



BEHAVIOUR POLICY

St Buryan Academy

Date approved by the Trust Board	March 2021
Date for next review	Summer 2021

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Introduction

The Leading Edge Academies Partnership (the 'Trust') is a team of school leaders that aim to be Leading Edge and pioneering in their approach to education and well-being. We are a growing family of like-minded schools that offer a values-based education to the communities we serve and welcome staff, workers, pupils, parents/carers and volunteers from all different ethnic groups and backgrounds.

The term 'Trust Community' includes all staff, trustees, governors, pupils, parents/carers, volunteers and visitors.

We are a values-based Trust, which means all actions are guided by our six 'Es' as follows:

- **Ethical** – 'Doing the right thing'
- **Excellence** – 'Outstanding quality'
- **Equity** – 'Fairness and social justice'
- **Empathy** – 'Caring for others'
- **Evolution** – 'Continuous change'
- **Endurance** – 'Working hard and not giving up'

This policy is based on the values of **'Equity, Empathy and being Ethical'**

Scope

The Behaviour Policy applies to all academies in the Trust and to all pupils who attend Leading Edge Academies. It sets out our shared values and expectations of good behaviour. In addition, a **Behaviour Policy Annex** is available for each Academy. This indicates:

- the person leading on behaviour
- the school's use of rewards and sanctions
- support for pupils at risk of exclusion

Our policy reflects commitment to follow DfE guidance on good practice and, where required, exclusion procedures. This is available at:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

In line with the DfE requirements we also acknowledge the legal duties of each academy under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs (SEND).

The policy should be read in conjunction with other relevant Trust and Academy policies, including anti-bullying strategy, attendance, physical intervention, SEND, Safeguarding, and Health and Safety.

The policy applies to all pupils who attend academies in the Trust when they are in school, and, as per Department for Education guidance, when they are taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or are in some other way identifiable as a pupil at the school.

Values and Expectations

All Trust schools aim to be a happy and secure place for all. We apply a positive approach to good behaviour, where pupils are encouraged to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others.

Intrinsic to this is the trust that parents, pupils, staff and the local community are all involved in a strong partnership.

Our schools are dedicated to promoting the Trust's values, to ensure our pupils develop a strong sense of social and moral responsibility, which will prepare them for life both in school and beyond the school gate.

Policy Statement

The Trust believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is necessary. It seeks to create a caring and learning environment in each Academy by:

- promoting good behaviour and discipline through the Academy's Care, Guidance and Support levels.
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging positive relationships with parents, guardians and carers to develop a shared approach to the implementation of the policy and procedures;
- encouraging respect for self, respect for others and respect for the environment.

Policy Procedures

The LAC will establish, in consultation with the CEO, Principals/Headteachers, staff and pupils, the policy for the promotion of good behaviour and review it every year. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that the expectations are clear. The LAC will support the Academy in maintaining high standards of behaviour.

The Principals/Headteachers and the Senior Leadership Team will be responsible for ensuring the implementation and day to day management of the policy and procedures. This includes the support for staff faced with challenging behaviour.

The Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Feedback on the effectiveness of the policy is encouraged. The staff are responsible for ensuring a positive climate in classrooms as well as all other areas of an Academy. All staff are encouraged to ask for support if there is any difficulty in applying the policy. The Head of School will treat failure to apply the policy as a serious dereliction of duty.

Parents, guardians and carers will take responsibility for the behaviour for their child in and out of their Academy and are asked to support the policy in partnership with the Academy. Feedback regarding the effectiveness of the policy is encouraged and any complaints need to be addressed to the Principals/Headteachers as appropriate, in line with the Complaints Policy.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to staff.

The Procedures

The policy has three separate but interrelated sets of procedures:

- Rewards
- Sanctions – via a consequences hierarchy
- The Restorative Framework – Support and Challenge

Rewards and Sanctions

It is vital that pupils are rewarded for good behaviour and that sanctions, where they are used, are applied fairly and proportionately to reinforce high expectations of good behaviour. The approach of each academy is set out in its own appendix (see Appendix 2).

In line with national guidance, we recognise the right of all academies to confiscate items, use community service, set extra work, take away privileges, screen and search pupils, use detention (with or without parental permission), seclude/isolate, physically intervene, discipline pupils even when they are not at school or in the charge of a member of staff, involve the police or initiate multi-agency review.

The Rewards

The Trust's ethos of encouragement is central to the promotion of positive behaviour and raising student self-esteem. It will enable pupils to appreciate their strengths, and recognise the success of others and help them become positive citizens in society.

Praise can be linked to work, effort, willingness, contribution, teamwork, thoughtful actions to others and personal achievement;

And it should be given when;

- a. It is above the standard for that group
- b. It is above the standard expected of that student
- c. It is of a consistently good standard
- d. Pupils demonstrate the 10 Values, Attitudes and Attributes of High Performance Learning
- e. Pupils demonstrate the three Advanced Cognitive Performance characteristics of High Performance Learning

We should avoid giving rewards as bribes e.g.; for classroom control

- On demand
- In a way that causes embarrassment
- In a way that devalues their worth to others e.g.; overuse

Types of reward may include:

- Positive comments in class or in marking.
- Awarding of a credit linked to one of the Academy's Values ('the six Es').
- Newsletter press releases report achievements and successes.
- Exceptional service may mean the Academy will nominate pupils for external awards.
- Achievement may be celebrated via certificates for academic excellence, endeavour and progress.

- Sporting and other similar achievements are celebrated in assemblies and other events when and where appropriate.

Consequences or Sanctions

It is the primary responsibility of all staff to discipline pupils themselves rather than referring the pupils in the first instance to more senior members of staff. There is a clear and well-publicised hierarchy of consequences that will occur if rules are deliberately broken (see Appendix 2)

The following strategies may be used by staff in class or in the playground:

- Public/private reprimand or quiet warning
- Moving the student within the class
- Isolate within the class, ie to sit away from other pupils

Malicious Accusations

We are required by the Department for Education to set out what disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff. In the unlikely event that this would happen, senior leaders will investigate and confirm consequences which may include fixed term or permanent exclusion.

