



Behaviour Policy

2018

The purpose of this document is to communicate the ethos, procedures and strategies to promote positive relationships and behaviour throughout our school community

Safe, Respectful and Ready

OUR MISSION STATEMENT

As a Catholic school we intend to put Jesus Christ at the centre of everything we do. All members of our school community have a vital role to play in living out our mission statement. The best way to ensure the highest standards in behaviour and relationships is to create a positive ethos where self-confidence and self-esteem of pupils is promoted through regular praise and affirmation. A school culture which is dominated by a mutual respect between pupils, and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the pupils' potential academically, socially and spiritually.

The virtues of the Sisters of Charity of Our Lady of Evron

The schools founding virtues are the cornerstones that underpin our behaviour and relationships policy and are used to communicate and share our school ethos. We encourage all members of our school community to model these values in their actions and words:-

Charity means giving something to those in need without an expectation or wanting something back in return. Charity is about a mind-set to become less of 'me', but more of 'us', as a community.

In practice - Recognising and reaching out to others who need support. Encouraging pupils who to show care and empathy for others, Form/Year groups to be rewarded for charitable contributions

Humility, you are humble when you are free from pride and arrogance. Humility or humbleness is a quality of being courteously respectful of others. Through actions and language we should recognise our mistakes.

In practice – Through our actions and language we should be open about our vulnerability and weaknesses and to encourage this in others.

Simplicity is the quality being easy to understand or do, of being plain or uncomplicated, the focus of being unconcerned with the latest fads remembering to focus on the important things – being more not simply wanting more'.

Pupils – encourage by celebrating and recognising simple/positive actions e.g. acts of kindness, wearing uniform correctly, etc

Service is something that we do to others, where we show love and kindness to everyone, even to those who do not treat us well. We can serve others in many ways, and we should ensure that we use every opportunity that we can. Relationships. One of the most valuable ways to serve others is to show them that we care.

In practice - Pupils contributing to the school community through their support of the ethos, being positive ambassadors. Caring for the school environment e.g. picking up litter, recycling, etc. Staff – recognise staff contributions 'above and beyond' as service to community

Unity is oneness; unity is not uniformity. Unity is about standing together for those things that are right and decent, for those who need support, for justice and reconciliation. Working for the common good.

In practice - Developing a family culture within Form Groups and Year Groups where we look after each other and accept difference.

Applying Positive Behaviour Management Strategies

Classroom management: All staff have a responsibility to promote exceptionally good behaviour in the classroom environment, whether it be a teacher or member of support staff. Cultivating positive teacher-pupil relationships should be at the centre of all classroom management as well as a consistent approach based on the five pillars of practice:

- Consistent, calm adult behaviour
- Focus first on positive behaviour
- Relentless routines
- Scripted difficult interventions
- Restorative follow up

Safe, Respectful and Ready

The behaviour system is based around three principles of Safe, Respectful and Ready. All conversations about behaviour will relate to these simple rules in order to create clarity and purpose. This will help staff to place behaviour into context and enable pupils to understand the positive and negative consequences of their actions.

All staff will:

- Use relentless routines e.g. Meet and greet at the door, embellished countdown, intervention script, etc. (see appendix)
- Use a range of strategies throughout every lesson to praise and reward good behaviour. For example; Recognition boards, stars, positive notes, etc.
- Use the language of 'Safe, Respectful and Ready' when dealing with poor behaviour choices
- Input the BFL grades (see appendix for BFL criteria) accurately on Progress Monitoring Data and Pupil Report
- Display consistent and calm adult behaviour.
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of the learners
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Use the stages as guidance and attempt to deescalate behaviour at all stages
- End and send in a formal way that brings the session to a positive end.

