







# CRICKLADE MANOR PREP SCHOOL & NURSERY

## Behaviour Policy

Whole School	Reviewed	Next Review	Signed
Yes (including EYFS)	09/19	10/20	
Yes (including EYFS)	09/21	09/22	
Yes (including EYFS)	02/22	09/22	
Yes (includes EYFS)	09/22	09/23	
Yes (includes EYFS)	09/23	09/24	

Year	Amendments
2021	
2022	<ul style="list-style-type: none"> <li>• Various minor updates</li> </ul>
2023	<ul style="list-style-type: none"> <li>• Amended the wording on consequences grid.</li> </ul>

1. AIMS
  - 1.1 To make clear the ethos and expectations of behaviour that are expected at Cricklade Manor Prep.
  - 1.2 To provide guidance on the systems and processes to use when managing behaviour to ensure a consistent approach - in particular about the **Routines, Responses and Relationships** in our school.

### Cricklade Manor Prep - Vision, Values and Aims

#### Our Vision

Cricklade Manor Prep enables children to realise their full potential. By providing opportunities for all to succeed, children leave us as confident individuals, well prepared for their progression to senior schools of their choice. We inspire all our pupils to become lifelong learners, responsible global citizens and the very best that they can be.

#### Our Values

Our values are expressed through our Language of Learning:

**C**hallenge

**M**otivate

**P**repare

**Challenge:** pupils develop their **initiative** and **resilience** to accept new challenges allowing them to build high levels of **skills, knowledge** and **understanding**.

**Motivate:** pupils are **enthusiastic** about learning and **contribute** to the school. They grow in **independence** and develop **self-discipline** and **decision-making skills** in a **safe environment**.

**Prepare:** pupils develop their **confidence** and **responsibility** whilst being **respectful** and **kind**. They can **communicate** effectively, **collaborate** with others and show **leadership** in their learning and in preparation for senior school.

## 1. INTRODUCTION - SCHOOL AIMS

Cricklade Manor Prep aims to provide a safe, happy environment in which children develop a love of learning and gain the confidence and capability to fulfil their potential.

In order to deliver this overall aim, we will:

### 1. Provide a safe and happy environment for all our pupils, staff, parents and visitors.

- We will ensure that all members of our school community are committed to safeguarding the children in our care, and we will constantly monitor, evaluate and seek opportunities to improve the security and safety of our site.
- We will encourage a strong sense of unity in our diverse community and provide a **safe environment** in which our pupils feel **happy**, comfortable, have the opportunity to learn, play and build friendships across year groups, and in which parents are welcome and actively involved in school life.
- We will provide a strong pastoral system, led by our Form Tutors, in which our children take pride in caring for each other and the school community as a whole.

### 2. Expect and reward good manners, responsible behaviour and a positive attitude in all our pupils.

- We will maintain a clear and fair system for managing our pupils' conduct, reward **kind** and positive behaviour and ensure that rules and consequences are well understood and consistently applied.
- We will take every opportunity to reinforce the good manners and **respectful** attitude we expect from our pupils and give our eldest pupils positions of **responsibility** through which they can be role models.
- We will promote a culture where children, through natural **enthusiasm**, **contribute** to the school and develop **decision making skills** which are used to contribute to the school's development.

### 3. Engender a love of learning in every pupil through an exciting, engaging and relevant curriculum.

- We will develop and deliver a curriculum which is exciting, challenging and relevant, encompassing enrichment days, an integrated use of technology in the classroom and actively create opportunities for children to learn across subjects and year groups.
- We will recruit and retain teachers with a real passion for their subjects, provide them with support and training to continuously enhance their practice, and ensure they have the resources and equipment necessary to engage their classes and develop **independent** learners.

### 4. Provide every pupil with the opportunity, the confidence and the support to achieve amazing things.

- We will provide **opportunities** for all our pupils to excel, through the curriculum, sports, creative arts and through a broad range of extra-curricular activities, and support them to achieve their goals.
- We will build our pupils' **confidence** in the classroom, on the sports pitch, on stage and in the playground, encouraging them to use their **initiative**, build **skills, knowledge** and **understanding** and to recognise the value of learning from mistakes.

### 5. Prepare children for life after Cricklade Manor Prep.

- We will maintain close links with independent, state and grammar senior schools and help parents to identify and secure entry to the most appropriate senior school for their child, tailoring our support to the specific requirements of each child.