Exclusion

Our academies will take all reasonable steps to work with parents, put in place strategies to avoid exclusion and take reasonable steps to identify unmet needs and causal factors. Exclusion is a last resort.

Only the Headteacher of an academy is permitted to exclude a pupil. They will ensure that the child has an opportunity to give their account of the incident(s), contact parents as soon as practicable to inform them of the exclusion and write setting out further details as per statutory guidance.

Fixed or permanent exclusion may be used in response to a pattern of poor behaviour, non-cooperation and/or persistent breaches of the school's code of conduct over a period of time. Academies may also use permanent exclusion in the case of a single, very serious breach of the code of conduct or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Further details about when fixed or permanent exclusion will be considered are set out in individual academy appendices.

In considering exclusion, all Trust academies will have regard to the most recently published statutory DfE guidance on school exclusion. Exclusion must be lawful, reasonable, fair and recognise schools' statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We expect our academies to give particular consideration to the fair treatment of pupils from groups who are vulnerable and/or where a pattern of behaviour puts a child at risk

All pupils have a right to an education. All Trust Academies will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision will be arranged from the sixth day.

Exclusion should be viewed as a consequence of poor behaviour and also as a first step in setting positive expectations. For this reason, every child and parent/carers is entitled to a readmission meeting and, where appropriate, assessment of SEND and/or reintegration plan. Elements to be considered in integration include partnership with parents/carers and other agencies, therapeutic support/supportive practice through tutor, mentor or classroom teacher, identification of learning issues which might underlie behaviours, use of readmission meetings, behaviour contracts, Pastoral

Support Plans and written warnings to help ensure that pupils clearly understand boundaries and consequences.

This policy recognises the role of governors in considering exclusion if the exclusion is permanent; it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or it would result in a pupil missing a public examination or national curriculum test. This process together with a summary of governors' duties is set out in the DfE guidance. Throughout the Trust, this is managed by the clerk and on behalf of the Local Academy Committee of each Academy. Where a panel is required, the Trust will normally nominate one trustee to join the panel.

Restorative Practice

The Trust encourages restorative practices. Restorative practices are a range of practices that are aimed at maintaining and restoring relationships in schools. They focus on developing good relationships where there has been conflict or harm, and ensuring that the school ethos, policies and procedures reduce the possibility of conflict or harm occurring.

The underpinning Restorative principles of Trust Academies emphasise the importance of:

- fostering positive social relationships in a school community of mutual engagement
- taking responsibility and accountability for one's own actions and their impact on others
- respecting other people, their views and feelings
- empathy with the feelings of others
- fairness
- commitment to equitable process
- active involvement of everyone in school in making decisions about their own lives
- issues of conflict and difficulty being retained by the participants, rather than the behaviour pathologised, and
- a willingness to create opportunities for reflective change in pupils and staff

Use of Reasonable Force

The Legal Framework

Physical Restraint should be limited to emergency situations and used only in the last resort. Under the Pupils Order 1995, it is only permissible as described under the heading 'Physical Control'. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a student from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the student himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline within the Trust among its pupils, whether during a teaching session or otherwise.

This policy draws on 'Use of reasonable force; Advice for Headteachers, staff and governing bodies' published by the DfE in July 2013.

Definition of restraint

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

General Policy Aims

Staff within Trust schools recognise that the use of reasonable force is only one of the last in a range of strategies available to secure student safety/well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Safeguarding and Child Protection policies.

Specific Aims:

- To protect every person in the Trust community from harm.
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

Why use restraint?

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise. Staff should always act within Trust's policy on behaviour and discipline, particularly when dealing with disruptive behaviour.

Staff should be aware that when they are responsible for pupils, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and wellbeing. Failure to physically restrain a student who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Alternative Strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (eg is a student is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the student complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the Trust's policy on behaviour.

Use of Physical Restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. It should never take a form which could be seen as a punishment. Staff are authorised to use reasonable force only in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the student to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a student's path or the staff member physically interposing him or herself between the student and another student or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

KCSIE 2019 provides additional guidance that reasonable force may involve either passive physical contact, such as standing between pupils or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

When physical restraint becomes necessary:

DO

- Tell the student what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the student's compliance

DO NOT

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the student
- Attempt to reason with the student
- Involve other pupils in the restraint
- Touch or hold the student in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the student in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the student

Actions after an Incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the student. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the student involved and any victims of the incident should be offered support, and their parents informed on the same day by a member of the Leadership Team.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural plan. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded on the school's electronic recording system eg CPOMS.

The Head of School (or, in his/her absence, a member of the leadership team) will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

If an Academy becomes aware that a Student is likely to behave in a disruptive way that may require the use of reasonable force, the Academy will plan how to respond if the situation arises. Such planning will address:

- Management of the student (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Tell the student what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a student attacks a member of staff, or another student
- pupils fighting
- a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a student running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a student absconding from a class or trying to leave school (NB this will only apply if a student could be at risk if not kept in the classroom or at school)
- a student persistently refuses to follow instructions to leave an area

Safe Touch

Pupils need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing.

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all pupils to learn the difference between safe and unsafe touch and to experience having

their strongest emotions contained, validated, accepted and soothed by a significant adult. If pupils are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely.

In recognition of this, all staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Contain an angry child
- Affirm or encourage an anxious child or a child with low self-esteem.

The Trust has adopted an informed, evidence-based decision to allow safe touch in special cases as a developmentally appropriate intervention that will aid healthy growth and learning.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop self-soothing neuronal pathways until this safe emotional regulation has been experienced.

Where pupils have had insufficient experience of safe touch and calming regulation this may be a priority to help the brain to develop access to thinking, judging and evaluating mechanisms. Safe touch is one of the key ways of regulating pupils' emotions but it is a strategy that fully trained staff will use only under supervision and in line with a whole school Policy on Touch.

