



# Wreake Valley Academy

## Behaviour Policy

<b>Date of review</b>	December 2023
<b>Date approved by Local Advisory Board</b>	14 <sup>th</sup> November 2022
<b>Date of next review</b>	Summer 2024

Signed on behalf of the Local Advisory Board  
Chair of Governors

## **BEHAVIOUR POLICY**

### **Overview**

At Wreake Valley Academy the expectations for behaviour and conduct are clear and consistently applied. Barriers that impact on learning and wellbeing are removed through the application of our behaviour policy.

Setting clear and consistent boundaries is essential for effective behaviour management in young people and establishment of the school values set by the school. These boundaries allow us to create a safe learning environment where students can thrive. Boundaries provide children with a sense of structure and predictability, which can help reduce anxiety and increase their sense of security. When we know that students will struggle with boundaries, appropriate accommodations and support are given to ensure that all students can succeed. Boundaries help children understand what is expected of them and what is not acceptable behaviour. This can reduce conflicts and promote positive behaviour. Boundaries are age-appropriate and society appropriate and consider the child's developmental stage, individual needs, and cultural background. Consideration of need is part of any decision-making process and accommodation of need forms our support packages for young people.

We are committed to communicating boundaries clearly and consistently, using age-appropriate language and concrete examples. This is communicated through tutor time, PD lessons, the application of the behaviour system with specific focus on the language that teachers and support staff use. Specific bespoke work is provided for students who need extra support in managing their behaviour. We ensure staff are confident in this work on boundaries through regular and clear messaging and through continuing professional development.

Communication and working with parents are key to the success of our behaviour system. We regularly communicate with parents in a variety of different mediums and act responsively when there are additional opportunities to offer support and information. Young people will be challenged, supported, and held to account for their behaviours and parents will be offered a high level of support as we work together to ensure all students have every chance of success within the school setting.

The Arbor system allows parents and staff to clearly track and be informed about young people's behaviour for learning progress on a day-to-day behaviour. When boundaries are crossed, it is important to respond with clear consequences and follow through on them. This helps young people learn that there are consequences to their actions. This is built into our staged use of sanctions and

support. The consequences are also supported by clear restorative and supportive work to ensure that we are not just sanctioning but supporting young people to succeed. This is shown in our action plan to support students and our use of risk assessment to mitigate risk for young people where appropriate.

Positive reinforcement and praise are considered effective tools in encouraging positive behaviour and reinforcing boundaries and the positive systems reward students who are making progress and exceeding expectations.

Our behaviour and reward system underpins and reinforces the school values of Wreake Valley Academy which have been developed by students to ensure academic success and wellbeing of all students. The teaching and embedding of these core values are facilitated by explicit and discreet teaching as demonstrated in appendix A.

### **Wreake Valley Core Values**

- Be school ready
- Be kind
- Be respectful
- Be safe
- Be bold, brave and ambitious
- Be mindful
- Be prepared to self-regulate
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### **Leadership and Management**

The **Head teacher** and appointed **Head of School** quality assure the school behaviour system and line manage the Deputy Head of school to ensure the policy is effective in its support of students. Serious sanctions are always authorised by the Head of School or his appointed Head of School. The Bradgate Education Partnership hold the Head teacher and Head of school to account for the application of the policy and ensuring all students are supported.

The **Deputy Head of School** leads on Behaviour, Safeguarding and Attendance at Wreake Valley Academy and ensures the systems are all place and effectively supporting young people to be safe and successful learners. The Deputy Head of School will ensure that there is an effective behaviour for learning curriculum and character curriculum; working with all stakeholders to ensure that this is clear and consistent support and development for all young people to thrive and staff to professionally develop.

The **School Behaviour lead** works closely with the Deputy Head of School to ensure that the behaviour systems are applied consistently, overseeing the application of sanctions, supporting decision making and ensuring support packages and interventions are in place to enable young people to succeed. The school behaviour lead will track data to inform and lead proactive school wide

work. The school behaviour lead will lead the pastoral team of Year Heads, teaching, and non-teaching. The school behaviour lead will also work closely with heads of department/ staff to support professional development of staff.

