

## Conduct points Trust:

Achievement type	Points	Notes / LH language
Purposeful attitude to learning	1	Ref LH grades <i>Has a purposeful attitude to their learning, is willing to challenge themselves to solve problems and is resilient</i>
MFL greeting	1	
Showing community etiquette	1	
Responsible team/practical work	1	Ref LH grades <i>I work well in a team because I know how to listen intently to others as well as giving my own ideas</i>
Accurate memorisation	1	Ref LH grades <i>I work hard to memorise information I have studied; I do well when tested on new information as a result</i>
Correct equipment	1	Chiefly used in B&L/R&L tutor time Ref LH grades <i>I always have all my equipment</i>
Effective use of mini whiteboard	1	
Excellent listening habits	1	Ref LH grades and habits of discussion <i>I know how important it is to be silent in class when the teacher asks me to be and I always listen intently; I know how to listen intently to others as well as giving my own ideas</i> Examples: <ul style="list-style-type: none"> <li>• maintaining good posture during listening</li> <li>• taking part in meaningful pair discussions during 'turn and talk'</li> <li>• asking questions to further discussion</li> <li>• participating in 'agree/ build/ challenge' taking good account of other students' responses</li> </ul>
Excellent speaking habits	1	Ref LH grades and habits of discussion <i>I enjoy reading, including reading out loud [...] accurately and fluently with the correct pronunciation; I know how to listen intently to others as well as giving my own ideas; I use tools like my discussion grids to help me</i> Examples: <ul style="list-style-type: none"> <li>• responding in full sentences</li> <li>• speaking audibly with the correct pronunciation</li> <li>• using tier 2 and 3 vocabulary / art of the sentence constructions in responses</li> <li>• taking part in meaningful pair discussions during 'turn and talk'</li> <li>• participating well in 'agree/ build/ challenge' activities</li> <li>• using 'opt-in' strategies when an answer is not known e.g. "I don't know for certain, but it could be..."</li> </ul>
Excellent reading habits	1	Ref LH grades, read aloud strategies and reading skills grid <i>I enjoy reading, including reading out loud, and consistently work hard to make sure I can read accurately and fluently</i> Examples <ul style="list-style-type: none"> <li>• reading aloud and making an effort to do this fluently and expressively, with the correct pronunciation</li> <li>• resilience and / or success in comprehension</li> <li>• successful analysis of texts e.g. TDQs</li> <li>• creative / committed independent reading</li> </ul>
Excellent writing habits	1	Ref LH grades and writing strategies <i>I make sure my notes are well-written, neat and accurate; I use tools like my dictionary and the art-of-the-sentence grid to help me</i> Examples <ul style="list-style-type: none"> <li>• thoughtful choice of syntax (AoS)</li> <li>• proof-reading and revising work</li> <li>• careful planning of writing</li> <li>• keeping well-written, neat and accurate notes</li> </ul>
Excellent book etiquette	1	Ref LH grades <i>I make sure my notes are well-written, neat and accurate</i>
Accurate peer or self-assessment	1	Ref LH grades <i>I always make sure I understand the success criteria for a task so I can self-assess my work or peer-assess another student's work accurately</i>
Active response to feedback	1	Could be in lesson or in book Ref LH grades <i>I read feedback carefully and always respond to / act on my teacher's advice</i>
Excellent reading log	1	Ref LH grades <i>I enjoy reading</i>
Resilience in engagement	2	Ref LH grades <i>is willing to challenge themselves to solve problems and is resilient enough to try something first before asking for help; is a curious learner, asking appropriate questions</i>
Excellent lesson prep or homework	2	Ref LH grades <i>I take pride in my prep/HW; I complete additional / optional / challenge tasks associated with the prep/HW; I try to catch up on any prep/HW I miss</i>
Excellent planner use	2	Ref LH grades <i>I take pride in my prep/HW, writing the deadline in my planner and then ticking it off when I complete it</i>

Active participation in singing	2	
Star of the lesson	3	
Categories only added by admin teams/data		
X Representing the school	5	
X Music assembly or performance	5	
X Enterprise involvement	2	
X Assembly reading/tech team	2	
X Wider learning participation	1	