Other means of calming, soothing and containing pupils' strong emotions include:

- slowing one's pace
- lowering the voice
- breathing more deeply
- initially matching the pitch and volume of the child's emotional display and then regulating it down talking slowly, firmly and quietly in an unhurried and unflustered way
- providing clear predictable consistently held boundaries

The developmentally appropriate and therapeutic use of safe touch is defined by situations in which abstinence would actually be inhumane, unkind and potentially psychologically or neurobiologically damaging. Examples include the empirically backed beneficial use of touch in the comforting of a child who is in an acute state of distress and/or out of control. Not to reach out to the child in such circumstances could be re-traumatising and damaging, confirming or inviting anti-social behaviour patterns.

Abstinence in the face of intense grief, stress and/or rage reactions can lead to a state of hyper arousal in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

In addition, gentle safe holding in line with the Trust's Behaviour Policy is appropriate if a child:

- is hurting him/herself or others, or is likely to hurt him/herself or others
- is damaging property
- is incensed and out of control, so that all verbal attempts to engage him/her have failed

Such necessary interventions are fully in line with guidelines set out in the Government Document 'Use of reasonable force – advice for headteachers, staff and governing bodies'.

Specific members of the Trust have been thoroughly trained in the safest and gentlest means of holding a child (Team Teach) which is designed to enable the child to feel safe and soothed whilst bringing them down from uncontrolled states of hyper arousal. Without this intervention, the child can be left at risk of actual physical or psychological harm.

Our policy rests on the belief that each staff member must appreciate the difference between appropriate and inappropriate touch and will need to demonstrate a clear understanding of the difference, acknowledging both the damaging and unnecessary uses of touch in an educational context. Touch is not to be used as an ill thought out or impulsive act of futile reassurance or as a means to ensure compliance.

All staff should ensure the following guidelines are adhered to:

- Staff members should agree the use of safe touch in discussion with the Leadership Team and its use regularly reviewed.
- Use brief, gentle contact on open or clothed parts of the body: hands, arms, shoulders, head, hair

Staff Development

The Trust is committed to professional development for staff where needs arise and, in addition, individual academies will offer training and advice as part of ongoing professional development. This may include behaviour and classroom management strategies, the teaching of good behaviour, how to work effectively with pupils with SEND and opportunities to review specific incidents/pupils.

Monitoring and Evaluation

Headteachers are required to report exclusion data on a termly basis to their Local Academy Committee. This should include an overview by year group, pupil characteristics, (race, gender, SEND, PP, CLA), reasons for exclusion (eg physical assault, verbal assault, bullying, drug-related, other) to identify patterns, trends and any equalities issues that may need to be addressed.

The Trust will provide a consistent format for reporting and ensure that this policy is reviewed on an annual basis. Trustees will periodically review data across the Trust, provide feedback to academies and ensure that any training needs are met.

Behaviour at lunchtime

Lunchtime can be a time for children to consolidate strong, sometimes lifelong, friendships with one another, and to spark an interest in a particular hobby or activity. It's a time when they have the opportunity to confide in or share problems and interests with an adult; someone they can trust and feel safe with. Lunchtime supervisors have the ability to be a consistent link with the perhaps more formal relationships within the classroom. Without doubt, the role of the lunchtime supervisor is demanding, skillful and vitally important for both individual child and the whole-school community.

Much of the "task" of supervising children during lunchtime involves common sense and thoughtfulness. It is important for the sake of the children in our care that all staff apply the same standards to all of the pupils. We aim to provide a safe environment for our children where they are able to enjoy their lunchtime break, and do the things / play the games they choose, in an ordered, structured framework.

In the Dining Hall, most of the children are able to get on with their lunch with little adult help. Having said that, some of the children in there are very young (as young as two), and they need help from time to time to eat their lunch. A love of children really helps here; a friendly word, a smile now and then, a "spark" of humour, with the younger children in particular, can

reap enormous rewards later in their school life (and make the Lunchtime Supervisor's job easier and more pleasant too!).

The above policy issues will contribute to ensuring lunchtime supervisors are:

1. Confident and able to remain calm.
2. Fair and non-judgmental towards all children.
3. Excellent role models in both verbal and non-verbal behaviour.
4. Proactive and familiar with reward/sanction systems when required.
5. Important stakeholders in the life of the whole school.

Shouting in the dining hall should not be resorted to. LSAs should have a signal to use when they would like less noise - a whistle should only be used **outside** to attract the children's attention.

LSAs are requested to inform relevant staff of any incidents they feel they should be aware of.

If an incident of poor behavior at lunch time occurs, the member of staff should:

- practice safe touch and soothing strategies.
- adopt a restorative approach (discuss the incident, ask the child why their actions weren't appropriate, explain that we need to be fair and understand what we could do differently and the child should apologise.
- if the child does not apologise or the incident is repeated then the child must have five minutes of self-reflection time, before repeating the above two steps.
- if this happens a third time then they should be sent to a senior member of staff or their class teacher.

Incidents of poor behaviour are recorded in a book – incidents must be reported to a member of SLT who will record the incident in the book. These incident books are monitored by the head of school to identify any persistent offenders, possible bullying, or racial abuse. Pupils appearing regularly in the books will be informed and their behaviour closely monitored in line with the procedures above. If necessary, pupils will be subject to close supervision, or excluded from school at lunchtimes. In contrast, LSAs are also able to nominate children to receive a weekly certificate for a particular reason; nominations should be made to his / her class teacher.

Those that are at risk of exclusion will receive support and collaborative work will take place between themselves, the school, the parent/guardians and any external agencies that may be involved. If appropriate, the school will put the child onto a reduced timetable, organise work to be completed remotely and seek guidance from external agencies to support the child.