Form Tutor will: (also refer to Form tutor guide - LGT)

- Meet and greet and make the pupils feel welcomed at the start of the day
- Ensure the pupils are 'Ready to Learn' and prepared for the day ahead e.g. pupils should all have the correct basic equipment
- Ensure all pupils appearance and uniform meets the schools expectations
- Check Planners –pupils should record their homework or other important items of information in their planners. These should be signed by the parent or carer
- Monitor attendance and punctuality to school
- Read the daily bulletin
- Be the first point of contact for home (Contact Forms to go to Form Tutor in first instance for pastoral matters who will refer to HOY if necessary and relevant Subject Teacher for curriculum matters who will refer to Subject Leader if necessary)

Middle Leaders are not expected to deal with behavioural referrals in isolation. Rather they are expected to stand alongside colleagues to support, guide model and show a unified consistency to learners. They will:

- Meet and greet learners in the curriculum area
- Be a visible presence in the department to encourage appropriate conduct
- Support staff by sitting in reconciliation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of 'Catch them being good' strategies.
- Set up a department 'buddy' system for dealing with poorly behaved pupils
- Use 'BFL' data to target and assess interventions
- Make sure the department ensures responsibility in their curriculum area

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are expected to stand alongside colleagues to support, guide model and show a unified consistency to learners. They will:

- Meet and greet learners at the start of the day at the front gates and on key entrances
- Be a visible presence around the site and especially at changeover time
- Use Learning and behaviour walks to celebrate staff, leaders and learners whose efforts goes above expectations
- Use learning and behaviour walks to reinforce expectations with pupils/groups who have previously shown poor behaviour
- Regularly share good practice
- Support middle leaders in managing learners with more complex/ negative behaviours as identified through HOY, SEND and BFL scores
- Use BFL criteria (see appendix for details) and behaviour overview report to assess behaviour policy and practice
- Inform attendance officer immediately if pupils placed in 'Emmaus Isolation Room' or Fixed Term Exclusion.
- Regularly review the curriculum provision for learners
- Manage the SLT detention rota every thursday

Ready to learn process

This will replace the '*Standards process*' and will focus on uniform, equipment and punctuality. The pupils will be given the 'Ready to learn card' which will be used in the same way as the standards card. Pupils who maintain a clean card will be rewarded each half term with stars (one per day for the half term). Pupils who keep a clean ready to learn card for the whole term will be receive an extra reward.

Form tutors should support pupils in being ready to learn by checking uniform, equipment and speak to pupils about punctuality if necessary. Pupils who receive 5 in a row will be issued with a 30 min afterschool detention with the Form Tutor at the next available opportunity. Form Tutor records in their planner and places pupil onto one of the daily 'Ready to Learn Detentions on SIMS'. Form Tutor to follow up on persistent issues with parents in the first instance.

Behaviour management outside the classroom:

All staff have a responsibility to promote exceptionally good behaviour outside the classroom environment, whether it be a teacher or member of support staff. All staff challenging poor behaviour they witness, sends a collective and strong message about the high expectations at Harrytown. This makes us stronger together.

All staff will:

- Never ignore or walk past a pupil who is making poor behaviour choices
- Sanction a child accordingly for the poor behaviour choices they witness
- Report a serious breach of school rules to either Head of Year, Pastoral Manager or SLT
- Attend their allocated duty promptly once per week
- Support their colleagues who are dealing with pupils

Rewards

Staff will always give their first attention to those pupils who are showing positive behaviour. Staff will be expected to publically recognise the positive behaviour on the Recognition Board (See details in the Appendix). Duty staff will visit classrooms to check on behaviour and will ask the teacher if any pupils deserve a 'Golden Star' (worth 5) for exceptional behaviour. A positive note can also be written in the pupil's planner. There will be the annual big event at the Town Hall where we will celebrate all the achievements in the year.

Stars will be awarded to pupils for showing positive behaviour in classrooms and other aspects of school life. The stars have a value which can enable pupils to purchase items from the School Shop. A new shop list has been developed through discussions with pupil representatives in order to raise the profile and attraction of earning stars through good behaviour. The new rewards system will be launched alongside the Behaviour Policy in September by Heads of Year. The system will be communicated via the notice board in pupil entrance and screens around school.