- We will develop children’s ability to work both independently and **collaboratively**, showing **self-discipline**, **communication** and **leadership** skills to prepare them for life in the wider world.
- We will ensure our leavers are confident, **resilient**, well prepared and excited about taking the next step into senior school.

## 2. INTRODUCTION - SCHOOL ETHOS

At Cricklade Manor Prep we have clear expectations of good behaviour, which are made explicit to staff, children and parents, valuing everyone as an individual. We strive to be consistent and fair whilst taking into account individual needs. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

We will identify and assertively encourage good behaviour at all times. The children should be made aware of the fact that their behaviour outside school is very important in maintaining a sense of pride in being a member of our school’s community.

We will endeavour to provide excellent role models for the children.

We promote:

- Staying safe
- truthfulness
- acting considerately towards others
- respecting the rights and property of others
- self-discipline
- helpfulness
- taking and accepting personal responsibility for one’s actions

We will not tolerate:

- bullying
- cheating
- deceit
- cruelty
- irresponsibility
- dishonesty
- offensive language and behaviour
- sexual violence or harassment

Relevant staff are kept informed of any significant behaviour issues. Adherence to this policy will enable each child to participate fully in aspects of school life.

## 3. EXPECTATIONS OF THE SCHOOL COMMUNITY

### 3.1 Headmaster and SLT

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To provide training, guidance and support for staff.
- To intervene with Behaviour Management at Level 3 and 4.

### 3.2 Staff

- To lead by example when dealing with behaviour.

- To build positive relationships with children and adults amongst the school.
- To have high expectations of children and be consistent in applying rewards and sanctions.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communicating regularly between home and school.

### 3.3 Pupils

- To know and follow the School’s expectations and strive to make “good choices” in accordance with the pupil choice chart.
- To attend school regularly and on time, with the correct equipment and uniform.
- To take responsibility for their own actions and behaviour.
- To understand how their behaviour can have positive or negative effects on others.