Each year group is allocated a nominated **Head of year(s)** to support progress, attendance and behaviour of the young people within their year group, removing barriers that may impede on their learning. They will work most closely with young people who need support. They also work closely with staff to ensure that the behaviour policies are consistently applied to support progress. They look after the wellbeing of the young people in their year group and are key in creating a safe environment and embedding the core values. They lead a team of tutors and work closely with them.

**Tutors** see young people daily and support the progress, attendance, and behaviour of young people. Tutors develop close relationships with their tutees and parents and will work with the same tutor group throughout their time at Wreake Valley Academy, nurturing and developing strong bonds. They work closely with the heads of year and deliver the tutor programme which helps the embedding of the school values.

### **Staff Induction, development, and support**

All staff joining Wreake Valley Academy will be provided with training on the behaviour policy as part of their induction programme. Staff will also be provided with the Wreake Valley Academy Pastoral Guidance Handbook which is a comprehensive guide to the ethos, practices and appropriate documentation to enable the behaviour policy to be consistently applied. New staff through the induction process will have an allocated member of staff to support them.

The continuing professional development programme offers all staff continued access to high quality training on all different elements of behaviour for learning practice. Heads of Department work closely with the pastoral team to access support with regards to ensuring that students access the correct support and strategies. Staff receive weekly updates on students, practices and priorities.

Staff are supported with our on-call system, where they can access support quickly during lessons. Pastoral staff and SLT consistently visit and support in lessons and staff can request specific support for students or lessons.

### **Student Induction and support to understand the behaviour policy**

All students joining Wreake Valley Academy will have an induction process to familiarise and teach behaviour expectations, routines and start the process of embedding the values of the school. If a student transfers midterm this will be an induction process with the young person's Head of Year.

At Wreake Valley Academy we teach a behaviour curriculum that is both hidden and explicit. We are aware that students will need to be taught school systems and norms and are committed to comprehensively doing so. These expectations need to be consistently supported through our reward and sanction procedures.

Expectations and routines will be established for expectations in the following ways (this is not an exhaustive list):

- ✓ Verbally
- ✓ Modelling behaviour
- ✓ Posters
- ✓ Highlighted in our student bulletin.
- ✓ Highlighted in assemblies.
- ✓ Rewards
- ✓ Sanctions
- ✓ Tutor work
- ✓ Bespoke responsive work

If a student has had an exclusion, has had a managed move or any other break in education then a reintegration package will be put in place for the young person to ensure that they are re-inducted into the behaviour systems, rules and routines. This will include restorative work. The rules and routines are embedded through the core values work see appendix b.

### Celebrating Success

We believe in celebrating and rewarding success. If young people are rewarded for their achievements, others will be encouraged to act similarly. Praise will be well received if it is personal, genuine, consistent, and appropriate. Students must know what they are being praised and rewarded for.

The positive point system, enable us to recognise both the application of our core values and the learning behaviours for success. Expected behaviour/ attendance is not rewarded but will be praised and acknowledged through positive reinforcement. Certificates will be awarded, and this will be linked to certain privileges (to be agreed by student council) The positive point system and the negative point system are separate. We do not take away positive points and students should be recognised for all their achievements. Both point numbers can be tracked by students, parents, and staff through Arbor.

We actively encourage positive praise and positive contact home as this is proven to be a very powerful tool that students really respond well to

- ✓ Rewarding on Arbor

These points will be rewarded on Arbor and then will link to both formal praise, certificates and reward trips. These reward trips are eligible for students who reach a certain threshold of positive points.

- ✓ On the Spot Rewards

On the spot rewards will be given for positive behaviours and rewards will be introduced as a responsive need to help build ethos and expectations. 'Nudge Vouchers' will be awarded and tutors collect these in their tutor room, these are then put into a grand draw every half term.

Value Vouchers have also been introduced this year and these will be changed on a ½ termly basis to reward the embedding of the core values.

✓ Student of the Week

Teachers and Tutors will be encouraged to reward one member of each class a Learner of the week award that will allow teachers to communicate and reward progress, skills, and improvements in their classrooms.

✓ Head of Years Half Termly reward assemblies.

