Wreake Valley Academy

Behaviour Policy

Date of review	December 2024
Date approved by SLT	11th December 2024
Date of next review	Summer 2025

Wreake Valley Academy
Reviewed December 2024

<u>BEHAVIOUR POLICY</u>

<u>Overview</u>

At Wreake Valley Academy the expectations for behaviour and conduct are clear and consistently shared and 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, predictability and routine, which can help reduce anxiety and increase their sense of security. Boundaries set are age-appropriate and socially appropriate, considering the child's developmental stage, individual needs, and cultural background. We communicate boundaries in various different ways, using age appropriate language and with clear examples. Consideration of need is part of any decision-making progress and accommodation of need forms our support packages for young people.

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.

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

Leadership and Management

The **Headteacher** quality assures the school behaviour system and line manages the Deputy Head of School and School Behaviour Lead to ensure the policy is effective in its' support of students. Serious sanctions are always authorised by the Headteacher. The Bradgate Education Partnership hold the Head teacher to account for the application of the policy and ensuring all students are supported.

The **Deputy Head of School** strategically leads on Behaviour, Safeguarding , Attendance and Welfare at Wreake Valley Academy . The Deputy Head of School will ensure that there is an effective behaviour for learning curriculum in place and appropriate intervention to support all young people to thrive at Wreake Valley Academy.

The **School Behaviour lead** operationally ensures 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 **Teaching Head of Year** and **Non-teaching Year Team leader** 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. The Teaching Head of Year will lead their team of tutor and co-ordinate the Tutor programme for their year group

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 and are given access to support and advice as they transition into their role. Heads of department will actively support the members of their departments. Staff regularly get updates on students, practices and policies

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. Expectations are clear (Appendix B) 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 suspension 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 key taught expectations (Appendix C)

<u>Celebrating Success</u>

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.

Positive Points

Culmative

Number of Positive Points	Actions
	·
50 Positive Points	**Bronze Certificate.** **Head of Year / Year team leader Contact Home via email** **Potential Invite to Reward Events**
125 Positive Points	**Silver Certificate.** **Head of Year/ Year team leader Contact Home via email** **Potential Invite to Reward Events**
200 Positive Points	**Gold Certificate.** **Deputy Head of School contact home via formal Letter** **Potential Invite to the Reward Event**
250 Positive Points	**Platinum Certificate.** **Head of School contact home via formal letter .** **Potential Invite to reward event**

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.

✓ 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. 'Postcards' will be awarded and tutors collect these in their tutor room. Three postcards lead to a on the spot reward which students can exchange for tangible rewards. 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
We have a clear incentive to make the right choices by our 5 – 10 – 15 half termly opportunity. At the start of every half term every student is invited to a reward event and has a place reserved . To maintain their invitation they must have no more than 5 lates , no more than 10 negative points and more than 15 positive points.

✓ 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.

Link to our Anti-Bullying Policy

Behaviour outside of School premises
We can and will sanction pupils misbehaviour to an extent that is reasonable. This includes potential sanctioning:

- When taking part in any school -organised or school related activity
- When travelling to and from school
- when wearing school uniform
- when in some other way identifiable as a pupil of the school
- for conduct that could have repercussions for the orderly running of the school
- for conduct that poses a threat to another pupil
- for conduct that could adversely affect the reputation of the school

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 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 and actioning professional	Graduated response
1 **Tutor / teacher**	**Detention** **Negative points on Arbor** **Parents contacted by removing teacher** **Reflection work completed** **Supportive conversation had to resolve by the class teacher**
2 **Tutor / teacher**	**Detention** **Negative points** **Parents contacted by removing teacher** **Tutor would be monitoring and having conversation** **May wish to on report * appropriate level** **Parents Contacted by removing teacher**
3 **Year Team leader / Head of Year/ Head of Department**	**Detention** **Negative points** **Parents contacted by removing teacher** **Analysis of patterns and concerns** **Pastoral Team Leader or HOD if it is repeated subject will have a conversation with student / parents**
4 **Year team Leader / Head of year**	**Detention** **Negative points** **Parents contacted by removing teacher** **Proactive work needs to be completed which is the** **4 removal concern work which may result in further Intervention**** ****Report appropriate level** **Parents invited in/ spoken to** **Additional actions recorded in students' behaviour notes on Arbor**