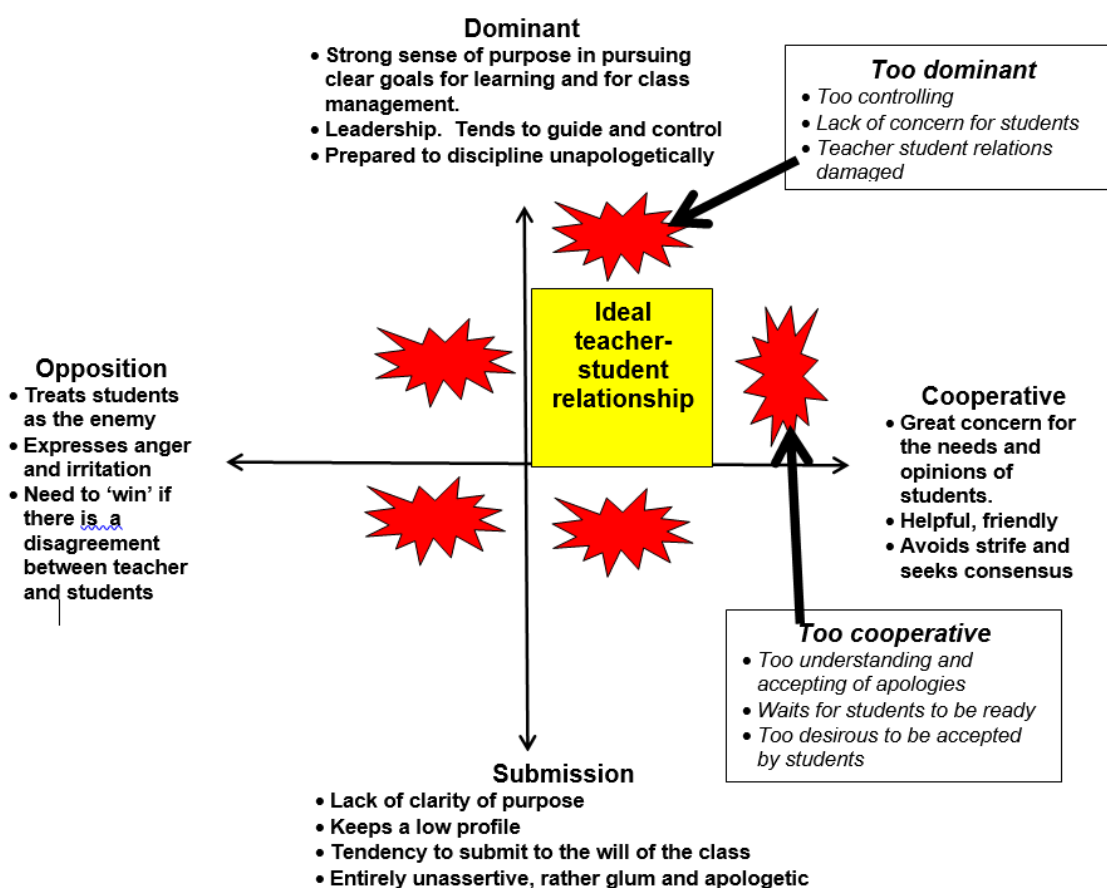
### 3.4 Parents

- To work with the school to ensure that their child behaves positively.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To support the development of positive home/ school partnership.
- Where possible, inform the school of any changes in home circumstance which may affect the behaviour of their child in school.

### 3.5 Relationships

Healthy, teacher-student relationships are an essential element of developing good behaviour in the school and we use the following model as a guide for staff to evaluate where relationships are with the classes they teach (Source: Geoff Petty - Evidence-Based Classroom Management and Discipline).

#### The Ideal teacher-student relationship



#### 4. CURRICULUM AND TEACHING

- At Cricklade Manor Prep, we understand the importance of providing an engaging and challenging curriculum that meets the needs of all pupils. We believe that well-planned learning experiences and an effective learning environment play their part in reducing low level disruptions.
- Circle time (Pre-Prep) / Tutor time (Prep School) and the PSHE Education curriculum time is used as part of the curriculum to develop children's interpersonal skills, strengthen relationships and build their self-confidence.

#### 5. REWARDS AND SANCTIONS

- At Cricklade Manor Prep, we have a clear set of rewards and sanctions which are designed to encourage positive behaviour and to deter unwanted behaviour.
- Appendices A & B lay out these rewards and sanctions which are used across school and adapted depending on the age of children.

#### 6. LEVELS OF UNACCEPTABLE BEHAVIOUR

We divide unacceptable behaviour into four broad bands (these are explained further in Appendix B under 'consequences').

#### 7. ROUTINES

Establishing well-organised and practised routines is an essential part of achieving good order in the classroom and around school. At the beginning of each year and term, time is spent in classrooms clarifying and teaching explicitly the different routines that children are expected to follow. As and when new routines are required as the curriculum changes (such as residential, swimming, school fixtures), these routines should also be taught explicitly and children should be given opportunities to practise.

#### 8. SUPPORT SYSTEMS FOR INDIVIDUAL PUPIL NEEDS

From time to time, some children may display challenging behaviour which will require more individual intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff may be involved to monitor these at this stage and parents will be notified and kept informed of how these are being effective. Support may be arranged with the School Emotional Literacy Support Assistant.

#### 9. SUPPORT SYSTEMS FOR STAFF

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively and successfully. All staff have a copy of this policy in order to ensure that behaviour management is consistent throughout school. Staff having difficulties should speak to the Director of Pastoral Care in the first instance for guidance and support.

## 10. SUPPORT SYSTEMS FOR PARENTS

Cricklade Manor Prep has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. The form tutor should be the first point of contact for any parent wishing to share information / concerns with the school. The Director of Pastoral Care is the Designated Safeguard Lead and will make contact with outside agencies as and when required and in the best interest of the child.

## 11. REASONABLE ADJUSTMENT

As a school, Cricklade Manor Prep recognises its duty under the equality act to make 'reasonable adjustment' to support the needs of pupils with special educational needs. Should a pupil fall outside of this policy because they have specific difficulties, advice would be sought from a specialist in order to ensure an appropriate behaviour plan, if needed, is in place.

## APPENDIX A - PRAISE AND REWARDS

At Cricklade Manor Prep we use the following strategies to praise and reward children.