Heads of year lead a celebration assembly every half term.

Here attendance, progress, positive points, nudge vouchers and on the spot celebrations are celebrated.

✓ Incentives

As part of our intervention work, we may offer bespoke rewards to support young people if it is felt it will support them.

✓ Departmental Awards

All faculties / departments must identify and agree opportunities to issue departmental awards.

✓ End of Year Rewards Evening (Academic)

Students in Years 7, 8, 9, 10 and 12 will be nominated and a select number of students will be invited to a awards evening in June to celebrate success. This will be a progress / academic focus.

### Guidelines for sanctions for dealing with behavioural incidents

All sanctions and protocols around implementing these sanctions reflect in our school core values, these empower our young people to succeed and be safe at Wreake Valley Academy.

Clear guidelines are given to help staff decide which sanctions to apply to response to different situations. It is impractical to provide an exhaustive list but within the pastoral staff guidelines detailed advice is given to staff applying policy, to ensure consistency There are a series of 'red line' behaviour which lead to serious sanctions including internal suspension, fixed term suspension and underpinning supportive work. These behaviours that are 'red line' and serious are communicated to all students in a planned and coherent way, again delivered through the school core values.

It is important that whenever possible the incident is handled at its point of origin and by staff involved but all decision making is a collaborative process to ensure consistency. Students will always have the opportunity to have a voice in the investigation of an incident, which is considered in the process.

Young people will have restorative package planned around them to re-establish positive working relationships and ensure a sense of value and inclusion in the school community for the young person who has been sanctioned.

Incidents of child-on-child abuse / bullying will be dealt with in line with our bullying policy. Work around this will be embedded through our ‘be safe’ and ‘be kind’ school core value. Training around how to effectively support and action child on child abuse is built into staff CPD. Please refer to our bullying policy.

[Policies - Wreake Valley Academy \(bepschools.org\)](https://www.bepschools.org)

### **The Removal/ Reset System**

To maintain the learning environment for all, students who choose not to follow expectations will receive guidance and sanctions from staff. Teachers will carefully plan for students needs and ensure that any specific needs are accommodated. If a student chose to distract their own or others learning they will be redirected for their behaviour, this will involve clearly letting the young person know what they are doing to impact learning (state the obvious reality) and support will be given to modify this and get their learning back on track. If poor behaviour continues, then the student will be removed from the classroom for the remainder of the lesson and complete their learning in the reset room where they are supported to get on with their behaviour away from the class. The school considers a removal from a lesson to be serious and the classroom teacher will contact parents to inform them of removals. Where there are subsequent removals from the same lesson, Heads of Department will work with students, parents and teachers to support the behavioural changes needed. The pastoral team may support students with a learning break as part of an individual support for young people.

The school operates a graduated response for multiple removals in a half-term block which increases the level of support and intervention offered:

The response to removals is outlined in the table below:

Removal number in the half term	Response
1	Teacher logs removal and phones parents to discuss removal  30-minute detention afterschool – reflective work completed
2	Teacher logs removal and phone parents to discuss removal  30 minutes detention afterschool – reflective work completed
3	Teacher Logs removal and phone parents to discuss removal  30-minute detention – Tutor / Hoy will discuss in weekly meeting and prompt action / intervention

4	<p>Teacher Logs removal and phone parents to discuss removal</p> <p>30 Minute Detention 1:1 Behaviour work with HOY Phone call home Intervention Plan</p>
5	<p>Teacher logs removal and phone parents to discuss removal</p> <p>30 minute detention Closely Monitored</p>
6	<p>Teacher logs removal and phone parents to discuss removal. 30 Minute detention</p> <p>School behaviour Lead to contact parents , adjust intervention plan</p>
7	<p>Teacher logs removal and phones parents to discuss removal.</p> <p>30-minute detention 1:1 with student</p>
8	<p>Teacher logs removal and phone parents to discuss removal</p> <p><b>Internal isolation / Hosting 8.40 – 1.20pm</b> Behaviour lead intervention</p>
9	<p>Teacher logs removal and phone parents to discuss removal.</p> <p><b>Internal isolation / Hosting 8.40 – 3pm</b> Behaviour lead intervention</p>
10	<p>Teacher logs removal and phone parents to discuss removal</p> <p><b>Suspension</b> Reintegration meeting with SLT Risk Assessment Reintegration plan</p>

Negative points will be given to give clear boundaries of acceptable and unacceptable behaviours. These can be tracked on Arbor.



