



The Calder Learning Trust Behaviour Policy 2022

Last reviewed on: September 2022

Next review due by: September 2023

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils and students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting Students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its Students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate Students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate Students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

For further guidance:

<https://schoolleaders.thekeysupport.com/Students-and-parents/behaviour-and-attendance/strategies/sexism-and-sexual-harassment-updating-your-behaviour-policy/?marker=hp-hero-block>

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.
- These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the Student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

The parents are asked for their views on how things are going and value being kept informed after each review. When they feel involved and therefore not frustrated this can often help rebuild the relationship with the school which was usually strained beforehand.

See Point 12: Link to other policies.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular Pupils/Students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Pupil/Student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Student code of conduct

The Behaviour policy seeks to promote an understanding of mutual respect for others and underpins our school ethos 'Everybody, Everyday' where all staff and students are aware of their responsibilities in accordance with the Primary Golden Rules and Secondary 'Non-Negotiables' as outlined below:

Primary Golden Rules 'Everybody Everyday'

- Respect all people in our school
- Be kind, gentle and helpful
- Always work hard and do your best
- Look after each other and our property
- Listen carefully and respectfully
- Be honest

Secondary Non Negotiables - 'Everybody, Everyday'

Students are expected to:

1. Be punctual (to school, tutor time and lessons)
2. Have the correct equipment (pen, pencil and ruler)
3. Look smart (wear your uniform correctly)
4. Be an enthusiastic learner (Personal best, show PRIDE)
5. Meet deadlines (both homework and administrative)
6. Ask for help when they feel it is needed (academic and social)
7. Follow staff instructions and school rules (first time, every time)
8. Show respect (to fellow students and staff at all times)
9. Respect school property and the school environment
10. Get involved (make the most of the many enrichment opportunities on offer)

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

Primary

- Praise
- Positive behaviour points on primary sticker charts and Class Charts
- Being on the 'golden traffic light'
- Being entered into the 'Golden Book' with certificates shared in weekly Golden Book Assembly and emailed home to parents
- Special responsibilities such as House Captain, Buddies
- Termly 'Star Award' Trophy in each class for effort and achievement

Secondary

Students receive praise in lessons from staff that may be verbal or in the marking. Greater emphasis on rewards is below:

Examples of rewards	
Star of the week. Praise award maximum of 3 students per week.	Email sent home. All class teachers.
Certificates (Merit-Platinum) 100% half termly attendance. Badges to wear.	Merit- 500; Bronze- 750; Silver- 1000; Gold- 1250; Platinum- 1500
KS3- Fun afternoons: Sports/cinema etc.. (HoY)	98% positive comments and above
KS4 Pizza Lunch (HoY)	98% positive comments and above
Half Termly/Yearly Prizes. Celebration assembly	Raffle- 98% positive comments
Golden tickets	Outstanding effort by class teachers
End of year Rewards Trips	Good behaviour
Care; Commitment; and Courage awards.	Half termly prize for the highest number of care points; commitment points; courage points. Per year group.

The school may use one or more of the following sanctions in response to unacceptable behaviour
(Appendix 5)

