



CLOUGHWOOD ACADEMY

Rewards and Consequences (Behaviour) Policy ~ *Primary and Secondary* ~

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1. Introduction

This policy has been written in consultation with the whole of the staff of Cloughwood Academy and is intended to outline the key principles and philosophy underlying a positive, rewards-led, whole-school behaviour management strategy that celebrates achievement, acknowledges students' progress and supports each individual's behavioural, social and emotional development. Our intention is to teach good behaviour through the curriculum and to model appropriate conduct, rewarding improving students and holding those who behave poorly accountable for unacceptable conduct. This pro-active philosophy is supported by guidance from the DfES circular 9/94, 'The Education of Children with Emotional and Behavioural Difficulties' which stated;

'School policies on behaviour, understood and acted upon by all members of the staff and pupils are needed for effective management in the classroom. Behaviour management policies should not just be about containing pupils; they should be positive and enable the development of the child along with the desired improvements in behaviour.'

At Cloughwood Academy we aim to foster a safe, educationally rich environment, characterised by respect for the individual, dignity for all those who live and work here, and one in which our students can grow into responsible independent learners capable of functioning well both in school and in the wider community.

Integral to this policy is a points system based around differentiated expectations of conduct and behaviour engagement and participation at five stages of development. It is expected that as students gain reward for regular achievement and grow in confidence and responsibility, they will progress through the levels towards independence. As this system is developmental, its effect should be both positive and lasting.

2. The Points System

The points system aims to

- Raise self-esteem and confidence
- Recognise and reward good and improving behaviour
- Reinforce and maintain good behaviour
- Motivate students to engage and participate
- Modify behaviour
- Incentivise achievement
- Develop relationships and pro-social behaviours and problem-solving skills
- Develop resilience and independence

This system is based on both behaviourist and learning theories, which demonstrate that awarding points with rewarding consequences encourages acceptable/appropriate behaviours whilst discouraging the inappropriate/unacceptable behaviours by not gaining points. In relation to boys, specifically, in group situations a system of this kind can promote both individual motivation and a manageable, healthy element of competition. To support all of this, we adopt a child-centred caring approach which scaffolds our students basic needs whilst, at the same time, allowing each individual to develop a sense of belonging and to become self-actualised independent learners as they grow emotionally.

Learners at Cloughwood Academy will be encouraged to be:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

As these qualities grow, behaviour develops to become appropriate/acceptable (supported by adult guidance) and further to become responsible and independent (relying less and less upon adult intervention).

2.1 Using Pupil Motivation to Promote Appropriate and Responsible Behaviour

An effective points system needs to be based on an understanding of motivation. Motivation occurs when a child realises there is a connection between their actions and the outcome of their actions.

- **Intrinsic Motivation**

Intrinsic motivation refers to the feeling of pleasure, satisfaction and enjoyment a person experiences during an activity rather than after the activity. Intrinsic motivation is concerned with the process, not the end product or consequences. Intrinsic motivation is the earliest form of motivation. Activities or tasks completed in lessons can, for example, be judged in terms of their intrinsic motivation.

- **External Motivation**

External motivation refers to when the reason for doing something is external, for example you may do some thing to earn a reward or to avoid a consequence.

- **Internal Motivation**

Internal motivation refers to actions that are pursued because a value is attached to the outcome itself.

2.2 Moving from External to Internal Motivation

A pupil will not be motivated to progress, develop or change if he does not perceive any connection between his action and the outcomes of his actions. They will become de-motivated and none of the above forms of motivation will impact on their lives. They will experience feelings of incompetence and lack of control over their lives.

We can encourage, promote and foster a move from external to internal motivation through a process of internalisation.

Internalisation describes how people learn to control their own behaviour. It may involve learning to limit some natural behaviour or to engage in activities that are not found to be intrinsically motivating.

For internalisation to occur successfully the following elements are required:

Rewards and Consequences Policy

- **Structure**

Pupils need to know what rules they need to follow, why they need to be followed and what will happen if they are not followed. In addition, consequences need to be provided when rules are not met.

- **Involvement**

Pupils need to feel the warm, responsive interest of people who are important to them. Pupils are more likely to internalise behaviours that are important to respected teachers, support assistants and care workers.

- **Support for Autonomy and Independence**

For internalisation to occur, pupils must be provided with opportunities to experience choice in relation to the rules. This will also encourage the growth of independence.