Attendance (as part of the star system)

- Each half term pupils will be awarded an attendance token if they have 100% attendance for that half term. These will be presented in assembly by Heads of Year.
- Each attendance token will be worth the equivalent of 20 stars (£1 to spend in the school shop).
- They should give their attendance token to Form Tutors who can add the 20 stars to their total
- Each half term all pupils with clean ready to learn cards will be awarded with 20 stars recorded by the form tutor, a certificate and a reward such as selection boxes, chocolate bars, ice cream etc.

Rewards Assemblies (as part of the star system)

- Each term there will be a rewards assembly lead by Heads of Year.
- Each Class Teacher will be asked to nominate 1 pupil per class for an award
- Each pupil will receive a certificate which will be presented in the rewards assembly
- With the certificate each pupil will be presented with a rewards token worth 40 stars (£2 to spend in the shop), they should present this to form tutors who will add the stars to their total

Improving the consistency of the amount of stars rewarded

- All teachers to hand out 3 stars to 3 different pupils per lesson (as a minimum)
- Only 1 star can be awarded at a time

'I have come that they have life and have it to the full' John 10:10

Managing challenging behaviour

The stages below will not be displayed are to be used and communicated privately with pupils to manage their behaviour:-

1. **Reminder** – A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if necessary. Take the initiative to keep things at this stage.
2. **Caution** – A clear verbal caution delivered privately whenever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. You may choose to move the pupil within the classroom.
3. **Time out** – The pupil may be given time outside the classroom (3 mins max). Pupil should be given the A4 time out card with intervention script (see Appendix - 30 sec intervention) to help them to consider their behaviour. You should speak privately to the pupil referring to the script and make the pupil clear about the next stage being a move to another classroom or the Emmaus. The consequence at this stage should be a break/lunchtime detention.
4. **Support** – You should request support to help you deal with persistent or serious behaviour. This may include:- a departmental colleague may support the pupil in the lesson, good neighbour the pupil to a nearby classroom or a call for support from a member of staff on duty. The pupil may be placed in the Emmaus for the remainder of the lesson and the teacher is responsible for phoning parents and setting an afterschool detention.
5. **Internal isolation** – If a pupil refuses to comply with stage 4 (or have a repeated stage 4 within the same day) then they will be placed in internal isolation until 4pm. This stage can also be used for very serious one off incidents.
6. **Exclusion** – This should be the last resort and exclusively for the most serious behaviour

N.B. Imposition

Please note that pupils failing to complete work should be dealt with by imposition in the first instance whereby pupils are told to complete the work at home. This makes the parent aware of the learning issue and puts the responsibility on the pupil and parent to ensure that the work is completed. Failure to comply with the imposition will need a break/lunchtime sanction by the department.

Sanctions

Detentions

- Break/lunchtime detentions are issued via the pupil's planner
- Departmental or pastoral afterschool detentions are issued via the planner and followed by a phone call/email home
- Ready to learn detentions (30 mins afterschool) are held throughout the week at the Form Tutor's discretion and logged on SIMS.
- SLT detentions are held each Thursday until 4.30pm

N.B. Text will be sent at 3.35 on the previous day

Internal isolation

This should only be used for very serious behaviour including that which poses a health and safety risk to pupils and staff and should always involve a restorative follow up. It can be used to manage behaviour in the following ways:-

- Duty staff may take the pupil for the remainder of the lesson if removed at stage 4
- SLT can place a pupil in isolation for the remainder of the day until 4pm for repeated stage 4 in one day or a stage 5 incident
- Pupils can be referred into the Emmaus for a day (or more) for serious misbehaviour. This must be discussed and agreed with a member of SLT.
- Pupils can be placed into the Emmaus room until the end of the school day if they pose a safeguarding risk e.g. following a fight at lunchtime

Managing pupils in the Emmaus

- Staff need to set appropriate work for pupils in the Emmaus. This will need to be sufficient for the whole lesson and should not rely on the internet. Pupils have access to specific education websites. Departments may ask IT to allow access to these.
- Pupil behaviour should be managed in the following way:-
 1. Reminder
 2. Ask pupil to step outside of the room to caution and warn that any more poor behaviour will be logged
 3. Pupil behaviour logged and phone reception for support.
 4. The pupil's day can be extended from 4pm to 4.30pm in the first instance
 5. Last chance 4.30 to 5pm
 6. Removed from room and repeat the next school day. Pupil can be excluded or taken to work in an office of a member of SLT.