### **Bradgate Sixth form guidance**

Students at Bradgate Sixth Form are role models to students in Years 7-11 and as such, we don't expect students to behave in a way that would cause us any concerns.

Students in Years 12 and 13 will be given negative behaviour points and redirections for Behaviour for Learning. Negative behaviour points will be monitored by the Head of Sixth Form and the Sixth Form Centre Manager. Students will be spoken with by their Form Tutors each time a negative behaviour point is received. If a student receives 5 or more negative behaviour points, then the Head of Sixth Form will speak with the student and will contact home.

Our expectations are that no student should give us cause to be removed from a lesson as outlined for students in Years 7-11.

If a student is removed from their lesson, they will be taken to work in the Sixth Form Centre with the Head of Sixth Form and the Sixth Form Centre Manager. The Head of Sixth Form will also contact parents to inform them of the removal and arrange a meeting with parents and the student to discuss the removal.

If a student is removed more than twice from their lessons, the student and parents will have a meeting with the Head of Sixth Form and the Head Teacher to discuss their place at Bradgate Sixth Form.

At Bradgate Sixth Form we believe in celebrating the successes of our students and rewarding students for this.

At Bradgate Sixth Form students can be celebrated in the following ways:

- Rewarding on Arbor (positive praise points which can be seen by students, parents and staff)
- Positive contact home
- Learner of the Week (teachers and tutors are encouraged to reward one member from each class a Learner of the Week which recognises and rewards progress, skills and improvements within lessons)
- B6 Celebration Assemblies (these will take place each half term and will focus on attendance, progress, positive points, involvement in the wider life of B6 and 'on the spot' celebrations.)
- End of Year Academic Rewards Evening (students in Year 12 will be nominated and a select number of students will be invited to attend an awards evening in June to celebrate success. This will have a progress/academic focus).

### **BINC Guidance**

Students in the Bradgate Inclusion Centre have differences as set out in Education Health Care Plans. The environment has been adapted and adjusted for those differences and high expectations for behaviour are considered reasonable.

The Wreake Valley Academy Behaviour Policy applies to the Bradgate Inclusion Centre.

Students are encouraged to celebrate success. Students have clearly stated that they like to receive praise in the form of 'nudge vouchers'.

'Nudge Vouchers' are given when students demonstrate positive social interactions or behaviour for learning. We often use the term going 'above and beyond' when the voucher is given to them. These are recorded on Arbor as 'Positive Points'. Each nudge voucher is collected and entered into a half termly draw.

'Negative Points' will be recorded on Arbor when students need support/guidance to cooperate and engage in learning -particularly when the behaviour disrupts their own learning, the learning of others or if the communication and social interaction is inappropriate. Work not completed at these times, will be sent home to be completed.

Students are given time to reset to manage their emotional regulation and learning. We recognise that there will be times that this is particularly difficult, and we will work with parents / carers to mitigate the impact on the young person, their peers and the environment.

Where a student exhibits 'red line' behaviours, for example, unsafe behaviour (behaviour that may cause harm or damage) or bullying behaviour, the student and parents will have a meeting with the Head of Centre to discuss how to ensure the placement remains appropriate.

Bradgate Inclusion Centre follows the Bradgate Education Partnership Exclusion Policy.

### **Support for young people.**

There is a wide range of preventative student-based work offered at different levels to ensure that we are supporting young people. If a plan at any level is put in place, then it must be reviewed, young people and parents should have input and it is for a set amount of time. These plans offer pastoral support at all different levels to ensure young people are supported and risk is mitigated and continually reviewed.