- **A Desire to Learn**

Pupils can often be motivated by a desire to show their competence. They can adopt one of two possible orientations to learning, which are:

- A. Proving one's ability – a pupil defines his success in relation to the performance of their peers.
- B. Improving one's ability – a pupil defines his success in relation to previous performance or progress.

2.3 The Structure of the Points System

Primary

The points system is administered through a web based software called ClassDojo (<https://www.classdojo.com>). The points are based on rewarding pupils for making positive choices and having consequences when negative choices are observed. Negative choices lead to a deduction of points on the system.

The behaviours rewarded underpin our belief that every pupil has a right to learn and every teacher has a right to teach, as well as highlighting the key areas for development for the individual child and the whole group.

Secondary

The points system is based on five levels of behaviour (Appendix 1). Each level of behaviour has a title. Each level of behaviour has a 'Global' Description containing critical or essential behaviour traits.

The critical or essential behaviours underpin our belief that every pupil has a right to learn and every teacher has a right to teach.

The global description aims to paint a pen-portrait of a child's behaviour. The global description can be used to map or chart a pupil's progress through to appropriate behaviour.

Rewards and Consequences Policy

Displaying the critical or essential behaviour traits contained in the global description will be reflected in the points awarded to pupils in lessons.

At Cloughwood Academy, the awarding of points are tied to expectations of respect, achievement, targets and engagement and participation

2.4 Awarding Points in Lessons

The points system aims to develop positive pupil attitudes and responsible pupil behaviour. These are the pre-requisites for success and achievement.

Primary

The points system is influenced by the school's values, as can be seen below:

Values

At Cloughwood we value, promote and expect all people to demonstrate a wide range of personal and collective attributes through our day-to-day practice, relationships and ethos. These include:



Points can be awarded in the following areas:

Positive		Needs work	
 4 Achievement	 5 Caring and empathy	 3 Confidence	 3 Creativity
 4 Effort & determination	 3 Honesty	 3 Independence	 3 King of planet happy
 3 Outstanding manners	 4 Reading at home	 4 Resilience	 3 Teamwork
 4 focus and concentration	 4 following instructions	 3 homework	 5 uniform

Rewards and Consequences Policy

Multiple points can be given at any time during the school day. All staff are encouraged to reward any positive behaviour observed. Pupils within the group are also encouraged to inform the group if others are displaying positive behaviour. The points given for the above behaviours can be altered accordingly to meet the immediate needs for the group.

Teachers need to be consistent, fair and firm in the awarding of points in order to protect the effectiveness and integrity of the points system.

Pupils begin each lesson with zero. The theoretical foundation for this is the principle of `Rewarding Partial success`.

`Rewarding Partial Success` is a positive management response. It gives pupils positive information and reinforces/promotes appropriate behaviour. Adopting the position of `Rewarding Partial Success` reflects the belief that our pupils have passed through a variety of educational establishments and arrived at our school because punishment does not work.

`Rewarding Partial Success` recognises that pupil's self-image and self-esteem is important, as pupils tend to behave in a manner that is consistent with their self-image.

The ClassDojo system automatically produces daily, weekly and termly totals which are used to inform Praise Meeting, reports and messages to parents regarding pupil's behaviour and achievement throughout the week.

Secondary

The points system used the prefix RATE to categorise the areas for which points can be awarded.

Points can be awarded in the following areas:

R – Respect for self, peers, adults and the learning environment

A – Achievement in lessons and as a whole

T – Target: meeting targets

E – Engagement & participation – Effort and `having a go` (resilience).

(A comment bank of behaviours appropriate to each category can be referred to so that all staff share a common vision and language when allocating points. (See Appendix 2)

Five points are available in each category.

- 0 points - Pupil has displayed conduct/behaviour/achievement of concern
- 1 point – Pupil has displayed conduct/behaviour/achievement that is weak
- 2 points - Pupil has displayed conduct/behaviour/achievement that is satisfactory
- 3 points - Pupil has displayed conduct/behaviour/achievement that is acceptable
- 4 points - Conduct/behaviour/achievement displayed by pupils is consistently good
- 5 points - Conduct/behaviour/achievement displayed by pupil is consistently excellent

Whilst we aspire for excellence we aim for pupils to display an acceptable level of behaviour and achievement. Acceptable behaviour is indicated by awarding 3 points. Teachers need to be consistent, fair and firm in the awarding of points in order to protect the effectiveness and integrity of the points system.