Exclusion

Fixed Term Exclusion should be a last resort after other strategies have been unsuccessful and must be restricted to serious incidents. It will be used when a young person fails to protect their own health, safety and wellbeing or that of others by their refusal to acquiesce to reasonable instructions from members of staff for example.

A reintegration/restorative meeting must be held prior to the pupil returning to mainstream lessons.

Please note:- Recent Government legislation in guidance for school Head teachers (January 2012 and February 2014) now states that parental consent for detentions both during and after the normal school day is not required nor is it a requirement for schools to give reasons for the detention. All sanctions must be in accordance to guidance and legislation from the Government- Education and Inspections act 2006 and Guidance February 2014. These clearly place teachers and paid staff with the authority to:

1. Discipline pupils where behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction
2. Discipline pupils at any time they are in school or elsewhere in the charge of teachers, including school visits -parents refer to school policy on Visits
3. Can confiscate pupil's property

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4. Can discipline misbehaviour which occurs outside of school premises “to such an extent as is reasonable”

Permanent exclusion is the most serious sanction a school can give. It is used when a child/young person does something that is both very serious against the school’s behaviour policy (the school rules). It means that the child is no longer allowed to attend the school and their name will be removed from the school roll. Permanent exclusion should only be used as a last resort.

Permanent exclusion will only happen:

- in response to a serious one-off breach of school rules (whilst in a school context)
- and/or persistent breaches of the school’s behaviour policy
- and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In practice this means that there are two likely scenarios for a permanent exclusion:

- a child has had a history of persistent disruptive behaviour and the school feel they cannot do anymore
- and/or
- a child has committed a single serious one-off offence, (regardless of whether they have ever been in trouble before). For example, something like assaulting a pupil or member of staff or bringing a knife/weapon or drugs into school. Violence, assaults, drugs and weapons have no place in our school.

Standard of proof

The head’s decision to exclude will be taken on the ‘balance of probabilities’. This means that it is more likely than not that the pupil did what they are accused of. This is not the same as the ‘beyond reasonable doubt’ standard required in a criminal case.

If a child is found to have fabricated an allegation against a member of staff then the school reserves the right to use all disciplinary powers at its disposal in order to deal with this. In such circumstances the school will take legal advice in respect of taking action through the courts.

Disciplinary Powers of Teachers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.
- Teachers can discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils’ property, including inappropriate items. This is often a contentious issue however, for reference, there are two sets of legal provision which enable school staff to confiscate property.
 - The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.
 - Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (“prohibited items”). The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in “Screening, Searching and

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Confiscation – guidance for school leaders, staff and governing bodies”. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 - The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
 - The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 - It must not breach any other legislation (for example in respect of disability, Special Education Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Disciplinary Power of Teachers: Pupils’ Conduct Outside the School Gates, for the purposes of our policy will be summarised thus:

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils’ behaviour in these circumstances ‘to such extent as is reasonable’.
- In response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the inappropriate use of social media the school will impose punishments in line with the negative impact on the school, staff or other pupils.
- The teacher may discipline pupils for misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to and from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the schoolor misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Process for most challenging pupils

There are a small minority of pupils whose behaviour is persistently challenging. These pupils will be dealt with using the same behaviour processes as outlined above. However, other strategies can be used to encourage a change in behaviour including:-

- Pupil placed on report to appropriate member of staff. There needs to be a parental conversation at the start and finish of the process
- Send home the up to date behaviour record so that parents are aware of the details of the problem
- Possible allocation of a mentor (member of staff with a positive relationship) who will meet the child to encourage a positive engagement. This person will not manage reports or issue consequences.
- Zero tolerance approach to disrespectful behaviour. Certain pupils will be on a zero tolerance approach for an agreed period of time. During this time, the pupil will be kept behind until 4.30 on

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the same day if a teacher reports any issues of disrespectful behaviour. The pupil should be collected at the end of the day and taken to the detention with the teacher/department.