<p>Top level of support Regular review Formal Process Accountable the Head Teacher.</p>	<p><b><u>Risk Assessments</u></b></p>	<p>These are at students that are risk of harm, or harming, exclusion, alternative provision, Part time timetable, have a certain level of low attendance or other factors that mean that students are at significant risk.</p> <p>Students at this level of risk have their risk assessments signed off by the Headteacher. These are managed by SLT, the core safeguarding team and the Pastoral Team manage these risk assessments.</p> <p>Each Risk assessment has a key worker who monitors that student and ensures that mitigating factors are in place. Heads of year will update staff about this risk assessments</p>
<p>Support for young people who are at a lower level of risk / may become at risk. Semi Formal Process</p>	<p><b><u>Intervention Plan</u></b></p>	<p>These are for students at the stage before the risk assessment. It includes areas that are of concern, actions to be taken and a review of that work.</p> <p>This can be put in place by a Head of Year, a tutor, or a teacher.</p>
<p>Positive report / targeted work / Rewards</p>	<p><b><u>Report / Monitoring Cards</u></b></p>	<p>These may be done as a standalone measure or part of the Intervention plan. Any student who has had the support of a report / mentoring card this should be logged with dates started and completed.</p> <p>Parents should always be made aware if they are on a report card.</p> <p>This are logged on Arbor as being given.</p>
<p>Professional meeting around the child (internally)</p>	<p><b><u>SASS meetings (Safeguarding and Student Support forums)</u></b></p>	<p>These happen twice in a term – action and review. Heads of year will share 2 – 3 cases that they are concerned about, and a strategic action plan is formed with the aid of the professionals meeting.</p>

## **Protocol for Internal Suspension**

A full investigation needs to occur with recommendations of sanctioning of the student being discussed with SLT line managers. Should the decision to be an internal suspension or hosting at another school a letter will be sent home informing parents of an internal suspension. Appropriate work is given and opportunities to do restorative or educational work.

## **The Power to Discipline**

The Education and Inspections Act 2006 produced changes to the way we are required to work with young people in schools.

Since April 2007 teachers and other school staff have statutory powers to discipline students. i.e. school staff (teachers and other paid members of staff who are in lawful control or charge of students) have a clear statutory authority for sanctioning students whose behaviour is unacceptable, who fail to follow the Code of Conduct or who fail to follow reasonable instructions.

This power is applicable to any student at the school and also to misbehaviour outside school premises when they are not in the direct lawful control or charge of a member of staff. This includes activities arranged by the school, on the way to and from school and when wearing uniform in a public place during these times.

The power to discipline also covers the use of defamatory or intimidating messages/images, inside or outside school, by means of mobile phones, internet sites or chat rooms. If these are used to embarrass or bully students or staff or bring the school into disrepute disciplinary sanctions will be applied.

This power to discipline also covers abuse or intimidation of staff outside school. Appropriate sanctions will be applied when the student next attends school.

Unlawful or dangerous activities will be referred to the police.

The staged approach to our Behaviour Policy makes it clear which staff are involved at each stage.

## **Detentions**

When students make wrong choices, clear consequences will help a student to see the boundary and give an opportunity to serve a sanction and reset behaviours. We want students to take responsibility for their own behaviours and encourage students to make the right choices and serve sanctions without

coercion. Detentions are a productive opportunity for self-reflection and honest discussion. It may be that a decision is made to do a bespoke piece of work in this time. Detentions are coupled with behaviour for learning work to support young people in their behaviour for learning.

A young person will be set a detention by a member of staff for a removal and lateness as part of our standard sanctioning procedures. Detentions will also be set for any standout incidents of poor choices made within or out of lessons.

We will always inform parents of any detentions set through an email, text or phone call. As a school we expect parental support. Inconvenience or disagreement with the penalty on the part of the parent is no excuse for nonattendance. Under exceptional circumstances and following consultation with the Head of Year a change may be made to the timing of the detention with parental agreement.

If a detention is not attended or if conduct is not appropriate further action will be taken.

Detentions will be organised in the following way:

Detentions will be run every day after school. Detentions will be supervised by the pastoral team. There is a key stage 3 and a key stage 4 detention. A detention received after lunch will be served the following day. Students, in detention and beyond will be supported to change their behaviour and reflect on conduct. Detentions will be either 30 minutes or 1 hour in length. A longer detention may be set on the discretion of the school behavioural lead.