5 **Pastoral team leader / HOY/ School behaviour lead**	Detention Negative points Parents contacted by removing teacher Student be discussed at progress meeting / Intervention meeting Support action plan agreed Parents invited in (if haven't already been invited)
6 **Pastoral Team Leader / HOY/ School behaviour Lead**	Detention Negative points Parents contacted by removing teacher Further exploration of needs and further communication support of student / parents
7 **Deputy Head of School**	Detention Negative points Parents contacted by removing teacher Review of work support and needs of student by DHOS Meeting with parents to discuss above Internal Suspension for the day, reflective work completed
8 + **Headteacher**	Detention Negative Points Parents contacted by the removing teacher Headteacher to review Possible suspension / referral to inclusion panel or external agencies

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Negative points will be given to give clear boundaries of acceptable and unacceptable behaviours. These can be tracked on Arbor and we have a graduated response to totals of Negative points to put in packages of support.

Negative Points	**Action to be taken to support**

0 -30	Tutors to monitor and support. They may wish to contact home. Supportive conversations
31 – 50	Report Card *to be used by tutor to support Year Team Leader will check in with young person and offer support. Year Team Leader will contact home to discuss concern
51 -80	Heads of Year and Year Team Leader will organise meeting with parents. Report card*to support young person
81 - 100	School Behaviour Lead to have a review meeting with parents/ carers School Behaviour Lead report to support young person . External support explored via sass meeting
101 - 140	Assistant Principal for the Key stage to meet with student / parents/ carers . Young person to be put on SLT report *
141- 200	Deputy Head of School/ Head Teacher to meet with parents/ carers to comprehensively discuss the support in place. Referral to the Inclusion Panel for external support

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).

Bradgate Inclusion Centre 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 and enjoy on the spot rewards.

'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 suspension and Exclusion Policy.

Behavioural expectations and pupils with Special Education Needs and /or disability (SEND)

We believe In creating a good behaviour culture which will create calm environments which will support students and enable them to learn. Behaviour will often need to be considered in relation to a pupil's SEND and accommodations made as part of their Individual Education Plans to ensure that students are supported. We will use our 'best endeavors' to meet the needs of those with SEND, anticipating likely triggers of misbehaviour and put in place support to prevent them.

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.

| Top level of support Regular review Formal Process Accountable the Head Teacher. | **Risk Assessments** | These are at students that are risk of harm, or harming, suspension, alternative provision, Part time timetable, have a certain level of low attendance or other factors that mean that students are at significant risk.

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.

Each Risk assessment has a key worker who monitors that student and reviews the risk assessment on a weekly basis |

		Heads of year will update staff about this risk assessments
Positive report / targeted work / Rewards	**Report / Monitoring Cards**	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. Parents should always be made aware if they are on a report card. This are logged on Arbor as being given.
Professional meeting around the child (internally)	**SASS meetings (Safeguarding and Student Support forums)**	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.

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 then contact will be made with parents / carers. 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..

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 if not appropriate further action will be taken.

Detentions will be organised in the following way:

Detentions will be run social times - breaktimes and afterschool . Detentions will be supervised by the pastoral team. Students, in detention and beyond will be supported to change their behaviour and reflect on conduct. Detentions can be

either 15 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.

The use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Reasonable means ' using no more force than is needed'

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves of others, or damaging property and to maintain good order and discipline at the school or among pupils.

When considering using reasonsable force, staff should consider the risks and recognise any specific vulnerability of the young person.

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 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 and Suspensions

Only the Headteacher 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:

[Exclusion Policy](#)

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 suspension 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.

The Trust Complaints Procedure can be found on the school website here: [Trust Policies - Bradgate Education Partnership](#)

Appendix B

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.

Appendix C (Behaviour curriculum stuff)