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When a pupil's self-image is particularly low the individual protects their self-esteem by processes of:

1. REJECTION - "It wasn't me I didn't"
2. PROJECTION - "It wasn't me It was"
3. DENIAL - "I didn't" i.e. it didn't happen

Directly under the `E` (Engagement and Participation) box is an empty box to keep a running total. Teaching Assistants may wish to add the running total as the day progresses.

At the end of each day a final daily total can be recorded which is then translated into a final Daily level.

Penalties to the final day's score are incurred when a student receives a detention other sanction based on an agreed sliding scale of points value.

Staff produce the weekly totals which are entered onto the Praise Meeting electronic database, managed by the ICT teacher.

3. Rewarding Behaviour at the Praise Meeting

Primary

On Friday, after lunch, pupils, teaching staff and support assistants join together where we review the week, record points, award prizes celebrate the outstanding work of the week and award options.

3.1 Agenda for Primary Praise Meeting

- Weekly Points totals/days attended in school are recorded for each pupil in each tutor group.
- Highest points scorers in each tutor group is praised in front of the whole department.
- Pupil of the week selects a choice of reward activity.
- Teaching staff/support assistants nominate a pupil worthy of a special mention.
- Each half term, pupils who consistently score well are rewarded with an afternoon out or something similar.
- Outstanding work of the week is celebrated.

Secondary

On Friday, after lunch, pupils, teaching staff and support assistants meet in the main hall for the weekly Praise Meeting where we review the week, record points, award prizes celebrate the outstanding work of the week and award options.

3.2 Agenda for Secondary Praise Meeting

- Weekly Points totals/days attended in school are recorded for each pupil in each tutor group.
- Highest points scorer in each tutor group is awarded Pupil of the Week prize.
- Pupil of the week selects a prize.
- Teaching staff/support assistants nominate a pupil worthy of a special mention who then selects a prize.
- Class of the Week is celebrated.
- Each half term, pupils who average Level 3 or above are rewarded with a day out or similar reward.
- Outstanding work of the week for all subjects is celebrated and displayed in the hall every week.

Nominations for special mention may be based on consistent effort, significant improvement or for displaying a creditable attitude and manner to any aspect of school life.

4. Selection of Options

Primary

Reward time runs from 1.30 p.m. to 2.45 p.m. every Friday.

A variety of options are made available to pupils to choose from including football, cycling, pool and table tennis, ICT, Art & Design, board games, Drama, films, adventure playground and animal care including dog-walking.

Full reward time is given to pupils who have shown a consistently high level of positive behaviour choices throughout the week. A sliding scale of time is allocated to learners who have some inconsistencies in their behaviour and work. A full loss of reward time can be selected for learners who have shown predominantly negative behaviour choices throughout the week.

Secondary

Options run from 1.00 p.m. to 2.00 p.m. every Friday.

A variety of options are made available to pupils to choose from including football, cycling, motorcycling and maintenance, ICT, Art & Design, board games, Drama, films, adventure playground and animal care including dog-walking.

There are limited places available for some options. First choice is given to those pupils attaining level 5, 4 and 3.

- Level 5, 4, 3 pupils are awarded the full option period.
- Level 2 pupils are awarded half option period.
- Level 1 pupils are awarded quarter option period.

5. Consequences

There is a comprehensive whole-school approach to applying consequences and, for overall underperformance, these consequences are designed to be consistent and fair, such as the limiting of the options time available

The points system encourages pupils to take ownership of their own behaviour and to understand the choices available to them.

Primary

ClassDojo keeps an automatic update with regards to patterns of behaviour and can be brought to the attention of parents at annual reviews and other meetings/contact.

Secondary

The points booklet also allows staff to record and report unacceptable behaviour by writing comments on the back of the class record sheet.

If a pupil has behaved in an unacceptable manner his name should be entered into the table and a brief explanation recorded.

Such information can be extremely useful when seeking to establish patterns of behaviour and can be brought to the attention of parents at annual reviews and other meetings/contact.

The nature of an incident of concern will determine the level of reporting to be completed. In cases where an incident is deemed to be of a nature that is too serious to be recorded in the points book, a `Minor Incident Form` (Appendix 3) should be completed by the member of staff concerned. Any form that is filled in must be given to a Senior Member of Staff on the same day the incident occurred. All minor incident forms written in any school week will be shared at the next whole staff meeting where details of actions taken and concerns can be discussed. If it is decided that any particular incident is of a nature that could require future consideration, the relevant form will be placed on the file of the particular student concerned.