- **Smiles, praise and encouraging words** - children need praise like plants need water
- **PIP and RIP** (Praise in Public, Reprimand in Private)
- We always **focus on positive behaviour** and try to spot children who are doing the right thing. “Thank you \_\_\_ for being ready to listen”; “Thank you \_\_\_ for looking this way”; “Thank you \_\_\_ for your maturity” etc.
- **Proximity praise** - we praise other children, seated around a child, who are doing the right and required thing.
- A **phone call home** to a parent for **praise** which can be far more effective than several negative calls.

### House Points

‘House Points’ are awarded for areas where children go above and beyond what can be reasonably expected within the school.

House points are given in the form of a token that the child places in the house tube in the atrium.

Staff should do everything within their powers to ensure that there is a fair distribution of reward across the year group.

Golden house points are awarded to pupils demonstrating the PSHE Education themed focus qualities as promoted by the Headmaster in his assemblies at the start of the week.

The Headmaster will award Golden Stars to reward outstanding work that goes above and beyond the expected level.

### Star of the Week

Every week, a child is chosen from each form by their form tutor to receive the Star of the Week award in achievement assembly on Thursday. This award is nominated by teaching staff for an individual act that is extra-ordinary or prolonged effort.

### **Achievement Assembly every Thursday**

Achievement Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the whole school.

### House System

Each teacher, teaching assistant and child is assigned to a ‘house’ when they start school, siblings will be in the same house: Baines, Burton, Brownlow and Clifford.

This will develop team spirit and competition. They will remain with the same house for the duration of their time at this school. The house points will be announced and displayed weekly in class areas and also within the whole school Achievement Assembly. There will be a House Captain - a formal procedure will be followed in their appointment and they will be expected to be good role models for their house.



## REWARDS

Examples of Praiseworthy Behaviour		Reward	Action
R1	<ul style="list-style-type: none"> <li>– Good contribution in class</li> <li>– Working well with a partner (collaboratively and respectfully)</li> <li>– Being helpful towards others / teacher</li> <li>– Having a positive attitude towards learning</li> <li>– Contributing a good answer in class</li> </ul>	<ul style="list-style-type: none"> <li>– Verbal praise</li> <li>– 1 house point token</li> </ul>	<ul style="list-style-type: none"> <li>– Teacher notices, recognises and praises individual's behaviour</li> <li>– An individualised sticker may be issued particularly in EYFS</li> <li>– Teacher gives one token to the pupil</li> <li>– Teacher sets high expectation for the pupil</li> </ul>
R2	<ul style="list-style-type: none"> <li>– Producing a very good piece of work</li> <li>– Demonstrating a very good effort shown in class</li> <li>– Producing an impressive piece of work relative to ability</li> <li>– Very Good effort with Key skills or home reading</li> <li>– Very Positive behaviour around school</li> <li>– Being an industrious or resilient learner</li> <li>– Showing very good leadership qualities around the school</li> <li>– Performing very well in an assembly</li> </ul>	<ul style="list-style-type: none"> <li>– Verbal praise</li> <li>– 2 house point token</li> </ul>	<ul style="list-style-type: none"> <li>– Teacher gives two tokens to the pupil</li> <li>– Pupil places token in house pot at the next opportunity</li> <li>– Teacher models good behaviour, work for class</li> </ul>
R3	<ul style="list-style-type: none"> <li>– Producing an excellent piece of prolonged project work</li> <li>– Achieving an unusually high mark in an end of unit test</li> <li>– Demonstrating excellent qualities as an Independent learner</li> <li>– Excellent performance when representing the school</li> </ul>	<ul style="list-style-type: none"> <li>– 5 house point tokens</li> <li>– Postcard in awards assembly</li> </ul>	<ul style="list-style-type: none"> <li>– Subject teacher adds detail to pupil profile on 3sys and passes information to form tutor</li> <li>– Subject teacher completes postcard to be given out in rewards assembly</li> <li>– Contact made with the parent / guardian by the subject teacher</li> </ul>
R4	<ul style="list-style-type: none"> <li>– Demonstrating an outstanding learning attitude / made progress across a range of subjects or shown improvement in behaviour</li> <li>– Being an ambassador for the school</li> <li>– Leadership and initiative</li> </ul>	<ul style="list-style-type: none"> <li>– Headmaster's Award</li> <li>– Golden star / 10 house points</li> </ul>	<ul style="list-style-type: none"> <li>– Headmaster completes certificate to be given out in rewards assembly</li> </ul>

Other reward systems (including sweets and prizes) should not be issued at Cricklade Manor Prep as this can lead to jealousy and ill feeling amongst the pupil. Sweets and cakes can be brought in at the end of term for the form parties only.