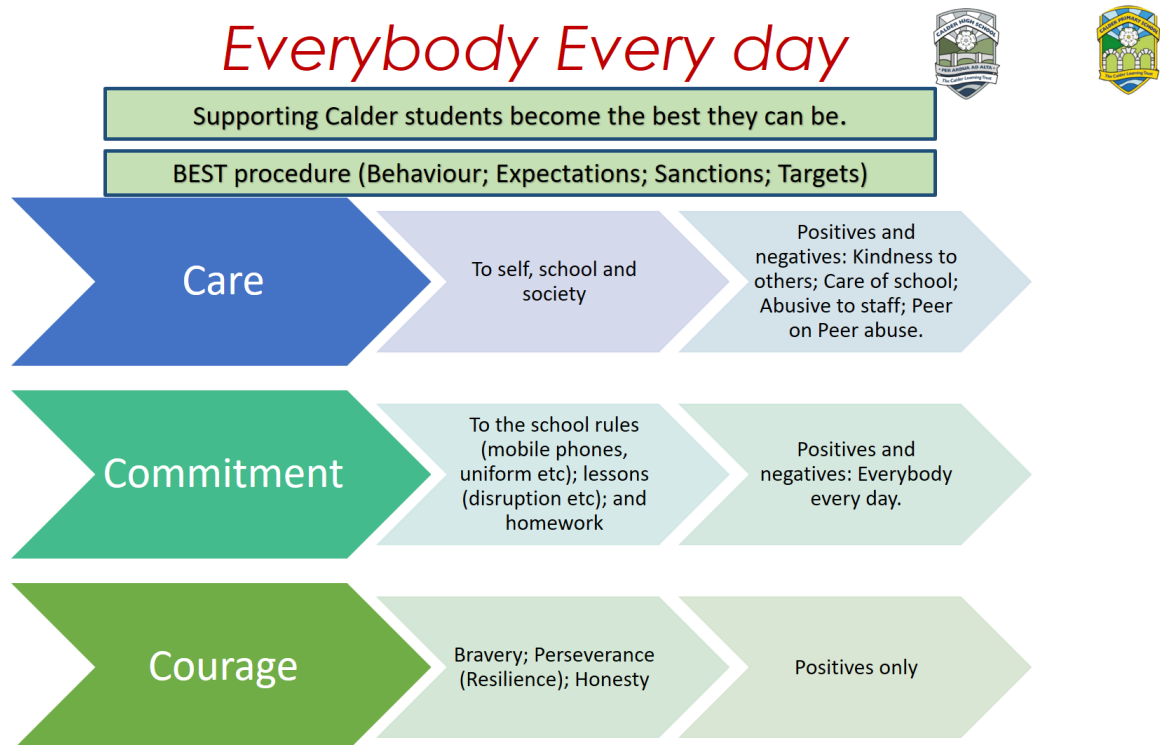
Primary

- A verbal warning
- Chance to correct their behaviour (yellow)
- Missing a playtime (red)
- Speaking to parents if there are 2 incidents on red in a week
- Expecting any missed work to be completed at home, or at break or lunchtime
- Agreeing a behaviour contract or pupil report

Secondary

Pupils are expected to show good examples of the school's core values: Care; Commitment; and Courage. Where expectations of these values is not met, students may receive some of the following sanctions.

- A verbal reprimand (Verbal Warning)
- Issuing a C1 (consequence 1) on Classcharts
- Issuing a C2 (consequence 2) on Classcharts (next day detention up to 20 minutes) Sending the Student out of the class
- Issuing a C3 (consequence 3) on Classcharts (detention of up to 45 minutes and removal from the lesson)
- Issuing a C4 (consequence 4) on Classcharts (more serious incidents, may lead to detention; isolation; FTE for example.



For on going behavior concerns a pupil may be:

Referred to a senior member of staff

Letters or phone calls home to parents

Agreeing a behaviour contract

Putting a Student 'on report'

See appendix 4 for notifications sent to parents about their child's behaviour.

We may use the isolation room (A2E- Alternate to exclusion) in response to serious or persistent breaches of this policy. Students may be sent to Heads of Faculty (or other senior members of faculties) or A2E during lessons if they are disruptive. A2E begins with a restorative booklet, once complete KS4 to complete Core work or Option block work sent from the teacher; KS3 core work and quiet reading.

Students who do not attend a given detention are issued with a longer detention in the first instance (see below)

Sanctions				
VW	C1	C2	C3	C4
No Sanction	6 C1's in a week= 20 minute next day DT	Next day 20 minute detention	Next day 45 minute detention	In extreme circumstances you may receive a C4
	12 C1's in a week= A2E	If missed 45 minutes the following day	Remove to HoF If missed A2E the following day	You will be collected by a senior member of staff who is on-call
	3 any time lates in a week= 20 minute next day detention	If another C2 appears- upscale to 45 mins. If a C3 occurs- A2E	If another C3 appears = Next day A2E	Next day A2E for C4 Behaviour

A2E is managed by the Inclusion Manager.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

Primary

Speaking to pupils and their parents to understand the seriousness of their actions.