Appendix 1 – Behaviour Examples and Outcomes

Behaviour (Examples, see Appendix 2 for full Hierarchy)	Total non-compliance Drug or alcohol related activity Multiple vandalism without remorse Extreme behaviour-unsafe or violent	Harassment Bullying Vandalism Threatening behaviour Smoking x3	Physical horseplay Disrespect Deliberate multiple rule breaking Dishonest Unsafe or irresponsible choices Repeated Level -1 Smoking 1st	Interrupting others Frustrated / angry Negative words or actions Low level noncompliance	Safe, responsible, respectful choices	Acting kindly to others Collaborating in teams Sharing resources or ideas Positive words or actions Helping adults or guests	Producing work that is of the highest quality for others Acting as a role model for others Writing articles for the newsletter Volunteer or charity work AR reading test score over 80%	Developing new ideas for improving the school, community or society Acting as a leader or teacher to peers or younger pupils Producing award winning work	Taking assemblies or leading school events Representing the school in sport, arts music or STEM Representing the Academy with excellence on trips abroad or visits to events
	Level -4	Level -3	Level -2	Level -1	Level 0	Level 1	Level 2	Level 3	Level 4
Outcome	Fixed term exclusion between 1 and 5 days Or managed move if there is total non-compliance Or Permanent exclusion if there is non-compliance about managed move	Internal exclusion in Mini School for between one lesson and a day Compass if it is an extended period as agreed	Lunchtime detention <ul style="list-style-type: none"> 1st Offence - 1 day 2nd Offence - 2 days 3rd Offence - 3 days and break time report 	Teacher action in a calm voice with curiosity about reason for frustration, anger or negativity Call back for short discussion Confiscation of phones Uniform faults Equipment faults	Successful learning Positive personal growth	Positive praise in private or in public Three lesson Grade 1s are a credit Attending a Mixx club is one credit	Postcards home "You Have Made my Day"	Mini School assemblies each week	Whole School Celebration assemblies at the end of term
Action	Parent-school conference on their return Agreement made to not repeat action	Letters home with phone call for Internal Exclusion and recorded on My Concern and SIMS	Lunchtime detention book Placed on MY Concern and in Mini -school records on SIMS	A fault is recorded in planner 3 faults is a lunchtime		One credit is placed in the planner using the 7Es stickers	Two credits placed in the planner and phone call home	Three credits placed in the planner and a article in the newsletter	Five credits in the planner

Reward System

-Weekly team-points with the winning team earning an end of half-term non-uniform day (must wear colour of their team: Godrevy – Red; Tater-Du – Blue; Edge

Longships - Yellow; Wolf Rock – Green).

- Individual weekly certificates ('Chuffed Awards') that recognise excellence in children's virtues.

- Half-termly awards that recognise excellence in Healthy Lifestyle, Academics, Creativity and Respect. This will move towards exceptional displays of children's recognition and application of LEAP's virtues, The 6 Es: Excellence, Empathy, Ethical, Equity, Evolution, Endurance

- Each class will run their own reward systems alongside the above (smiley faces, stickers, 'Bird Box')

Appendix 2 – Rewards and Sanctions

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance and through occasional rewards and privileges.

Rewards may include that which is mentioned above, as well as:

- ☆ Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with a Celebration Certificate. The awards are read during celebration assemblies.
- ☆ Verbal praise and smiling at children.
- ☆ Verbal praise to parents about their children.
- ☆ Awarding 'smiley faces', team-points, stickers, etc.
- ☆ Giving additional playtime.
- ☆ Giving additional time for children to pursue activities of their own choice.
- ☆ Sending positive letters home, praise postcards, etc.
- ☆ Learning about examples of good behaviour in assembly.
- ☆ School certificates (respect / healthy living / academic / creativity) awarded termly. When all four certificates have been earned, then a school badge is awarded.
- ☆ Sending good work to other staff members for reward or praise.
- ☆ Special responsibility jobs.

- ☆ Special privileges (e.g. free time)
- ☆ Positive phone call or text home
- ☆ Class-wide rewards
- ☆ Team-points (counted weekly)

Despite positive responses as a means to encouraging good behaviour at St Buryan Academy Primary School, it may be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should ‘fit’ the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained. If the class/school rules are broken the sanctions that may be taken are outlined in the table below (sanctions will be differentiated to the needs of the children):

	Example of Behaviour	Possible Responses	Possible Sanctions
STAGE 1	<ul style="list-style-type: none"> ★ Wandering about ★ Calling out/ ★ Interrupting the teacher ★ Talking at inappropriate times ★ Pushing and shoving in the line ★ Irritating other children ★ Interrupting other children ★ Running inside the school building ★ Being in the wrong place at the wrong time (eg. by PE sheds during break time). ★ Talking inassembly ★ Ignoring instructions ★ Silly noises ★ Pushing inline ★ Not completing sufficient work in lessons ★ Not completing homework to the expectedstandard, including reading regularly at home as outlined by the class teacher ★ Silly or irritating name calling 	<ul style="list-style-type: none"> ★ Speak to child ★ Eye contact ★ Reminders ★ Give child choices ★ Either stop talking orsit somewhere else 	<ul style="list-style-type: none"> ★ Change seating arrangement ★ Sent to play elsewhere or with someone else ★ Asked to apologise for behaviour ★ Quiet reminder ★ Non-verbal signals (e.g. Eye contact) ★ Children will be given a verbal warning by the class teacher, learning support assistant or supervisor ★ Name on board – after 3 warnings in a day move to stage 2 ★ Some incidents in this stage may result in immediate loss of play e.g. talking in assembly as children are given constant reminders of this