Incidents that involve physical intervention (where restrictive force has been used) must be recorded in the physical intervention book, held in the office. This book must be completed on the same day of an incident, witnessed and signed by the staff concerned and must be signed off by either the Principal or the most senior member of staff in the school at the time. Parents/carers and Social Workers must be informed if a physical intervention has taken place.

Any incidents recorded in the Physical Intervention book will be shared at the following staff meeting for information sharing if appropriate.

5.1 School Based Consequences

Within the context of the classroom the following sequence could be followed when selecting and administering a consequence for unacceptable behaviour.

- Prompt pupil for co-operation or compliance.
- Verbal reminder/advice/intervention

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In Primary, draw pupil's attention to ClassDojo points system.

In secondary, draw pupil's attention to `Success and Achievement` posters

In secondary, draw pupil's attention to `Personal Target`

- Verbal warning of consequences.
 - Move seats/support assistants give closer support.
 - Time out to cool off or calm down.
 - Consequence reflected in points awarded to pupil.
 - Write a brief comment in the Points booklet.
- More serious incidents should be recorded on an Incident Report Sheet.
- Individual member of staff keeps pupils behind at break time or after school.
 - Request that the pupil serve Loss of Break at morning break.
 - Where there are concerns are more serious due to persistent refusal to co-operate or behaviour likely to prevent teachers teaching or students learning, the Principal may make provision for a period of internal exclusion in which a student would have to make reparation before being reintegrated into the life of the school.
 - For incidences of violence, theft, drugs and criminal damage, the Principal may involve the police and charges might follow as a result.
 - On the rare occasion when all of the above sanctions fail to work, multiprofessional advice and support will be sought in order to arrive at solutions that will allow a student to continue to attend successfully.

Cloughwood Academy is a non-excluding school and every effort will be made to support students to take advantage of the full range of opportunities on offer.

All students are to be treated with unconditional positive regard and every effort will be made to correct behaviour and provide support to students to enable inclusion. Relationships based on trust, respect and fairness are vital between staff and pupils. They form the basic blocks on which successful de-escalation is based. Further to this, a senior member of staff will always be available on the corridors to ensure that good practice in this area is modelled and that pupils in crisis can be moved to a neutral area in order to regain self-control.

Cloughwood Academy also protects the rights of all people who work at or visit the school and, to that end, all staff are trained in techniques that enable them to physically intervene to prevent injury to themselves and our students. (See academy guidance on Safe Handling Techniques and Control of Students).

In most cases of non-compliance, the list of consequences agreed by the staff will usually be enough when followed through fairly and consistently to correct unacceptable behaviour when it occurs.

Verbal abuse and swearing, leaving class without permission and smoking are offences that are met with an instant detention after school.

There are procedures that must be followed when a student absconds. When this happens it is expected that the time and work missed will be made up in the student's own time (See below).

Regular Absconding/Risky Behaviour

Any student who regularly absconds from school, placing themselves or others at risk could be required to remove their shoes along with their coats on entering the school in the morning for a pre-determined period of time. This action is taken to safeguard individual students deemed at particular danger from inconsequential, risk-taking behaviour. When it is judged that the student is working to address this unsafe behaviour, shoes will be returned. We take the view that a safe student without shoes is preferable to a student at risk and students will be required to work on changing risky behaviour as part of their pastoral plan, overseen by Student Services. This action causes no discomfort to the student as the school is carpeted throughout. Appropriate footwear

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for activities requiring it (eg D+T or Games) will be provided. If any student continues to abscond regardless of this sanction, a multi-agency Safeguarding meeting will be called to investigate a way forward on a case by case basis.

The sanction for absconding from school is a detention after school and the following day's breaktimes in order that work missed will be caught up. Students receiving this sanction will not be allowed outside the school premises for the following day (or until missed work has been caught up). Internal exclusion, in this way, is designed to deter students from unsafe behaviours and to motivate them to act responsibly. Exclusion from school in a traditional sense is against the inclusive ethos of Cloughwood Academy.

5.2 Loss of Break

Requests for loss of break at morning break can be made at the end of the morning review meeting held after lesson four in the main hall.

The member of staff should determine the length of loss of break. Loss of break is usually served in the classroom.

Loss of break gives the pupil the opportunity to wipe the slate so that he can re-focus his energies into having a good day, rather than having a consequence hanging over him. Completing the loss of break in an acceptable manner would indicate that he has accepted responsibility for his behaviour and made reparation.