Additional education in PSHE lessons if appropriate or on an individual basis.

Referral to outside agency support as necessary.

Secondary

BEST Procedure (Behaviour, Expectations, Sanctions, Targets)								
School Values	Positives	Rewards	Negatives	VW	C1	C2	C3	C4
				Opportunity to warn and use de-escalating techniques.	Log on Classcharts	Log on Classcharts at the end of the lesson.	Log on Classcharts at the end of the lesson. Remove to HoF	Log on Classcharts immediately for On-Call to arrive.
Care (to self, school, society)	Being kind	1 positive care point	Not being kind to others NBK	Small fall out between individuals or groups.	Not being kind to others	Not being kind to others- Continued	Not being kind to others- use of Prejudicial/derogatory language	Not being kind to others- bullying- intentional act of upsetting an individual or group.
	Caring for someone in distress	1 positive care point	Child on Child Abuse POPA				Aggressive behaviour/ dangerous or reckless behaviour/ low level fight	Physical abuse (assault) Sexual incidents- verbal; cyber; physical Online Incidents
	Supporting a peer	1 positive care point						

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more.

7.3 Off-site behaviour

Sanctions may be applied where a pupil or student has misbehaved off-site when representing the school. This means misbehaviour when the pupil/student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil or student of our school

Sanctions may also be applied where a pupil/student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil/student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil/student is under the lawful control of the staff member (e.g. on a school-organised trip).

Off-Site behaviour may be reported to the Police 101 service by the parent. If requested the school will work with the Police to identify the alleged perpetrator/s.

7.4 Malicious allegations Where a pupil or student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil/student in accordance with this policy.

Where a pupil/student makes an allegation of sexual violence or sexual harassment against another pupil/student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil/student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil/student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils/students accused of misconduct.

Please refer to our child protection and safeguarding policy and our managing allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils/students.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupil/students to be engaged
- Display the pupil/student code of conduct or their own classroom rules
- Develop a positive relationship with pupils/students, which may include:
 - Greeting pupils/students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil/student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupil/students' possession will be confiscated. These items will not be returned..

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils/students after discussion with senior leaders and parents, if appropriate.

Searching and screening Students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) – please see the Banned Items policy for more information.

Mobile phones

Mobile phones are only to be used under the supervision and approval of a member of staff. This may be during lesson time (Kahoot etc..) or to check ClassCharts information. Mobile phones are only permitted within the building in the Theatre during wet weather days.

If mobiles are used without permission (corridors, diner, during lessons) these should be confiscated and collected at 3pm. Phones are kept with class teacher/ HoF or Student Services. Staff will make the location clear as to where to collect at 3pm. Students are issued with a C1.

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils/students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil/student.

The school's special educational needs co-ordinator will evaluate a pupil/student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil/student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil/student is in need of help or protection. We will consider whether a pupil/student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Student transition

To ensure a smooth transition to the next year, pupils/students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil/student behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and in regular staff updates in briefing and whole trust training.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governors annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy and procedures
- Banned Items and Drugs Policy
- Anti-bullying policy

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER’S SIGNATURE	STAFF MEMBER’S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log



Calder High School: Student Statement

Name:	Form:
Date of incident:	Staff investigating:
Time of incident:	Area incident took place:

Student to complete

Names of students/Staff who could support your statement	
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This statement should be an accurate account of the incident. The staff member investigating may ask you questions which you may have to answer after you have written the statement. Only write the statement when you are calm and you can reflect on the incident.