STAGE 2	<ul style="list-style-type: none"> ★ Persistent stage 1 behaviour ★ Deliberately harming someone ★ Not responding to teacher ★ Disruptive behaviour ★ Deliberately causing a disturbance ★ General refusal to do anything ★ Accidental damage through carelessness ★ Cheeky, off-hand comments ★ Minor challenges to authority ★ Rudeness affecting other pupil's learning ★ Mild, one-off swearing ★ Inappropriate remarks to other pupils including racial, religious or homophobic prejudice ★ Lying about something that has been seen by a responsible adult ★ Harmful/offensive name calling 	<ul style="list-style-type: none"> ★ Talk to child ★ Discuss consequences of behaviour ★ Separate child from scene or other children involved <p>In repeated cases:</p> <ul style="list-style-type: none"> ★ Record repeated cases of Stage 2 behaviour in the 'Class Story'. 	<ul style="list-style-type: none"> ★ Separate from class or group for a while ★ Send to another classroom ★ Write a letter of apology or apologise verbally ★ Completion of a 'Think Sheet', giving child time to reflect on their behaviour ★ Complete unfinished work in own time e.g. playtime ★ Possible temporary withdrawal of a privilege <p>In repeated cases:</p> <ul style="list-style-type: none"> ★ Key Stage Leader or Head of School ★ Informal contact with the parents by class teacher
STAGE 3	<ul style="list-style-type: none"> ★ Persistent stage 2 behaviour ★ Deliberately throwing objects with the intention of breaking them or harming someone ★ Harming someone physically ★ Deliberately damaging school or personal property ★ Leaving class without permission ★ Repeated refusal to do set tasks ★ Continued and serious cheeky responses ★ Serious challenges to authority ★ Harmful or offensive name-calling, including racial, religious or homophobic remarks ★ More serious or repeated swearing ★ Verbal abuse of a child ★ One-off bullying or manipulative behaviour ★ Repeated refusal to do set task 	<ul style="list-style-type: none"> ★ Referral to Key Stage Leader or Head of School ★ Possible involvement of SENCo (Behaviour Support) to consider putting behaviour plan in place ★ In the case of a racial incident, the appropriate action will be taken ★ Head begins to keep a record of incidents 	<ul style="list-style-type: none"> ★ Sent to head of school ★ Contact with parents ★ Completion of a 'Think Sheet' ★ Possible exclusion from classroom for a period of time ★ Possibility of parent involvement in school e.g. working with their child ★ Possible internal playground exclusion for a specified period of time (up to 2 days depending on severity of behaviour) ★ Possible placing on SEN register for emotional and behavioural difficulties ★ Consider involvement of outside agencies to assess need and to give support to the pupil, school and parents


STAGE 4	<ul style="list-style-type: none"> ★ Persistent stage 3 behaviour ★ Repeatedly leaving the classroom without permission ★ Fighting and intentional physical harm to other children ★ Throwing large, dangerous objects ★ Very serious challenges to authority ★ Leaving school grounds (or attempting to) without permission ★ Verbal abuse of any staff ★ Vandalism ★ Stealing ★ Persistent bullying, including racial harassment 	<ul style="list-style-type: none"> ★ Immediate removal of offender from scene ★ Situation to be monitored by teachers and Key Stage Leaders and Head of School ★ Head of School keeps a record of incidents ★ Involvement of SENCo (Behaviour Support) 	<ul style="list-style-type: none"> ★ Telephone parents and meet with them as soon as possible ★ Internal exclusion from lesson ★ Possible playground exclusion for a specified period of time (up to 2 days depending on severity of behaviour) ★ Pastoral support programme considered ★ Ban on representing the school and/or trips outside school - fixed period ★ Completion of a 'Think Sheet' ★ Involve outside agencies to assess need and to give support to the pupil, school and parents
STAGE 5	<ul style="list-style-type: none"> ★ Persistent stage 4 behaviour ★ Extremely dangerous or violent behaviour ★ Very serious challenges to authority ★ Repeatedly leaving school grounds (or attempting to) without permission ★ Physical abuse of any staff member/adult ★ Malicious physical assault on another pupil ★ Persistent verbal abuse to a member of staff 	<ul style="list-style-type: none"> ★ Immediate removal of offender from scene ★ Immediate involvement of Head of School (or Senior Leadership Team if HoS is not available) ★ Head of School keeps a record of incidents ★ Involvement of SENCo (Behaviour Support) 	<ul style="list-style-type: none"> ★ Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion. ★ Involve outside agencies to assess need and to give support to the pupil, school and parents ★ Fixed term exclusion
STAGE 6	<ul style="list-style-type: none"> ★ Persistent stage 5 behaviour 	<ul style="list-style-type: none"> ★ Governor disciplinary sub - committee convened ★ Permanent exclusion from school 	

All the above sanctions are put in place at the discretion of the Head of School, and the context and child's needs will be fully considered when sanctions are applied.

Should a child be demonstrating consistent poor behaviour, the school will work with home to put together a Behaviour Support Plan.

The person(s) in charge of leading behavior at St Buryan Academy are Mr Josh McDonald (Head of School) and Mrs Natasha Cross (SLT)