### **Confiscation**

The Act provides the power to confiscate items of property that may not be conducive to maintaining a successful learning environment or if it poses a health and safety risk. Teaching staff, Cover Supervisors, Heads of Year and SLT can confiscate items. For example;

- A laser pen that could be used to distract or harm.
- A football being kicked around inside or near the building.
- Mobile phones and other electronic devices.
- An item against school uniform rules – hat.
- Cumbersome jewellery.
- Racist or pornographic material.
- Cigarettes, lighters, vapes , e cigarettes
- Weapons, drugs.

Property that has been confiscated should be dealt with as follows:

- Cigarette paper, cigarettes, lighters, e-cigarettes. Should be disposed of or collected by the parents.
- Hats, jewellery, footballs to be returned at the end of the school day – parents are contacted after 3 confiscations for the same item.

- Electronic devices and mobile phones kept in a secure location in the Pastoral Hub.
- Illegal/dangerous items – advice will be sought.

### **Physical Restraint**

Teaching school staff have the legal power to use force in exceptional circumstances and as a last resort to control or restrain students. Students will be offered support if physical restraint has been used. The use of ‘such force as is reasonable’ is allowed to stop a student.

- Committing an offence e.g. stealing.
- Injuring herself/himself or another.
- Damaging property.
- Prejudicing the maintenance of good order and discipline at the school.

### **Searching**

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. If a search is considered to be necessary, then the Headteacher/ Head of School or DSL will be informed.

Students may be expected to undergo random screening for weapons, without suspicion, if thought necessary by the Headteacher as is their duty to manage risk.

Searching without consent has been a statutory power since 2007.

The Headteacher can conduct a search without consent where there are reasonable grounds to suspect the possession of a weapon. The search can take place on school premises or on a school visit. The searcher can seize anything that he/she reasonably suspects is a weapon or evidence of an offence e.g. drugs.

The Headteacher has deemed that members of SLT and Heads of Year can conduct searches. Two members of staff must be always present. All searches will be recorded, and parents informed that a search has taken place in a timely fashion. Information regarding searches will be tracked by the DSL to ensure that children are kept safe and searching powers are exercised in a lawful way.

### **Further Guidance**

- Training must be received before a member of staff is authorised to search without consent.

- The power to search should only be carried out if it is deemed safe.
- The police should be contacted if it is unsafe.
- Searchers must be the same gender as the student being searched. It is advised that this member of staff is authorised and trained to search.
- The searcher can require the student to remove outer clothing.
- If a weapon is found it must be passed to the police.
- Where it is deemed necessary to search a mobile phone, the student will be informed and a reason provided.

### **Exclusions**

Only the Headteacher or his appointed Head of School is authorised to exclude / suspend students.

A fixed term suspension or permanent exclusion is given after repeated or persistent incidents, for serious breaches of the code of conduct or for failure of a student to respond to support or sanctions.

Wreake Valley Academy and Bradgate Sixth Form follow the Bradgate Education Partnership Exclusions Policy. The full policy can be found here

[Policies - Wreake Valley Academy \(bepschools.org\)](https://www.bepschools.org)

### **Managing allegations from students against staff.**

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

Students that are found to have made malicious allegations will be dealt with seriously. In line with DfE guidance the Academy will consider Fixed Term or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **Complaints Procedure**

The Behaviour Policy is to encourage good order and a productive, conducive learning atmosphere for all young people. Lines of action are appropriate and proportionate. Thresholds of behaviour that warrant sanctions are clear and

support systems implemented where appropriate. Students are taught the skills and behaviours needed for the Code of Conduct and parents are made aware of our Behaviour Policy at parents' meetings and it is available on the school website.

If parents have serious concerns about actions taken by staff they should refer them in writing, to the Headteacher.