Signed: _____ Date _____

Appendix 4: Notifications to parents about Student behaviour - examples

Example of an Alternative to Exclusion Notification on ClassCharts



Type:	A2E (8:15 - 4pm) ▼	Date:	11/11/2021
Time:	08:15	Location:	A2E
Duration (minutes):	75		
Notes:	10 x C 1in a week 10 Nov		

Example of a Detention Notification on ClassCharts

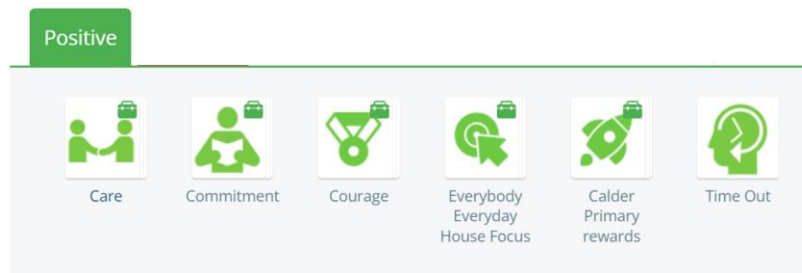


Type:	MA Faculty (Thu - 30 Min - MA5) ▼	Date:	11/11/2021
Time:	15:00	Location:	MA5
Duration (minutes):	30		
Notes:	Repeat disruption and swearing in maths		

Everybody Everyday



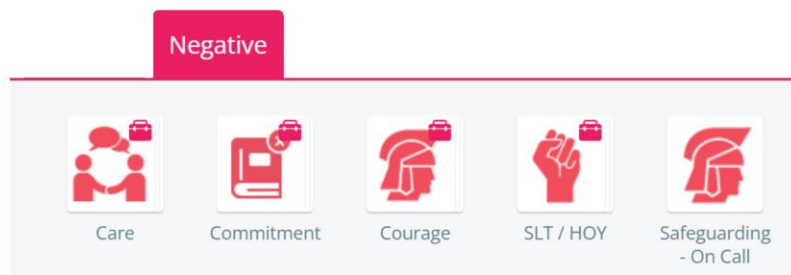
How does ClassCharts look?



Everybody Everyday



How does ClassCharts look?



Everybody Everyday



How does ClassCharts look?

Negative											
◀ Care											
Not Showing Kindness: -1 = C1; -2= C2; -3= C3; -4= C4	-1	-2	-3	-4	-2	-3	-4				
Lack of care: -2= C2; -3= C3	NSK: Not Being Kind to Others	NSK: Not Being Kind to Others Continued	NSK: Use of Prejudicial/... Language	NSK: Intentional Act of Upsetting an individual or Group	LCSS: Eating/Chew... Equip	LCSS: Vandalism	ATS: Abusive to Staff				
Abusive to staff- Torrent of Abuse: -4= C4	-3	-4	-4	-4							
Peer on Peer abuse: -3= C3; -4= C4	POPA: Aggressive/... Behaviour	POPA: Physical Abuse	POPA: Sexual Incidents (Verbal/Cyb...	POPA: Online Incidents							

Appendix 5: Behaviour for Learning

Care:

BEST Procedure (Behaviour, Expectations, Sanctions, Targets)								
School Values	Positives	Rewards	Negatives	VW	C1	C2	C3	C4
				Opportunity to warn and use deescalating techniques.	Log on Classcharts	Log on Classcharts at the end of the lesson.	Log on Classcharts at the end of the lesson. Remove to HoF	Log on Classcharts immediately for On-Call to arrive.
Care (to self, school, society)	Being kind	1 positive care point	Not being kind to others NBK	Small fall out between individuals or groups.	Not being kind to others	Not being kind to others- Continued	Not being kind to others- use of Prejudicial/derogatory language	Not being kind to others- bullying- intentional act of upsetting an individual or group.
			Lack of care LOC		Chewing/eating food on the corridor/around school/in lessons (not in diner or break areas)	Continued chewing/eating on the corridor/around school/in lessons.	Throwing food/drinks during school day.	
					Lack of pride in books	Low Level damage. For example, doddling on books	Vandalism / damage	
			Abusive behaviour ATS			Low level arguing with staff/ignoring instructions	Arguing with staff/ continued ignoring	Abusive to staff (torrent)
	Caring for someone in distress	1 positive care point	Child on Child Abuse POPA				Aggressive behaviour/ dangerous or reckless behaviour/ low level fight	Physical abuse (assault)
	Supporting a peer	1 positive care point					Sexual incidents- verbal; cyber; physical Online Incidents	

