service, eg. removing litter.</p>	<p><b><u>Failure to attend/behave appropriately:</u></b> Cohort Leader to investigate reason for absence - record on SIMS, refer for SLT Detention and telephone parents if no acceptable reason given. Otherwise rearrange detention.</p>
<p><b>SLT Detention (60 min)</b> 3.00-4.00pm set and supervised by SLT. Students expected to complete set work or complete community service, eg. removing litter.</p>	<p><b><u>Failure to attend/behave appropriately:</u></b> SLT to investigate reason for absence - record on SIMS and telephone parents if no acceptable reason given. Likely internal exclusion. Otherwise rearrange detention.</p>

### 1. Lunchtime Detention

- This should be issued using a carbonated detention slip, the top copy of which should be given to the student. It is the student's responsibility to inform their parent about the detention. The detention can be for the next lunchtime which is convenient for the member of staff issuing the detention.
- Lunchtime Detention should last for 15 minutes.

## **2. Staff Detention**

- This should be issued using a carbonated detention slip, the top copy of which should be given to the student. It is the student's responsibility to inform their parent about the detention. The detention can be for the following day or the next day which is convenient for the member of staff issuing the detention.
- Staff Detention should last for 30 minutes.

## **3. Curriculum Area Detention**

- The Curriculum Leader will organise a detention rota to take place after college.
- This should be issued using a carbonated detention slip, the top copy of which should be given to the student. It is the student's responsibility to inform their parent about the detention.
- Curriculum Area Detention should last for 40 minutes.

## **4. Late Detention (30 Minutes) (See Attendance Policy)**

- These should take place when a student has 2 or more lates in a week.
- The Administrative Assistant (School Attendance) will provide a list of lates to the Student Support Team so that they can be monitored.
- Late detentions will take place after college on Thursday.
- This should be issued using the SIMS system. A letter is sent home to inform their parent about the detention.
- Late Detention should last for 30 minutes.

## **5. College Detention (45 Minutes)**

- The College Detention, run by a rota of staff, is used for **extreme or persistent offences**.
- Students should be referred to this detention via the Curriculum Leader, Head of House, Cohort Leader or Senior Leadership Team.
- It will take place will take place after college on Wednesday.
- This should be issued using the SIMS system. A letter is sent home to inform their parent about the detention. The member of staff issuing the detention should speak to the student to inform them about it.
- College Detention should last for 40 minutes.

## **6. SLT Detention (1 Hour)**

SLT Detentions are run only as required by a senior member of staff on nights to suit need. These are to be for one hour duration. Parents will be notified of this detention by a letter from the Headteacher. This detention is for grave offences, such as abuse, violence, vandalism, persistent failure to attend a college detention etc.

## **Activities during detention**

The activity undertaken by a student in Lunchtime, Staff or Curriculum Area Detention should be completion of additional or missed work. Writing lines is not an appropriate sanction. It may be appropriate for staff to talk further with a student about the behaviour that led to the sanction in order to enable the student to better understand the reason why

their behaviour was inappropriate and to ensure the continued good relationship between the teacher and the student. In Late, College or SLT Detention students may be expected to complete additional work, a task which involves reflection on the behaviour that led to the sanction or community service under the direction of a senior member of staff.

## **Appendix 4                      Exclusions**

There are four forms of exclusion:

**Internal Exclusion at Kingsmead** (up to 3 days) – This is a supervised period in the Exclusion Room including break and lunchtime. Parents informed by letter. Work is provided by subject teachers.

**Internal Exclusion at another school** (up to 3 days) – This is a supervised period in the Exclusion Room at another school including break and lunchtime. Parents contacted by phone by SLT on rota. Work is provided by subject teachers. Repeat internal exclusion - Head of House to contact parents and seek a meeting to discuss student's behaviour.

**Fixed Term External Exclusion** (up to 5 days) – This is a period for which the student is kept at home and is not permitted to attend College. Parents contacted by phone by SLT on rota. Return to College is through a meeting with senior staff which parents and the student are required to attend before re-admittance to normal lessons. Work is provided by subject teachers.

**Permanent Exclusion from the College** – This is the final sanction available to the Headteacher and the student does not return to the College. Parents contacted by Headteacher. Work is provided by subject teachers for the first five days.

### **IEPs and PSPs**

If a student receives 3 Internal Exclusions in one academic year then their Head of House will consult with the Assistant Headteacher (Inclusion) about the appropriateness of introducing an Individual Education Plan (IEP) for that student. The Head of House will normally be the lead person for the IEP.

If a student receives 2 Fixed Term External Exclusions in one academic year then their Cohort Leader will consult with the Assistant Headteacher (Inclusion) about the appropriateness of introducing an Pastoral Support Plan (PSP) for that student. The Cohort Leader will normally be the lead person for the PSP.

### **Governors' Student Welfare Committee**

The Student Welfare Committee is a group of governors who meet to review the behaviour records and the support given by the school to students who have a particularly poor record of behaviour. The parents/carers and the student are asked to attend this committee for this discussion. In most severe cases this may include a final warning from governors prior to permanent exclusion.

## **Appendix 5**                      **Corridor Supervision**

The supervision of the college corridors during the changeover of lessons is an important aspect of the maintenance of good order in the college. A positive staff presence on the corridors can ensure calm and orderly movement around the building, a positive start to lessons and provides opportunities to enhance the student teacher rapport. Working together as a team in this task will help to ensure its effectiveness.

Therefore, when possible, teachers are asked to

- supervise the exit of students from lessons at the door of their classrooms.
- ensure that the students follow the one-way system in the corridors on leaving the room.
- supervise the corridor immediately outside the classroom until lessons begin.

## **Appendix 6**                      **Guidelines for Students in the Exclusion Room**

- All referrals to the Exclusion Room must be via a member of the Leadership Team / Cohort Leader.
- Students must complete work provided by staff (or from the work bank) to a satisfactory standard.
- If poor behaviour is exhibited by any student in the Exclusion Room this will be referred for further sanctions.
- There should be no talking.
- A register will be kept by the Student Support Team.
- Students in the Exclusion Room will have an early lunch and take toilet breaks outside the usual break time.

## Appendix 7      4Ps

### Prepared Polite Proud Positive

Category	VIVOS	Behaviour points
<b>Prepared</b>	Good homework On time Has correct equipment Hands in homework Handing homework in early	Not having correct equipment Not completing homework/coursework/organiser Late to lesson No PE kit No ingredients
<b>Polite</b>	Helping and encouraging other students Helping teachers Uses good manners Using correct English	Talking out of turn Bullying Racist behaviour Sexist/ sexual bullying Eating in class Unnecessary noise Unacceptable use of electronic equipment Failure to follow staff instructions Physical aggression towards another student Physical aggression towards a member of staff Unsuitable language towards another student Unsuitable language towards a member of staff Making fun of others Interfering with the possessions of another student
<b>Proud</b>	Taking part in school events Wears uniform properly Volunteers Reading aloud Performing in front of class Good Progress Check	Not wearing uniform correctly Vandalism Lunchtime misbehaviour Smoking Off site at lunch/ break time
<b>Positive</b>	Good effort Enthusiastic/optimistic Improved quality of work Answering questions in class High quality work in class Extra contribution to class Showing initiative Joining teams or activities Making healthy eating choices Doing additional work/homework Exceptionally good attitude	Persistently off task/lack of effort Stopping others working Truancy

**This is not an exhaustive list**