Appendix 3 – Progression Levels for ACPs and VAAs

Progression Levels for the Advanced Cognitive Performance Characteristics (ACPs)						
		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
META-THINKING	Meta-cognition	<ul style="list-style-type: none">are aware of the thinking skills used to solve a problem	<ul style="list-style-type: none">are able to describe the thinking skills used to solve a problem	<ul style="list-style-type: none">are able to select appropriate thinking skills to solve a problem	<ul style="list-style-type: none">evaluate the range of possible approaches and select the most appropriate one(s) to improve efficiency	<ul style="list-style-type: none">use the full range of thinking skills fluently and comprehensively, including unconventionally
	Self-regulation	<ul style="list-style-type: none">recognise that making errors is part of learning	<ul style="list-style-type: none">identify things that worked well and those that did notbegin to suggest goals for improvement	<ul style="list-style-type: none">are aware of own general strengths and weaknessesmake improvements to own practice and set future goals for improvement	<ul style="list-style-type: none">evaluate outcomes of changes and justify amendments/ improvements to the strategy	<ul style="list-style-type: none">make insightful observations and comments to continually refine and improve own personal best
	Strategy-planning	<ul style="list-style-type: none">recognise it is possible to consciously select a given approach to solve a problem	<ul style="list-style-type: none">are aware of the main approaches that could be deployed	<ul style="list-style-type: none">choose an appropriate approach to solve a problem or address an issue	<ul style="list-style-type: none">choose the most appropriate strategy and be able to justify the approach	<ul style="list-style-type: none">Use strategy-planning independently as a way to solve problems or issues
	Intellectual confidence	<ul style="list-style-type: none">begin to communicate own views based on experiences	<ul style="list-style-type: none">explain own views using examples and reasons	<ul style="list-style-type: none">present and justify own views using a diverse range of evidence	<ul style="list-style-type: none">evaluate the views of others and incorporate relevant evidence to construct persuasive arguments including those they do not agree with	<ul style="list-style-type: none">synthesise a wide range of viewpoints and evidence to make a coherent and compelling personal argument
LINKING	Generalisation	<ul style="list-style-type: none">recognise simple patterns or similarities through observations	<ul style="list-style-type: none">use patterns, similarities and connections to make simple predictions	<ul style="list-style-type: none">identify and explain the connections between events, objects or ideasdevelop generalisationsapply generalisations to an existing situation	<ul style="list-style-type: none">analyse similarities and differences between events, objects or ideasdevelop generalisations, recognising complexityapply generalisations to more complex situations	<ul style="list-style-type: none">understand the complexity of generalisations and apply these to a range of different situations with caution and justification
	Connection finding	<ul style="list-style-type: none">be aware that different facts may be connected	<ul style="list-style-type: none">make simple and obvious connections, but do not grasp their significance	<ul style="list-style-type: none">make a number of connections, although miss the meta connections and the significance for the wholeuse prior knowledge to explain those links	<ul style="list-style-type: none">actively seek out connections when learningtransfer principles and ideas underlying one instance to another	<ul style="list-style-type: none">make connections not only within the given subject area, but also between and beyond subjects in inventive waysmake novel, insightful and innovative connections which help to reconceptualise
	'Big picture' thinking	<ul style="list-style-type: none">begin to recognise that there are big ideas	<ul style="list-style-type: none">recognise there are big ideas and holistic concepts and begin to use them to make sense of things	<ul style="list-style-type: none">use big ideas and holistic concepts and make connections within and between them to make sense of experiences	<ul style="list-style-type: none">start new learning by focusing on big questions and/or locate new learning within a bigger picture	<ul style="list-style-type: none">explore the complexities and uncertainties in big ideas and holistic concepts and accept they have limitations
	Abstraction		<ul style="list-style-type: none">conduct processes in the head as opposed to using concrete materials	<ul style="list-style-type: none">take ideas, issues, problems or events and apply them to theoretical situations	<ul style="list-style-type: none">work with a range of ideas, issues, problems or events in order to explain abstract, theoretical situations or models	<ul style="list-style-type: none">evaluate a range of ideas, issues, problems or events, develop and combine them and apply them to complex imagined or theoretical situations
	Imagination	<ul style="list-style-type: none">form plausible solutions to simple problems, by asking 'what if?'	<ul style="list-style-type: none">envisage and create solutions in the mind to solve problems	<ul style="list-style-type: none">create novel solutions by drawing on prior knowledge	<ul style="list-style-type: none">picture solutions that are plausible but not common, linking together extensive prior knowledge	<ul style="list-style-type: none">explore alternative or new plausible solutions using extensive interconnected prior knowledge
	Seeing alternative perspectives	<ul style="list-style-type: none">recognise that different people have different perspectives	<ul style="list-style-type: none">consider different interpretations or views and distinguish between facts, beliefs and opinionsare open to novelty	<ul style="list-style-type: none">weigh up the viewpoints of others, explain the influences that have shaped them, challenge or adopt different ideas appropriately	<ul style="list-style-type: none">critically evaluate the validity of viewpoints or arguments and objectively judge the evidence on which they are based, synthesising ideas where appropriate	<ul style="list-style-type: none">recognise that alternative viewpoints can be equally valid and be open to ambiguityquestion assumptions