Should the situation still cause concern the complaint should be referred in writing to the Chair of the Local Advisory Board, via the Clerk to Governors at [clerktogovernors@wreake.bepschools.org](mailto:clerktogovernors@wreake.bepschools.org)

### Appendix A : Sample of how Wreake Valley Academy core values are taught (School Ready example)

<u>Wk</u> Beg	Assembly	Work to be done in Tutor time **	Hidden <u>curriculum</u> , wider links to embed Nudge vouchers will be produced in a different <u>colour</u> to support the positive reinforcement of the new message
4/9/23	<b>Introduction to the new school year NMO</b> Assembly the new core values and what do we mean by school ready? <u>SPope</u>	An activity to be designed on how to be school ready. ** to be developed by Kieran Jones	Posters introducing the work.  Changes to the <u>behaviour</u> system  Settling in mentors  Social media reinforcement launch
11/9/23	The right tools the job <b>C Ath</b> *CV link Uniform / equipment	An activity about why having the right <u>equipment</u> attitude will support in future <u>careers</u>  Activity to be designed by KOL and SEL	Recruitment for the student council  Whole school uniform and equipment check  Foci in lessons – right tools for the job  Reminder in the student bulletin  Social Media
18/9/23	Why do we have homework? <b>Chardy</b>	** setting a study schedule outside of school – how to manage homework  ** T Price to develop	Láúñch Satchèl one workshops  Communication home to parents  Reminder in the bulletin  Social media reinforcement
25.9.23	Why <u>good attendance</u> and <u>punctuality</u> can	Session on when to be off and when	Reminder in the school bulletin



## Be School Ready Checklist

I am ready to learn, ready to do the right thing, meeting expectations



- ✓ I have the right equipment
- ✓ I am in the right place, at the right time.
  - ✓ I am dressed correctly and smartly.
- ✓ I am calm and quiet at the right times.
  - ✓ I follow instructions.
    - ✓ I listen.
    - ✓ I contribute.
- ✓ I put my hand up if I have something to say.
  - ✓ I always try, even when it's hard.
  - ✓ I ask for help if I need it.
  - ✓ I complete my homework.
- ✓ I queue in a line co-operatively and wait my turn.



## Be Kind Checklist

In actions, words and attitude.  
Show care .



- ✓ Our words are nice and don't cause hurt
  - ✓ We smile and have a welcoming body language
- ✓ We involve people, we don't leave people out
  - ✓ We check that someone is ok
  - ✓ We say please and thank you
    - ✓ We are helpful
    - ✓ We support each other
- ✓ We accept people for who they are.



## Be Respectful Checklist

We treat each other and our environment with respect .



- ✓ We say hello and goodbye
- ✓ We say please and thank you.
- ✓ We respect everyone's beliefs and values
- ✓ We are polite to each other in our words and body language
  - ✓ We listen to each other
- ✓ We look after the building, environment and equipment
  - ✓ We do not leave litter



## Be Safe Checklist

We do not risk ourselves or others



- ✓ We are in school and in lessons, on time.
- ✓ We do not share information, cause harm or make risky choices on-line.
- ✓ We are physically careful, we do not hurt others.
- ✓ We are verbally careful, we do not hurt each other with words.
- ✓ We do not bring things into school that could cause harm.
- ✓ I am careful around hazards ( train lines/ water/ heights)
- ✓ If I feel that I or others are not safe I seek help



## Be Bold, brave and ambitious Checklist

Try different things, push yourself and always aim high.



- ✓ Try new things / have different experiences
  - ✓ Be the best you can be
  - ✓ Push yourself
- ✓ Move out of your comfort zone



## Be Mindful

Be aware of yourself and others .



- ✓ Know yourself and look after yourself
- ✓ Look out for others, be aware of others
- ✓ Think about how your actions / words may impact others
- ✓ Ensure that you have what you need to succeed; food , sleep and exercise.
  - ✓ Ask for help if you need it.



## Be prepared to self-regulate Checklist

Take control, make choices – do the right thing without being told.



- ✓ Make your own positive behaviour and learning choices
  - ✓ Do the right thing even when nobody is watching
    - ✓ Keep trying, even if the learning is difficult
- ✓ Move away from behaviours that you know are not the right way to behave
  - ✓ Be in the right place at the right time
- ✓ Change behaviour if you have a redirection
  - ✓ Accept consequences
- ✓ Calm yourself and chose the right path.