## APPENDIX B - CONSEQUENCES

### Level 1 Behaviours (C1) - issued by Subject Teacher

Low level disruptions that interrupt the flow of lessons or spoil the free time of other pupils. Most pupils will amend their behaviour when it is made clear to them that they have been awarded a C1 warning.

### Level 2 Behaviours (C2) - issued by Subject Teacher

Repeated low level disruptions that interrupt the flow of lessons or continue to spoil the free time of other pupils.

If in the same week, there is consistent challenging behaviour (2 instances of children missing minutes at break time), this will be picked up by the tutor who will make contact with the parents. If this persists beyond this initial contact an ongoing behaviour target sheet may be set up to monitor the behaviour. (See appendix D)

### Level 3 Behaviours (C3) issued by Director of Pastoral Care

The Director of Pastoral Care will monitor the electronic record of break time detentions to ensure support is given to staff, parents, professionals and that due care and attention is given to individual pupils concerned.

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, Director of Pastoral Care will support the class teacher and form tutor to deliver suggestions and strategies.

If a child engages in a verbal, physical or racial attack or inappropriate sexual harassment, they will receive an instant Level 3. This will involve a loss of minutes at playtime, a phone call home and meeting with the Deputy Headmaster.

### Level 4 Behaviours (C4) issued by the Headmaster

Occasionally, behaviour such as physical, racial or sexual abuse / activity may escalate to Level 4. At this stage, the Headmaster will be urgently and directly involved in managing this.

In extreme cases, children will be excluded. The Headmaster has the responsibility for giving fixed-term or permanent exclusions in line with the exclusion policy.

## CONSEQUENCES

	Examples of behaviour	Immediate actions taken by the school	Follow up Actions at the school's discretion
C1	<ul style="list-style-type: none"> <li>– Off task behaviour</li> <li>– Disruptive behaviour in class</li> <li>– Ignoring instructions</li> <li>– Rudeness to the teacher</li> <li>– Inappropriate behaviour</li> <li>– Lateness</li> <li>– Lack of equipment / kit</li> <li>– Failure to complete homework</li> </ul>	<ul style="list-style-type: none"> <li>– Class teacher states the action that is wrong and names the behaviour as a C1 warning</li> <li>– Pupil given opportunity to improve behaviour</li> </ul>	<ul style="list-style-type: none"> <li>– Subject teacher to speak to pupil at the end of the lesson.</li> <li>– Pass on any relevant information to the form tutor if appropriate.</li> </ul>
C2	<ul style="list-style-type: none"> <li>– Inappropriate language</li> <li>– <b>Deliberate overly physical contact</b></li> <li>– Repeat of C1 behaviour</li> <li>– A second unacceptable behaviour from C1 list</li> <li>– A behaviour from C1 or similar that is deemed to require a more serious response</li> <li>– Unkind comments, face to face or online</li> </ul>	<ul style="list-style-type: none"> <li>– Name is written on the board by teacher</li> <li>– Classroom based, behaviour management eg, Pupil required to move</li> <li>– Subject teacher logs on CPOMS / Tutor aware</li> <li>– <b>Teacher/Form Tutor informs DoPC through CPOMS.</b></li> <li>– <b>Staff member awarding C2 contacts parents to explain action</b></li> <li>– Temporary removal of chat function from teams</li> </ul>	<ul style="list-style-type: none"> <li>– Miss minutes of next break-time with DoPC to discuss the choices that they made.</li> <li>– Tutor reminds individual of acceptable behaviour during next tutor session</li> <li>– ELSA support should be considered</li> </ul>
C3	<ul style="list-style-type: none"> <li>– Refusal to follow instructions / complete work</li> <li>– Persistent disruption of learning</li> <li>– Damage / Theft of equipment / Property</li> <li>– Physical / verbally attacking another</li> <li>– Running away from school</li> <li>– Swearing aggressively at a pupil / staff</li> <li>– Bullying or intimidating another pupil</li> <li>– Offensive reference to the protected characteristics</li> <li>– Inappropriate sexual harassment (child on child)</li> <li>– Inappropriate use of Teams / Zoom</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Pupil removed from class immediately to Director of Pastoral Care (KS1-KS2) or Head of EYFS (EYFS)</b></li> <li>– <b>DoPC contacts parents to explain action</b></li> <li>– Subject teacher logs on CPOMS and tutor aware</li> <li>–</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Break time meeting with the DoPC or Deputy Head as appropriate.</b></li> <li>– <b>Where appropriate, SMART targets issued to focus on positive approach to learning/behaviour.</b></li> <li>– <b>Tutor/DoPC to make contact with the parents</b></li> <li>– <b>ELSA support should be considered</b></li> <li>– <b>DoPC to consider outside agency support</b></li> <li>– All staff made aware</li> </ul>
C4	<ul style="list-style-type: none"> <li>– Persistent bullying</li> <li>– Malicious damage to property</li> <li>– Physical assault</li> <li>– Sexual activity / sexual abuse (child on child)</li> <li>– Using or supplying drugs or alcohol</li> <li>– Bringing a weapon into school</li> <li>– A behaviour from C3 that is deemed to require a more serious response</li> </ul>	<ul style="list-style-type: none"> <li>– Pupil removed from class immediately to Director of Pastoral Care (KS2), Head of EYFS (EYFS )</li> <li>– Subject teacher writes up serious misbehaviour log and DOPC / Headmaster contacts parents to explain action</li> <li>– Subject teacher logs on CPOMS and tutor made aware</li> </ul>	<ul style="list-style-type: none"> <li>– Internal exclusion with Deputy Head</li> <li>– Director of Pastoral Care to investigate fully and makes contact with the parents</li> <li>– Outside agencies to be aware</li> <li>– Headmaster to meet with Parents and pupils prior to return to lessons</li> <li>– Possible options to extend Internal Isolation, issue a fixed term exclusion or Permanent exclusion after consultation with Wishford.</li> </ul>