ANALYSING	Critical or logical thinking	<ul style="list-style-type: none">use information given to ask simple questionsbegin to use information to explore ideas	<ul style="list-style-type: none">ask relevant questions and select and organise appropriate information from a range of sources to find answers and develop understandinguse selected information to explore ideas and make proposals	<ul style="list-style-type: none">identify questions and begin to refine them to clarify and deepen understandingselect and organise evidence to explore questions and test hypothesessuggest answers based on evidenceprocess and manipulate evidence and assess it for validity	<ul style="list-style-type: none">prioritise questions to explore and develop relevant hypothesesjudge the reliability, validity and limitations of evidencecritically evaluate different sources of evidenceuse evidence to challenge assumptions	<ul style="list-style-type: none">ask perceptive and insightful questions and develop relevant hypothesescritically analyse and synthesise evidence and assess it for validityuse robust evidence to develop compelling new ideas and hypotheses
	Precision	<ul style="list-style-type: none">begin to use simple symbols, conventions, vocabulary and language for the domain	<ul style="list-style-type: none">use simple symbols, conventions, vocabulary and language for the domain with some errors and omissions	<ul style="list-style-type: none">use skills, symbols, conventions and vocabulary for the domain with few errors or omissions	<ul style="list-style-type: none">use advanced skills, symbols, conventions and vocabulary effectively to reach strong outcomes	<ul style="list-style-type: none">select appropriate skills and conventions and use effectively to reach strong outcomes
	Complex and multi-step problem solving	<ul style="list-style-type: none">use a given approach to solve simple problems, ideas or tasks	<ul style="list-style-type: none">are aware that complex tasks can be broken down and understand the techniques for achieving this	<ul style="list-style-type: none">select and use appropriate methodologies to solve more complex problems, explore more complex ideas or complete more complex tasks	<ul style="list-style-type: none">evaluate the effectiveness of different approaches and identify a preferred personal repertoire	<ul style="list-style-type: none">use a broad range of approaches effectively, selecting those most appropriate for particular problems
CREATING	Intellectual playfulness	<ul style="list-style-type: none">are aware that there are rules in different domainsask 'what if...?'	<ul style="list-style-type: none">recognise the rules and conventions of different domains and choose some rules to disregard or change	<ul style="list-style-type: none">understand the complex rules and conventions of different domains and choose some rules to modify, recognising some of the consequences	<ul style="list-style-type: none">imaginatively adapt and bend the rules of a domain for a specific purpose, outcome or consequence	<ul style="list-style-type: none">use the rules flexibly, bending them where appropriate to create novel, fun or interesting outcomes
	Flexible thinking	<ul style="list-style-type: none">be aware there are often different solutions to a problem	<ul style="list-style-type: none">be willing to abandon one idea in favour of another on the basis of reason and evidence	<ul style="list-style-type: none">adopt new ideas easily in response to convincing reason and evidence and recognise some consequences	<ul style="list-style-type: none">expect to look beyond first ideas and seek others in order to select a best fit	<ul style="list-style-type: none">routinely think beyond the accepted approach and consider multiple ideas so as to create best-fit solutions
	Fluent thinking	<ul style="list-style-type: none">brainstorm ideas, with help, in response to simple problems	<ul style="list-style-type: none">independently generate multiple solutions and ideas in response to more complex problems	<ul style="list-style-type: none">frequently propose to others solutions resulting from brainstorming ideas for complex problems, evidence or issues	<ul style="list-style-type: none">routinely seek to explore a wide range of possibilities before posing a solution to complex problems, evidence or issues	<ul style="list-style-type: none">create compelling ideas which demonstrate originality
	Originality	<ul style="list-style-type: none">create a slight variation to accepted ideas	<ul style="list-style-type: none">create several new ideas to address a problem, seeing possibilities others have not seen	<ul style="list-style-type: none">create a range of new and unique modifications to address a problem or create an item	<ul style="list-style-type: none">create and model a range of new and unique ideas to address a problem recognising practical implications and conflicting demands	<ul style="list-style-type: none">insightfully create and model innovative and unique ideas and evaluate them
	Evolutionary and revolutionary thinking	<ul style="list-style-type: none">create a new idea by building on existing ideas or diverting from them	<ul style="list-style-type: none">create several new ideas to address a problem by building on existing ideas or diverting from them	<ul style="list-style-type: none">create a range of new ideas to address a problem, recognising limitations and suggesting solutions by building on existing ideas or diverting from themchoose a completely different way to address the task	<ul style="list-style-type: none">create and model a range of new ideas to address a task recognising practical implications and conflicting demands by building on existing ideas or diverting from them	<ul style="list-style-type: none">create and model innovative ideas – both evolutionary and revolutionary, and evaluate them by building on existing ideas or diverting from them
REALISING	Automaticity	<ul style="list-style-type: none">recall simple key facts, concepts and ideas relevant to the stage of learning with some support	<ul style="list-style-type: none">recall more complex key facts, concepts and ideas relevant to the stage of learning and with increased independenceshow fluency in basic age-related tasks so they can be done without thinking, e.g. times tables	<ul style="list-style-type: none">independently recall complex key facts, concepts and ideas relevant to the stage of learningexhibit fluency in an increasing range of key skills	<ul style="list-style-type: none">easily recall advanced key facts, concepts and ideas relevant to the stage of learningacquire new rules and use them fluently	<ul style="list-style-type: none">effortlessly use key facts, concepts and ideas relevant to the stage of learningdraw upon a range of skills without the need to think or process
	Speed and accuracy	<ul style="list-style-type: none">begin to develop relevant skills and use with some accuracy	<ul style="list-style-type: none">use relevant skills with increasing accuracymostly work to the speed required for the task	<ul style="list-style-type: none">actively seek accuracy in work and understand its importanceconsistently complete work on time	<ul style="list-style-type: none">achieve good levels of accuracy in workplan work and pace speed needed to complete it – even with multi-step tasks	<ul style="list-style-type: none">strive for and achieve excellent levels of accuracy in workwork rapidly without errors