Behaviour type	Points	Additional notes
Poor listening habits	1	
Poor use of planner	1	
Not following an instruction from staff	1	
Not silent when instructed (classroom)	1	
Poor classroom entry/exit	1	
Poor engagement in classwork	1	
Incorrect equipment	1	
Poor book etiquette	1	
Incorrect uniform	1	
Late to lesson	1	
Poor / incomplete reading log	1	
Unsatisfactory lesson prep / homework	2	
No prep / homework	2	This will be given if student has forgotten book which has the prep in it
Not being silent in the building	2	
Late to school	2	
Missed intervention	2	
Missing essential PE kit	2	
Misuse of ICT facilities	2	
Disruptive behaviour resulting in MLT detention	4	One-off incident – reason for detention must be detailed in description when issued e.g.: <ul style="list-style-type: none"> <li>• Removal from lesson by duty teacher</li> <li>• Not being silent in the line-up</li> <li>• Use of foul language</li> </ul>
Reckless behaviour resulting in MLT detention	4	Behaviour that endangers the physical environment or the wellbeing or safety of other students e.g. <ul style="list-style-type: none"> <li>• Playfighting</li> <li>• Overly physical behaviour</li> <li>• Deliberately throwing water</li> <li>• Running in the building</li> </ul>
Disrespect for school environment resulting in MLT detention	4	One-off incident – reason for detention must be detailed in description when issued e.g.: <ul style="list-style-type: none"> <li>• Littering</li> <li>• Consuming food / drinks outside designated areas</li> </ul>
Unkind behaviour resulting in MLT detention	4	One-off incident – reason for detention must be detailed in description when issued e.g.: <ul style="list-style-type: none"> <li>• Unkind language or actions towards another student</li> </ul>
Serious misconduct resulting in SLT detention*	6	<b>Repeated incidences of any serious conduct resulting in MLT detention or</b> one-off incident – reason for detention must be detailed in description when issued e.g. <ul style="list-style-type: none"> <li>• Chewing gum</li> <li>• Using offensive or discriminatory (e.g. racist/homophobic/sexist) language</li> <li>• Entering a prohibited or unsupervised area of the school without permission</li> <li>• Truanting a lesson or detention</li> <li>• Misconduct in detention</li> <li>• Misconduct during lesson removal by duty teacher</li> <li>• Refusal to follow senior staff instructions</li> <li>• Bringing items not directly connected to lessons into school e.g. non-school-approved phone, air-pods</li> <li>• Dangerous behaviour/fighting</li> </ul>
Serious misconduct resulting in internal suspension*	8	<b>Repeated incidences of any serious conduct resulting in SLT detention or</b> one-off incident – reason for suspension must be detailed in description when issued e.g. <ul style="list-style-type: none"> <li>• Leaving the school site without permission</li> <li>• Deliberate damage to school property e.g. graffiti</li> <li>• Bullying</li> <li>• Interfering with school equipment e.g. fire alarm</li> <li>• Buying and selling between students</li> </ul>

		<ul style="list-style-type: none"> <li>• Truancing school/lessons</li> <li>• Using offensive or discriminatory (e.g. racist / homophobic / sexist / ableist / misogynistic) language</li> <li>• Dangerous behaviour/fighting</li> <li>• Possession of a banned item</li> <li>• Persistent disruptive conduct**</li> </ul>
Serious misconduct resulting in external suspension*	10	<p><b>Repeated incidences of any serious conduct resulting in internal suspension or one-off incident – reason for suspension must be detailed in description when issued e.g.</b></p> <ul style="list-style-type: none"> <li>• Violent or threatening conduct towards another student or adult</li> <li>• Inappropriate sexual contact</li> <li>• Theft of property belonging to the school, staff or other students</li> <li>• Use of vapes, cigarettes, alcohol or another banned substance</li> <li>• Bringing the school's name into disrepute</li> <li>• Possession of a banned item</li> <li>• Misuse of social media</li> <li>• Persistent disruptive conduct**</li> </ul> <p><b>External suspensions, with the reason, must always also be recorded in SIMS exclusions as well as on SIMS conduct points</b></p>
Persistent disruptive conduct resulting in internal suspension	0	**Separate category so that misconduct is not double counted by system
Persistent disruptive conduct resulting in external suspension	0	**Separate category so that misconduct is not double counted by system
TRACKING Bullying incident	0	
TRACKING Non-completion of online prep	0	
TRACKING Therapeutic intervention	0	
TRACKING Discriminatory conduct (LGBTQ+)	0	
TRACKING Racist conduct	0	
TRACKING Sexist conduct	0	
TRACKING Sexual Violence	0	

*\* the appropriate sanction in response to a breach of the behaviour policy is always at the discretion of senior staff and will be dependent upon the details of the investigation into each particular situation or incident*