- Governor Panel – The pupil and parent should attend a Governor Panel to discuss the behaviour record and set targets. To be reviewed at an agreed point in the future.
- Removal of social time – Pupils who display unsafe, disrespectful behaviour on a regular basis will have their social time removed for a week in the first instance. A longer period can then be agreed after this if the concerns continue.

Appendix

Staff expectations and strategies for managing behaviour

Core routines are touch points for the lesson that all pupils recognise and expect. The following section is an outline of the **expected** routines that all staff should implement on a daily basis with pupils. These strategies are preventative, positive and restorative and will make a significant impact if consistently applied by all members of staff:-

Meet and Greet

At the start of each day/lesson, stand at the door and welcome each pupil into your classroom. This is an opportunity to make positive comments/show an interest by asking pupils questions and checking for safe and respectful behaviour around your classroom. This should be supported by Subject leaders, Heads of Year and SLT on corridors and in the yard being a regular and positive presence.

Embellished Countdown

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This is a good technique for getting the attention of the whole class and involves a 'countdown' from 5 to allow pupils time to finish conversations and work and listen to the next instruction. Embellish the countdown with clear instructions so that the pupils know what is expected and be prepared to modify it for different groups:

'Five, you should be finishing the sentence that you are writing

Three, excellent Marcus, well done for being the first to give me your full attention

Two, quickly back to your places

One, all pens and pencils down now

Half, all looking this way

Zero, thank you.'

Recognition board

Recognition board is a public display of praise and recognition for those pupils who are displaying positive behaviour. Simply write underneath the title the behaviour on which you want to focus. For example, try 'one voice' for those classes which talk over each other'. Perhaps your focus could be less about social behaviours and more about learning behaviours. In this case the focus might be 'persuasive writing' or 'show your working', etc. Even pupils who have received private sanctions can still be caught demonstrating positive behaviours. When you see a pupil demonstrating the behaviour well, write their name on the Recognition board.

Strategies for managing challenging behaviours

30 second script

This is a short focussed script that can be used to guide intervention conversations with pupils who are displaying challenging behaviour. Limit your one-to-one interventions for poor behaviour in class to 30 secs each time. The longer each negotiation around behaviour takes for the few, the less time you can give to the many. Reminding pupils of their good behaviour in the middle of dealing with their poor behaviour takes practice. Everyone sees that poor behaviour will not be rewarded, that interventions are quick, efficient and predictable, the classroom becomes a safer and less volatile place to learn and teach.

Suggested script:-

1. I noticed that you are(e.g. repeatedly talking and turning around)
2. This causes a problem because... (Refer to Ready, respectful and safe)
3. Because of this you need to... (e.g. move to another place within the classroom, come back at lunchtime, etc)
4. Do you remember when you.... Or I can remember when you....(joined in really well during the lesson/produced that great piece of written work and I sent home a positive note/gave you a star?)
5. That is what I want to see today...lets get on with it

Picking up your own tab

Children respect teachers who persistently, keep track, never let it lie and ensure that every pupil, regardless of reputation, is dealt with personally. It ensures that consequences are faced, pupils have to take responsibility for their behaviour directly, there is less room for manoeuvre because you know exactly what happened. If you need to send a pupil to a colleague make it clear that they are only supervising until you can speak to the pupil. If you feel that you require support ask the member of staff to stand alongside you as a united front when you deal with the behaviour.

Avoid chasing secondary behaviours

Try to see secondary behaviours for what they really are – diversions to a different argument. 10 ways to manage secondary behaviours include:-

1. Don't bite back with your words
2. Refuse to chase secondary behaviours or engage in a power play (see below)
3. Use choice if you can but not if it inflames the situation

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4. Resist the urge to bring up past misdemeanors: 'This isn't the first time I have spoken to you about not following instructions'
5. Don't follow pupils when they walk away, unless you have safeguarding concerns
6. Remember that as the adult, you need to focus on the outcome, not the argument.
7. Ask questions and try not to make accusations
8. Focus on what is happening next. You can uncover what has just happened later.
9. Whenever possible move the pupil to a safe place out of public view and the pressure of the audience
10. Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.