Progression Levels for the Values Attitudes and Attributes (VAAs)

		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
EMPATHETIC	Collaborative	<ul style="list-style-type: none"> talk in small groups and pairs about themselves listen to others in pairs and small groups and present and share their ideas demonstrate their listening skills by asking the speaker questions 	<ul style="list-style-type: none"> clearly articulate their own ideas to the group listen to the ideas of others and reinterpret these ideas in their own words using positive language begin to take on board suggestions from others in the group 	<ul style="list-style-type: none"> present confidently to other groups in the class and classes further down the school about their work recognise the role of others in development of ideas and start modelling the skills of collaboration to younger students see and explain the advantages of collaborating 	<ul style="list-style-type: none"> tailor their presentation to meet the needs of their audience see the value of adapting their views and ideas to resolve issues, achieve shared goals and outcomes and help the group progress are aware that in different situations they need to take on different roles to develop or build on the strengths of others and get the job done 	<ul style="list-style-type: none"> present to groups outside of the familiar and outside of the school develop others in the group as collaborators by putting them in new and unfamiliar situations and not just playing on their strengths know to whom to assign different roles in order to complete a task based on others' strengths and experience
	Concerned for society	<ul style="list-style-type: none"> recognise the difference between right and wrong develop an awareness of who others are in the school and local community and have an opinion about change 	<ul style="list-style-type: none"> seek to help others in the class, school and local community and willingly participate in group activities to tackle issues have a sense of justice and rationalise why change is needed in simple terms identify projects in the community and suggest possible options to complete them 	<ul style="list-style-type: none"> willingly participate in the community (both local and global), identifying needs and courses of action to meet those needs comfortably work with others to meet those needs begin to have an understanding of human rights develop a stronger sense of justice, drawing on international events 	<ul style="list-style-type: none"> develop critical opinions on global issues and comfortably debate these using evidence adjust personal behaviour to fit belief systems and have a strong sense of their place in the world understand the relationship between the rights of the individual and the laws of society appreciate the benefits of a diverse society 	<ul style="list-style-type: none"> take proactive and direct action to help in the wider community analyse how different circumstances, belief systems and emotions influence events and act independently according to their own belief systems proactively initiate issue-based campaigns challenge injustice and take the needs of present and future generations into account
	Confident	<ul style="list-style-type: none"> realise there are things they know and understand and things they do not with help, admit their mistakes and learn from them 	<ul style="list-style-type: none"> articulate their knowledge, understanding and ideas listen to the ideas and opinions of others 	<ul style="list-style-type: none"> believe in their knowledge, understanding and ideas enjoy discussing their beliefs, ideas or behaviours with others deal with new challenges and situations 	<ul style="list-style-type: none"> justify their beliefs, ideas or behaviours realise when they may need to change beliefs, ideas or behaviours based on new information or the arguments of others enjoy new challenges and situations 	<ul style="list-style-type: none"> critically reflect on their knowledge, understanding and ideas in the light of new experiences and interaction with others know when to modify their knowledge, understanding and ideas based on their critical reflection seek new challenges and situations
AGILE	Enquiring	<ul style="list-style-type: none"> begin to develop their natural curiosity identify, with guidance, questions and problems which interest them with guidance, plan to undertake research, and collect, store and organise information relevant to the research 	<ul style="list-style-type: none"> identify questions and problems and justify their interest in them plan and carry out research unaided, and collect relevant information identify the strengths and weaknesses of information and whether it is relevant to their enquiry, with guidance consider different viewpoints on issues, events or problems 	<ul style="list-style-type: none"> identify appropriate research steps and strategies, and begin to refine and modify methods of enquiry realise which information is useful and relevant and communicate analysis in an appropriate ways consider why there are different viewpoints, and begin to make connections between them challenge assumptions and make evidence-based assertions 	<ul style="list-style-type: none"> explain their research techniques to others, describing and justifying the methods they have chosen begin to teach others the skills of enquiry make informed and well-reasoned decisions and require evidence for others' assertions 	<ul style="list-style-type: none"> independently identify questions and problems, justify their interest in them, and critically consider whether they are worth asking and solving use connections from across the curriculum to develop their enquiry, answering questions that are of real value to society both in school and outside.
	Creative and enterprising	<ul style="list-style-type: none"> explore different solutions to problems that are set for them are interested in the world around them produce pieces of work that are original to them in form or content 	<ul style="list-style-type: none"> ask questions about their own learning and seek ways of finding their own answers create original work that demonstrates good outcomes in terms of quality and suitability for the task set 	<ul style="list-style-type: none"> experiment with unfamiliar approaches or forms and decide on the right ones for the right circumstances develop a sense of their own personal style in the work they create 	<ul style="list-style-type: none"> choose increasingly innovative approaches to solving problems and creating work are able to adapt to a wide variety of purposes and audiences without sacrificing quality 	<ul style="list-style-type: none"> provide original and elegant solutions to complex problems create novel and surprising pieces of work of high quality that are fit for purpose
	Open-minded	<ul style="list-style-type: none"> are becoming aware that other people may have different ideas and beliefs and come from different backgrounds 	<ul style="list-style-type: none"> recognise that other people may have different ideas and beliefs and are prepared to listen to them may change their mind based on the ideas and beliefs of others show an interest in people from other cultures and backgrounds 	<ul style="list-style-type: none"> can take an objective view of different ideas and beliefs become more receptive to different ideas and beliefs based on the argument of others will change their ideas should there be compelling evidence to do so appreciate the benefit of knowing, and working with, people from other cultures 	<ul style="list-style-type: none"> evaluate new information or the arguments of others and are willing to change beliefs, ideas or behaviours based on their evaluation evaluate cultural perspectives by drawing on the views of people from other cultures and backgrounds when forming opinions 	<ul style="list-style-type: none"> seek out new information and the arguments of others in order to reflect critically on their knowledge, understanding and ideas and modify them on the basis of their critical reflection systematically take a considered global stance when approaching new ideas
	Risk-taking	<ul style="list-style-type: none"> realise that things we do involve an element of risk-taking talk about known risks in everyday situations and ways to approach those risks if they affect personal safety and wellbeing 	<ul style="list-style-type: none"> weigh up positive and negative risks in new situations and suggest different solutions and approaches to those situations based on their assessment confidently approach new and unknown situations, seeing them as a challenge to be faced 	<ul style="list-style-type: none"> try out new ideas in different situations, drawing on previous experience speculate on the outcomes of taking certain risks in unfamiliar situations 	<ul style="list-style-type: none"> recognise that we cannot always predict the outcome of a situation – that some things in life are unknown approach unfamiliar situations positively, and with confidence and acceptance of the unknown 	<ul style="list-style-type: none"> speculate and take risks in a whole variety of situations, known and unknown assess situations in terms of personal safety and wellbeing confidently tackle new challenges and make different decisions based on understanding of previous decisions and mistakes
HARD WORKING	Practice	<ul style="list-style-type: none"> repeat work in order to improve 	<ul style="list-style-type: none"> practise regularly in order to improve understand the value of practice in improving performance respond to feedback from others about next steps to improvement and how to improve 	<ul style="list-style-type: none"> establish and follow practice schedules seek and respond to feedback on how to improve performance respond to goals set by others for improvements 	<ul style="list-style-type: none"> take responsibility for practising independently and regularly jointly set goals for improvements monitor own performance and seek feedback from others 	<ul style="list-style-type: none"> self-regulate and revise practice schedules in line with improvements set own goals and monitor progress towards them actively seek out ways to improve
	Perseverance	<ul style="list-style-type: none"> work for extended periods of time on a task with encouragement recognise that there may be obstacles to their progress 	<ul style="list-style-type: none"> work for sustained periods of time and can see the benefits of doing so identify distractions and begin to recognise the effect these might have on their work 	<ul style="list-style-type: none"> are self-motivated to work on extended projects identify distractions and manage them to minimise their effect see the long-term benefits of performing a task to completion 	<ul style="list-style-type: none"> independently plan an activity or project beyond what is asked of them identify and use strategies for setting and meeting personal targets in order to increase personal motivation 	<ul style="list-style-type: none"> recognise and accept that making mistakes is a natural part of learning, and can explain this to others have enough self-awareness and confidence to accept that some tasks cannot be completed
	Resilience	<ul style="list-style-type: none"> complete tasks with support, recognising some frustrations 	<ul style="list-style-type: none"> learn ways to manage their own time and work towards personal targets they have set complete longer tasks with increasing independence, recognising frustrations that inhibit performance 	<ul style="list-style-type: none"> show greater independence in setting personal goals and targets use time effectively and persist with extended tasks to completion, recognising strategies, overcoming frustration and distractions and seeing the long-term benefits 	<ul style="list-style-type: none"> self-manage extended and complex tasks to completion employ appropriate strategies to complete tasks and consistently overcome frustrations and barriers 	<ul style="list-style-type: none"> select and self-manage extended and complex tasks consistently to completion are deliberately unwilling to allow adversity to prevent them from reaching their goal and are unwavering in their focus on their eventual success