Commitment:

BEST Procedure (Behaviour, Expectations, Sanctions, Targets)									
School Values	Positives	Rewards	Negatives	VW	C1	C2	C3	C4	
				Opportunity to warn and use deescalating techniques.	Log on Classcharts	Log on Classcharts at the end of the lesson.	Log on Classcharts at the end of the lesson. Remove to HoF	Log on Classcharts immediately for On-Call to arrive.	
Commitment (to the school; rules; lessons; homework)	Commitment- Everybody every day	3 positive commitment points (Form time points- everybody every day) 1 for on time, 1 for equipment, 1 for correct uniform	Lates		Up to 10 minutes late.	10-30 minutes late. Not reason.			
			Equipment	Lack of equipment (1 day)	Lack of equipment (2 days)	Continued Lack of equipment (3+ days Mon-Fri)			
			Uniform		Uniform. (Tucked in, top button, tie, blazer, shoes/ankle boots, appropriate skirt/trousers). Missing uniform- A2E	Repeated uniform issues e.g shirt untucked, no blazer more than once in a day.	Refusal to correct uniform	Complete refusal- persistent defiance	
		1 positive commitment point- Good Effort	Disruption/Effort	Effort- lack of work; low level disruption	Effort- lack of work; low level disruption	Continued Effort- lack of work; low level disruption;	Continued Effort- Now Persistent defiance: lack of work; low level disruption;		
		1 positive commitment point- Good Homework	Homework		Did not complete Homework	Continued failure to complete Homework			
	Not committed to everybody every day (Choices)		Missing lessons				Left the lesson without permission	Truancy- missing a whole or most of the lesson	Smoking/Vaping in school uniform
			Vaping/Smoking					In the company of smokers/vapers	
			Out of bounds		Not following the one way system	Continued to ignore the one way system.	Out of bounds		
			Bad language		Poor language used in general conversation	Swearing with intent (not aimed)	Continued swearing with intent (not aimed)		
			Banned Items/ theft						Possession of a banned item

Courage:

BEST Procedure (Behaviour, Expectations, Sanctions, Targets)								
School Values	Positives	Rewards	Negatives	VW	C1	C2	C3	C4
				Opportunity to warn and use deescalating techniques.	Log on Classcharts	Log on Classcharts at the end of the lesson.	Log on Classcharts at the end of the lesson. Remove to HoF	Log on Classcharts immediately for On-Call to arrive.
Courage	Bravery- speaks up for what's right and doesn't shrink from fear.	1 positive showing courage point						
	Persistence- finishes what one starts.	1 positive showing courage point						
	Honesty- reporting incidents; handing over lost items; being truthful.	1 positive showing courage point						

Rewards and Sanctions:

Sanctions				
VW	C1	C2	C3	C4
No Sanction	6 C1's in a week= 20 minute next day DT	Next day 20 minute detention	Next day 45 minute detention	In extreme circumstances you may receive a C4
	12 C1's in a week= A2E	If missed 45 minutes the following day	Remove to HoF If missed A2E the following day	You will be collected by a senior member of staff who is on-call
	3 any time lates in a week= 20 minute next day detention	If another C2 appears- upscale to 45 mins. If a C3 occurs- A2E	If another C3 appears = Next day A2E	Next day A2E for C4 Behaviour

Rewards	Examples of rewards	
	Star of the week. Praise award maximum of 3 students per week.	Email sent home. All class teachers.
	Certificates (Merit-Platinum) 100% half termly attendance. Badges to wear.	Merit- 500; Bronze- 750; Silver- 1000; Gold- 1250; Platinum- 1500
	KS3- Fun afternoons: Sports/cinema etc.. (HoY)	98% positive comments and above
	KS4 Pizza Lunch (HoY)	98% positive comments and above
	Half Termly/Yearly Prizes. Celebration assembly	Raffle- 98% positive comments
	Golden tickets	Outstanding effort by class teachers
	End of year Rewards Trips	Good behaviour
	Care; Commitment; and Courage awards.	Half termly prize for the highest number of care points; commitment points; courage points. Per year group.