Pupils who have served a loss of break should not ordinarily participate in football/basketball during that break time.

If a loss of break is not completed satisfactorily it will be extended, repeated or may have to be repeated until completed satisfactorily.

Attendance, completion and compliance during loss of break are recorded in the detention file.

Repeated failure to complete loss of break satisfactorily could result in pupil losing some of his option time on a Friday afternoon.

5.3 Request for a Pupil to Serve an After School Detention

Requests for an after school detention can be no later than lesson 6 i.e. 2.00 p.m. at the very latest.

Phone call to parent/guardian before leaving school.

- Parents/guardian need to be kept informed about the child's behaviour.
- Inform the pupil and his tutor that you will be speaking to their parent/carer.

Staff take individual responsibility for administering detention sessions but under no circumstances should any member of staff carry out a detention session on their own.

The usual time for a detention would be one hour. However pupils, staff, parents and carers need to be aware that the official detention cannot begin until good order and a commitment to complete necessary work is observed.

Appendix 1 - Levels of Behaviour

These five levels of behaviour are the foundations that underpin the points system. Displaying some of the critical or essential behaviour traits contained in the `Global` description (Appendix 2) will be reflected in the points awarded to pupils in lessons.

In Primary, the percentages are obtained from the ClassDojo system.

The points system aims to develop positive attitudes and responsible pupil behaviour; these are the pre-requisites for success and achievement.

<p>A TEACHER'S RIGHT TO TEACH</p>	<p>CLOUGHWOOD ACADEMY</p>			<p>A PUPIL'S RIGHT TO LEARN</p>
<p>Beginning Behaviour</p> <p>Will Seldom</p> <p>Display appropriate behaviour to adults and peers.</p> <p>Listen to and follow instructions without repetition.</p> <p>Line up in an orderly way to enter the room quietly.</p> <p>Stay on task without distracting his peers.</p> <p>Settle to work set without frequent prompting.</p>	<p>Improving Behaviour</p> <p>Will on Occasion</p> <p>Interact positively with his peers.</p> <p>Listen to teachers and work without delaying tactics.</p> <p>Line up quietly without disturbing others.</p> <p>Resist disrupting lessons.</p> <p>Attempt to complete work to the best of his ability.</p>	<p>Acceptable Behaviour</p> <p>Will Often</p> <p>Work appropriately alongside his peers.</p> <p>Listen to staff and follow instructions promptly.</p> <p>Line up for class quietly and enter the room sensibly.</p> <p>Raise his hand for attention rather than calling out.</p> <p>Complete work set to the best of his ability.</p>	<p>Responsible Behaviour</p> <p>Will Usually</p> <p>Interact positively with adults and peers.</p> <p>Behave appropriately when a supply teacher is in class.</p> <p>Line up sensible and go straight to his work place.</p> <p>Work with a low level of noise and raise his hand when required.</p> <p>Attempt new and unfamiliar tasks willingly.</p>	<p>Independent Behaviour</p> <p>Will Always</p> <p>Respond positively to adults and peers.</p> <p>Listen to and follow adult instructions willingly.</p> <p>Wait outside patiently and enter class quietly.</p> <p>Move around the school in a sensible manner.</p> <p>Work independently and co-operatively in a group when asked.</p>
<p>LEVEL 1</p>	<p>LEVEL 2</p>	<p>LEVEL 3</p>	<p>LEVEL 4</p>	<p>LEVEL 5</p>

Appendix 2 – Global Descriptors of Levels of Behaviour

Beginning Behaviour

A pupil displaying Beginning behaviour **will seldom**:

Routines

- Settle down at the start of the day
- Enter the classroom quietly
- Remain in the classroom unless he has permission to go out
- Sit in his given place in the class

A pupil displaying Beginning behaviour may also:

- Interfere with others when lining up
- Not listen to the teacher when taking the register
- Throw objects within the classroom
- Not wait until he has been asked to pack away at the end of the lesson

Relationships with adults in school

- Speak politely with adults
- Answer questions truthfully about behaviour of himself or others
- Owns up when he has been found out doing something wrong
- Listen to the teacher and get on with his work without delaying tactics

A pupil displaying Beginning behaviour may also

- Display inappropriate verbal behaviour to adults
- Speak to adults with insolent remarks
- Be unwilling to follow instructions promptly.