## APPENDIX C - EXPECTATIONS OF BEHAVIOUR

- At Cricklade Manor Prep, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. The following are specific expectations that we have for movement around school.
- Children should move quietly and sensibly around school.
- Talk with quiet voices.

### Assembly

- Children should enter and leave assembly in silence and transition to and from their classes.
- Staff use verbal and non-verbal cues to direct children to maintain low level murmur.

### Playtimes and Lunchtimes

- KS1 children leave class with an adult escorting them to the playground.
- Remember to have buddies set up for those children that need them.
- Children go to staff on duty if there are any problems e.g. hurt, disputes.
- All children line up at the end of playtime is signalled.
- Children should be lining up in silence, facing the front.
- Walk in with teacher quietly.
- Should be ready for the next lesson to start with equipment and books on desks.

### Toileting

- Encourage children to go at the beginning of playtime and before lessons start.
- Although they are encouraged not to, in some situations children will need to go to the toilet during lessons.

### Lunch and Break-time Supervision

- Unfinished work or work that is not completed to a satisfactory standard should be completed during break and lunchtimes.
- If children are given permission to stay in during lunchtime or break times, they should be directly supervised by staff at all times.

### Dining Room

Pupils should:

- Line up quietly in an orderly fashion.
- Expect to eat a balanced meal.
- Be polite to dining room staff and make it clear what food you would like.
- Be inclusive at the table. Invite others to sit down and do not move.
- Eat sensibly with a knife and fork, wait for the table to finish and ask permission to leave the table from the member of staff on duty.

## On School Transport

Pupils should:

- Move to the back of the bus when boarding.
- Sit down and fasten seat belts immediately.
- Respect other pupils around them, keeping hands and feet to themselves.
- Speak quietly and appropriately to the pupils / adults around them without distracting the driver.
- Only eat and drink when given permission to do so and remove any rubbish from the bus when they leave the vehicle.
- To follow the expectations as set out on the school bus code of conduct.

## Afterschool Clubs

- Meet in the dining room and wait patiently for the register to be taken.
- Behave appropriately during the session following the CMP code of conduct no matter who is leading the session.

## Homework Club

- Be ready and prepared to work.
- Have a reading book available after finishing homework.
- Work independently.
- Ask for support from the member of staff on duty if required.