Rerouting power plays

Managing pupils who try and lead you into a power play can be counter intuitive and your choice of language is, again critical. Here are some suggestions to reroute a power play:-

1. I understand... (that you are angry/upset)
2. I need you to... (come with me so that we can resolve this properly)
3. Maybe you are right...(maybe I need to speak to other pupils aswell)
4. Be that as it may... (I still need you to join in with the group)
5. I've often thought the same... (but we need to focus on ...)
6. I hear you ... (it's not easy but I know that you can do this)

Restorative meetings

Ways to make a restorative meeting work

Walking into a restorative meeting, or any meeting about behaviour with an adult can be a daunting prospect. The child is likely to be hyper vigilant. Small things matter. Your body language, set up of the room, your tone, inflection and attitude are all being read by the pupil for signs of negative assumption or judgement. Here are some ways to make restorative meetings effective:-

1. Don't sit behind the desk or on it
2. However irritated you were/are with the behaviour that provoked the meeting, try to focus on the outcome you want
3. Reserve enough time for the meeting – 15 mins
4. Don't make copious notes as this will feel like an interrogation
5. Answer the questions yourself with your own reflections
6. Don't use judgemental language
7. Don't nit-pick uniform, tie, etc at the start of the meeting
8. End the meeting well. Plan how you are going to bring things to a close. Don't open up other business/issues

Restorative questions

A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it all. During a restorative conversation 5 questions is enough. Choose your restorative five questions and try them in your next meeting: -

1. What happened?
2. What were you thinking at the time?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to feel better?
7. What needs to happen to put things right?

Behaviour for Learning Grades

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Each pupil will be given a Behaviour for Learning score on their Progress Monitoring Reports. The criteria each grade is detailed below:-

4 – Outstanding Behaviour for Learning

- You are **positive** and work with excellent **effort** in lessons
- You take **pride** in your learning and the **presentation** of your work
- You are **resilient** and respond to **challenges** to the best of your ability
- You always work well **independently** and complete all classwork and homework tasks
- You always **interact** well with other pupils when you are required to.
- You are **aspirational** and strive to improve
- You are always **punctual** and **prepared** for lessons
- You are always **polite** and **respectful** to the teacher and other pupils
- You **prepared well** for your assessments

3 – Good Behaviour for Learning

- You are **positive** and work with a good level of **effort** in the lesson
- You usually take **pride** in your learning and **presentation** of your work
- You are usually **resilient** and respond to **challenges** to the best of your ability
- You usually work well **independently** and mostly complete classwork and homework
- You usually **interact** well with other pupils when you are required to
- You show that you are **aspirational** and that you know how to improve
- You are **punctual** and **prepared** for the lesson
- You are **polite** and **respectful** to the teacher and other pupils
- You **prepared** for your assessments

2 – Needs some improvement

- You are usually **positive** and work with a reasonable level of **effort** in the lesson
- You sometimes take **pride** in your learning and **presentation** of your work
- You occasionally show **resilience** and sometimes respond to **challenges** to the best of your ability
- You occasionally work **independently** and sometimes complete classwork and homework tasks
- You occasionally **interact** well with other pupils when you are required to
- You know your current level of progress but need to show more **aspiration** and strive to improve
- You are not always **punctual** or completely **prepared** for lessons
- You are mostly **polite** and **respectful** to the teacher and other pupils
- You **did not prepare well enough** for your assessments

1 – Needs significant improvement

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- You are rarely **positive** and often work with little **effort** in lessons
- You rarely take **pride** in your learning and **presentation** of your work
- You rarely show **resilience** and don't respond to **challenges** to the best of your ability
- You rarely work **independently** and don't fully complete classwork and homework tasks
- You rarely **interact** well with other pupils when you are required to
- You know your current level of progress but need to show more **aspiration** and strive to improve
- You are often not **punctual** or **prepared** for the lesson
- You are **impolite** and **disrespectful** to the teacher and other pupils
- You **did not prepare** for your assessments