Effort and Learning

- Attempt work willingly when asked to do so
- Sit in class without disrupting others
- Attempt new tasks and be willing to risk failure
- Raise hands before answering a question addressed to the class

A pupil displaying Beginning behaviour may also

- Find difficulty in waiting his turn when answering questions
- Be unable to ask for appropriate help quietly
- Chat to peers while the whole class is being addressed
- Sit in others given place in class.

Relationships with peers

- Try to avoid getting other pupils into trouble
- Try to understand others' point of view
- Share materials with other pupils
- Comply with the rules when playing games

A pupil displaying Beginning behaviour may also:

- Find difficulties working co-operatively with other pupils
- Interrupt other pupils
- Fail to treat all peers with equal respect, without prejudice
- Experiences difficulties making appropriate friendships with peers

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Improving Behaviour

A pupil displaying Responsible behaviour **will occasionally**:

Routines

- Settle down at the start of the day
- Go straight to his seat on entering the room
- Remain in the classroom unless he has permission to go out
- Behave appropriately when a supply or cover teacher is in the class

A pupil displaying Responsible behaviour may also:

- Follow instructions promptly
- Go to Student Services after running out of class and return to class when he is calmed down
- Avoid throwing objects within the classroom
- Line up without interfering with others

Relationships with adults in school

- Speak politely with adults
- Be part of a team
- Follow instruction willingly
- Attempt to work willingly when asked to do so

A pupil displaying Responsible behaviour may also:

- Display appropriate non-verbal behaviour towards adults
- Accept and admit personal involvement in wrongdoings
- Answer questions truthfully about behaviour of himself or others

Effort and Learning

- Ask for help with his work if he requires it
- Attempt new tasks and be willing to risk failure
- Wait his turn when answering questions
- Enter the room quietly

A pupil displaying Responsible behaviour may also:

- Sit in his given place in the class
- Raise his hand for attention rather than calling out
- Move quietly around the room
- Wait until he has been asked to pack away at the end of the lesson

Relationships with peers

- Listen to other pupil's views without interrupting
- Make appropriate friendships with peers
- Avoid trying to get his peers into trouble
- Work as part of a team

A pupil displaying Responsible behaviour may also:

- Treat all peers with equal respect and without prejudice
- Avoid persistent tale telling
- Take care of equipment belonging to others and return it after use
- Avoid deliberate physical contact with others in fun (play fighting)

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Acceptable Behaviour

A pupil displaying Acceptable behaviour **will often:**

Routines

- Line up quietly without touching anyone else
- Walk into the classroom
- Keep hands and feet to himself
- Refrain from calling out in class

A pupil displaying Acceptable behaviour may also:

- Keep the legs of their chair on the floor
- Work with a low level of noise
- Put resources back in the correct place
- Request permission before leaving the classroom

Relationships with adults in school

- Be polite and well mannered when speaking to adults
- Listen to staff and follow instructions
- Ask for help if he requires it
- Comply with a reasonable adult request

A pupil displaying Acceptable behaviour may also:

- Answer questions honestly about behaviour and incidents
- Involve an adult to resolve conflict

Effort and Learning

- Take an active part in the lesson
- Try hard and work to a good standard
- Complete work expected of him
- Attempt new tasks willingly

A pupil displaying Acceptable behaviour may also:

- Work hard and not stop anyone else from working
- Return to work after an interruption
- Show a commitment to completing homework

Relationships with peers

- Be polite and well mannered to peers
- Work co-operatively in a group
- Avoid physical contact with peers
- Listen when other pupils are giving their views

A pupil displaying Acceptable behaviour may also:

- Avoid trying to get others onto trouble
- Share materials with peers
- Avoid making negative comments about students work
- Interact with others without name calling/teasing

Appendix 3 -

CLOUGHWOOD ACADEMY INCIDENT REPORT FORM

Date:	Place:
Staff:	Witness 1:
Pupil(s) involved:	Witness 2:

Outline of incident:

Was any restrictive physical intervention used? YES/NO

If yes, you must complete an entry in the blue Physical Intervention book.

PI report number:

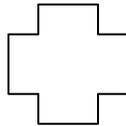
Action taken (home contact – phone/letter):

Signed:

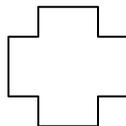
Date:

PROMOTING
SUCCESS
AND
ACHIEVEMENT

Personal Relationships



Routines of the Classroom



Effort and Learning

A
TEACHER'S
RIGHT
TO
TEACH

A
PUPIL'S
RIGHT
TO
LEARN