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### Talk Partner Rules

be prepared to work with anyone

face your partner and make eye contact

contribute to the conversation

respect the opinion of and listen to your partner

be prepared to be wrong



At Cricklade Manor

we Promote:

Staying safe

Truthfulness

Acting considerately towards others

Respecting the rights and property of others

Self-discipline

Helpfulness

Taking and accepting personal responsibility for one's actions

We will not tolerate:

Bullying

Cheating

Deceit

Cruelty

Irresponsibility

Dishonesty

Offensive language and behaviour

Inappropriate sexual harassment or abuse

# Pupil Choice Chart

Making a 'Good Choice'	Making a 'Wrong Choice'
<p><b>Reward 1 and 2 (1 or 2 House Points)</b></p> <p>Kind to others</p> <p>Worked <b>collaboratively and Respectful</b></p> <p>Taking <b>responsibility</b></p> <p><b>Positive</b> attitude</p> <p><b>Communicating</b> well</p> <p><b>Contributing</b> a good answer in class</p> <p>Demonstrated good <b>knowledge</b></p> <p>Applying <b>leadership</b> skills</p> <p><b>Self-discipline</b> in class or <b>Independently</b></p> <p>Demonstrating <b>resilience</b> and overcoming difficulty</p>	<p><b>Consequence 1 (Warning)</b></p> <p><b>Off task</b></p> <p><b>Disruptive</b></p> <p><b>Missing</b> equipment</p> <p><b>No homework</b></p> <p><b>Inappropriate</b> behaviour</p> <p><b>Lateness</b></p> <hr/> <p><b>Consequence 2 (Missed Break Minutes)</b></p> <p><b>Inappropriate</b> language</p> <p>Deliberate overly <b>physical</b> contact with another pupil</p> <p>Unkind comments face to face or online</p> <p>Repeated <b>C1</b> behaviour</p> <p>Second <b>C1</b> behaviour</p>
<p><b>Reward 3 (5 House Points/CMP Postcard)</b></p> <p>Excellent <b>independent</b> work</p> <p>Excellent <b>knowledge and understanding</b></p> <p><b>Achieved</b> an excellent assessment mark</p> <p>Excellent <b>collaboration</b> and <b>communicated</b> well</p> <p>Excellent <b>performance</b> when representing the school</p> <p>Other significant achievements</p>	<p><b>Consequence 3 (Deputy Headmaster)</b></p> <p><b>Refusal</b> to follow instructions / complete work</p> <p>Persistently <b>disrupting</b> learning</p> <p><b>Damaged</b> / to another pupils / school property</p> <p><b>Offensive</b> references to the Protected Characteristics</p> <p>Repeatedly <b>kicking</b> or <b>punching</b> another pupil / staff</p> <p><b>Swearing</b> aggressively at another pupil / staff</p> <p>Inappropriate <b>Sexual Harassment</b></p> <p><b>Bullying</b> or <b>intimidating</b> another pupil</p> <p><b>Inappropriate</b> use of the internet</p> <p><b>Theft</b> from another pupil or school</p>
<p><b>Reward 4 (10 House Points/Headmaster Award)</b></p> <p>Outstanding <b>independent</b> approach</p> <p>Outstanding <b>leadership</b> and <b>initiative</b></p> <p>Outstanding academic progress, demonstrating</p> <p>Outstanding <b>knowledge</b> and <b>understanding</b></p> <p>Being an outstanding <b>ambassador</b> for the school</p>	<p><b>Consequence 4 (Headmaster)</b></p> <p>Persistently <b>bullying</b> another pupil</p> <p>Maliciously <b>damaged</b> school property</p> <p><b>Assaulted</b> another pupil or member of staff</p> <p><b>Sexual activity / abuse</b></p> <p><b>Using</b> or <b>supplying</b> drugs or alcohol</p> <p><b>Bringing</b> in or making a weapon at school</p> <p><b>Threatening</b> another pupil with a weapon</p>

# SMART TARGET CHART

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	TUTOR COMMENT
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							





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## SMART TARGET CHART

Name:.....

Form:.....

Please comment positively about how they have engaged in your lessons.

Smart Targets:

1).....

SMART TARGET		
Specific	Describe your goal:	
Measurable	How can you track your progress?	
Attainable	Who is going to help you with your goals?	When will you meet to check your progress?
Relevant	List the skills and resources you need in order to meet the goals:	
Time Bound	Target:  Date:	Target:  Date: