

# St Charles' VC Academy



## Behaviour for Learning Policy

<b>Date policy produced:</b>	September 2022
<b>Produced by:</b>	S. Woodmansey
<b>Date policy reviewed:</b>	September 2023 by S.Woodmansey
<b>Next review Due:</b>	September 2024

# Our Mission Statement:



## Aim of the policy

- To create a positive behaviour culture for building good relationships, self-confidence and learning
- To ensure that all learners feel part of a community
- To ensure all learners are treated fairly, shown respect and supported in building good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, understanding and empathy for others.
- To promote community cohesion through improved relationships.

## Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Positively reinforces behavioural norms.
- Promotes self-esteem and self-discipline.
- Teaches appropriate behaviour through positive interventions

At St Charles' VC Academy, we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio-economic background.

# Rights and Responsibilities

## Children's Rights

Children have a right to:

- **Be Safe** - feel safe, cared for and supported
- **Be Respected** - be treated with respect and receive fair and consistent treatment from all adults and children in an environment that is free from prejudice
- **Be Ready** - have school environment that is pleasant, clean and engaging, have role models that are prepared and ready to be there when needed,
- **Learn** – have opportunities for learning that meet their individual learning needs and allow them to make progress

## Children's Responsibilities

*Towards others:*

- To behave in a way that will ensure the safety of other children and adults.
- To be truthful and honest and to respect others and their possessions.
- To be tolerant of others whatever their race, colour, gender, class, ability, physical challenge, faith, sexual orientation or lifestyle.
- To recognise and respect the authority of staff and other adults in the school and to listen to them.

*Towards work:*

- To be punctual at all times.
- To work to the best of their ability.
- To work calmly and quietly.
- To value their own work and that of others.
- To organise themselves and their resources so that they can work independently.

*Towards the school environment:*

- To talk quietly in all areas of the school building.
- To take care of equipment and keep the school and the grounds tidy.
- Receive education appropriate to their level of ability and to be given praise and feedback.
- Be advised and supported by staff if they are in physical or emotional need in relation to our safeguarding policy.

## Parents Rights

*Parents have a right to:*

- Expect that their child will take part in a wide variety of activities which will meet the requirements of the National Curriculum.
- Be informed regularly (at least termly) about their child's progress and behaviour at school.
- Be offered mutually agreed times for informal discussion about their child, the curriculum and the ways in which the classrooms operate.
- Expect to be able to assist with their child's education through school/parent links.
- Be treated with respect by all members of staff.

## Parents Responsibilities

*We ask parents to be responsible for:*

- Getting children to school on time and to collect them on time
- Informing the school on the day of absence or if their child is late.
- Ensuring their child has adequate sleep as the school day can be very tiring.
- Being aware of school policies and to try to support all staff in their efforts to create a caring community.
- The behaviour of any other children they bring into school. • Reading all letters/messages that are sent home. Ensure home learning books are in school every Friday.
- Being prepared to discuss issues or problems politely and calmly with staff and other parents of children at the school.
- Being aware of the convenient times to talk with staff after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature.

## Staff Rights

*Staff have the right to:*

- Be treated fairly and with respect
- Be able to deliver the curriculum in an appropriate environment
- Be informed about matters that will affect them; lines of communication should be kept open at all times.
- Receive support and understanding from both parents and colleagues.
- Have their possessions, breaks and planning times respected.

## **Staff responsibilities**

In accordance with the Teachers' Standards September 2012 teachers must:

'Manage behaviour effectively to ensure a good and safe learning environment' - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

'Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

'Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.'

*All staff have a responsibility to:*

- To know the children, they teach. Relationships should be fostered and be at the heart of all learning
- Plan lessons which inspire, motivate and engage pupils, therefore keeping disruption to a minimum
- Ensure all children receive a broad, balanced stimulating curriculum at the appropriate level using suitable materials.
- Respect, praise and reward pupils (follow and use the three school rules).
- Plan for behaviour – cover queries in advance and plan for specific pupils and specific behaviours. Aim to proactively prevent rather than reactively respond to.
- Have high expectations of work and behaviour and make these clear to pupils – establish what you want.
- Follow restorative procedures when dealing with inappropriate/challenging behaviour.
- Be fair and consistent when dealing with pupils - what is not acceptable for one is not acceptable for another.
- Enlist the support of other staff and parents where appropriate.
- Act as positive role models.
- Take responsibility for behaviour and well-being of pupils.
- Ensure that children are emotionally and physically safe in school.
- Be consistent in their approach to behaviour.
- Praise good behaviour and good work.
- Listen to parents' concerns and take them seriously.
- Be punctual and well organised.
- Provide children with a good role model.

### **Directors/ Cluster Committee members**

- Have an understanding of the restorative approach and use this in their work with all stakeholders.
- Monitor exclusions regularly.

## The St Charles' Way

At St. Charles VC Academy, we will use a restorative approach to deal with negative behaviour which will put repairing harm done to relationships and people at the centre of the focus.

### The Key Principles of Behaviour Management

#### Being Inclusive:

Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour. We have a responsibility to teach social behaviour to all children.

All pupils have the right to be educated no matter how challenging their behaviour. Parents and Carers need to be as fully involved as possible.

#### Being Positive:

We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with all stakeholders

We should recognise acceptable behaviour through positive reinforcement.

We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

#### Being Assertive:

We believe we all have rights - teachers have the right to teach, pupils have the right to learn. We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.

### Our School Rules (to be displayed in all areas where children learn):

**Be Ready** – being ready to learn and allow others to learn

**Be Respectful** – being respectful to all

**Be Safe** – being and keeping yourself and others safe



**Everyone in the school has rights and responsibilities.** To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

At St Charles' we follow a RIP and PIP model (Praise in Public, Reprimand in Private).

## **Positive Reinforcement and Rewards**

***We believe that praise is the most powerful form of influencing children's behaviour.***

### **Verbal Praise**

At every opportunity, when positive behaviour is displayed, the 3 school rules are followed and those that go 'Above and Beyond', verbal praise will be given so that the behaviour we expect is recognised and modelled to those around.

### **St. Charles' Core Values and House Points**

At St. Charles, we believe that our Core Values of Resilience, Empathy, Aspiration, Contribution and Happiness are not just vital for successful learning but are essential life skills.

Each adult in school has access to a supply of Core Value Tokens or 'House Points' Whenever a child goes 'above and beyond' demonstrating a core value, they will receive a token which they can place in their House jar.

These tokens are then counted by the House Captains every Friday and celebrated in our Fun Feeling Friday Assembly. The house with the greatest number of tokens that week will receive a star. The house with the most stars at the end of a term will receive a reward e.g. non uniform day, extra playtime, film session.

### **Core Value Award**

Each Friday, teachers choose a child from their class who have gone above and beyond demonstrating a St. Charles' Core Value. Children receive a special certificate to take home and an invitation to have hot chocolate and a treat with the leadership team.

### **Recognition Board / #STC Stars**

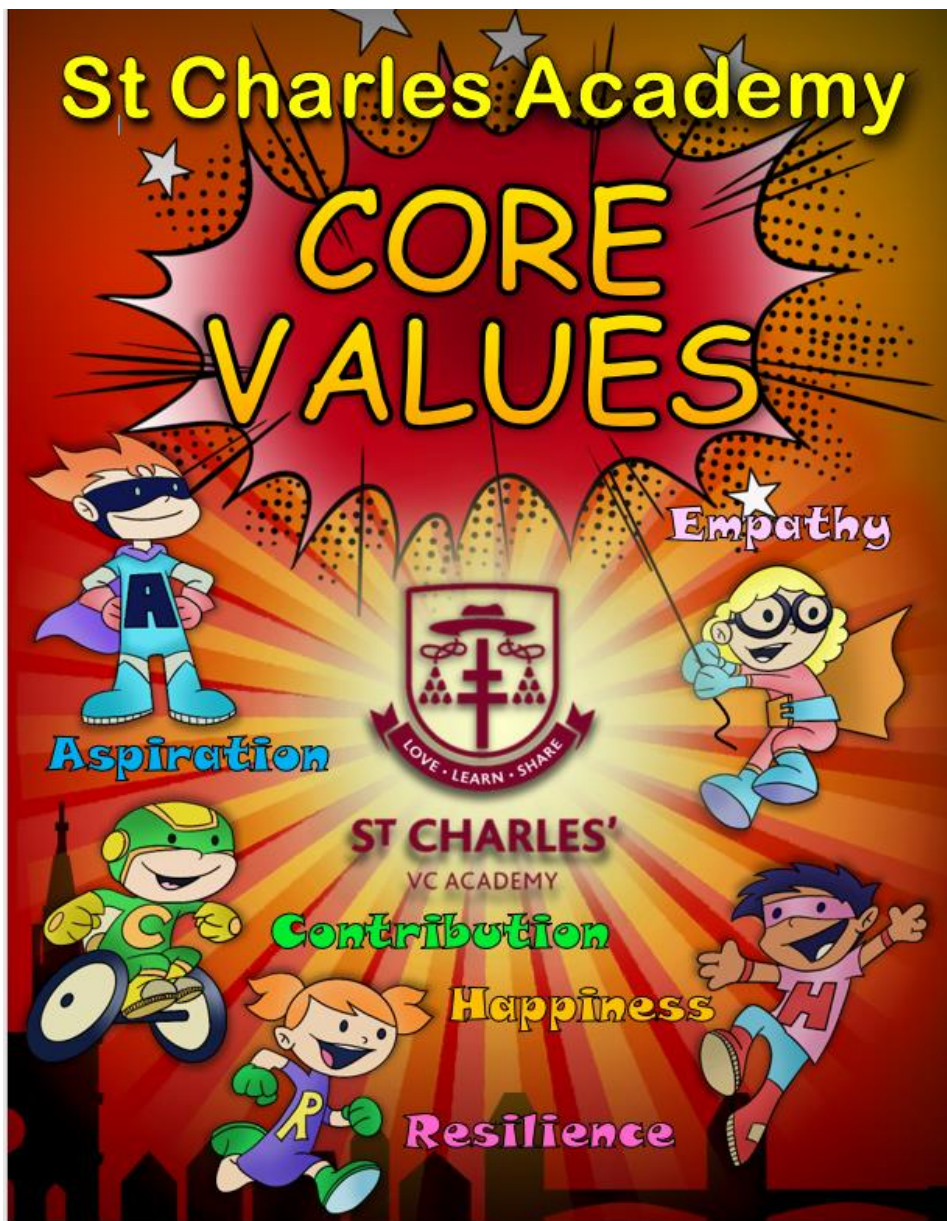
How to use them:

Simply write at the top of the board the behaviour on which you want to focus. E.g. 'One voice' for classes who are talking over each other / Hands and feet to yourself for those who give them to others too freely.

Your focus can then move less about the social behaviours and more about learning behaviours. e.g. Use persuasive language / show your working "When you see children demonstrating this behaviour well write their name on the board.

The recognition is not intended to shower praise on the individual. It is a collaborative strategy; we are one team moving in one direction... The recognition board should foster positive interdependence in the classroom...The aim is for everyone to have their name on the board."





### **Behaviour in Children:**

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.

On occasions behaviours, and/or attendance can deteriorate through events such as bereavement, abuse, divorce or separation of parents or due to a specific diagnosed or undiagnosed condition.

It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should speak to the Senior Leaders or SENCo to discuss additional support strategies using the school's graduated response. However, if staff believe the behaviours relate to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.



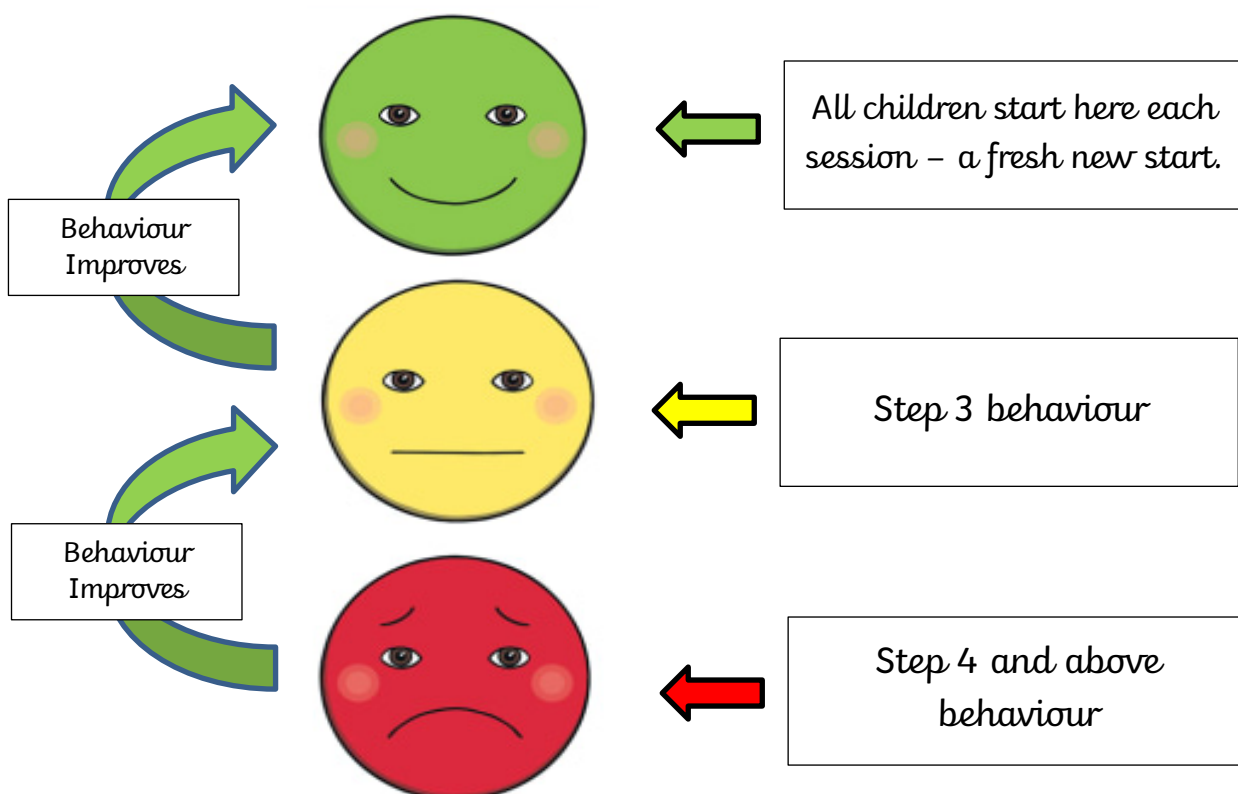
## Consequences

All staff follow a set procedure and use the steps and 'the script' (see below). If the incident moves to step 4, a record of what has happened & how it was dealt with is kept on CPOMS. As part of these steps some pupils may arrive at needing a 'time out' in a safe place to calm down and ready themselves to show the desired behaviour. They will later return with the member of staff who has worked through the steps to talk through the restorative questions (see six questions below).

**Pupils are not to be shouted at or humiliated. They must not spend time writing lines as this does not help them learn from what has happened. Pupils do not receive an area of the curriculum as punishment nor are they withdrawn from a curricular activity as a consequence, unless there are concerns for their or others safety. Pupils are not sent to stand outside the classroom or somewhere within the classroom (i.e. facing the wall) or sent to the DSL, SLT or Head of school before exhausting all other strategies. Pupils should not be sent to the Deputy Head and Head of School unless previously arranged or an extreme incident has occurred.**

Everyone is responsible for behaviour in school and should challenge inappropriate behaviour in a restorative manner. Staff who have initiated the response to the undesired behaviour must be involved within the steps and restorative conclusion.

## Our Traffic Light System:



The system works as follows (using the traffic light system on previous page):

	Positive reminder about behaviour.	
Step 1	<b>Positive Reminder</b> A reminder is provided about expected behaviour. Positive praise is used to highlight the positive behaviour of other children before a warning is given	I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) and by doing this we can show we are STC Stars. You now have the chance to show you can do it. Thank you for listening
Step 2	<b>Warning</b> A clear warning is given which provides a reminder of the expected behaviour and clarifies that the child will reach amber if they continue to behave inappropriately.	I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. If you choose to break the rules again you leave me no choice but to move you to amber. Do you remember when ..... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can turn this around and show that you can do it. Thank you for listening / I'm glad we had this conversation
Step 3	<b>Amber</b> If inappropriate behaviour persists, the child reaches amber. At this point the child is told they have reached amber but given clear steps to follow in order to return to green by the end of the session. If the child follows the steps outlined, they return to green without consequence. If a child doesn't follow the steps outlined, they will complete 5 minutes repair time during break time or lunch time when a logical consequence is used to put things right. <b>Parents will be informed if a child persistently reaches amber.</b>	I noticed you continued to ..... (noticed behaviour) and are in amber.  You are breaking the school rule of ..... You now need to ..... in order to return to green. Thank you for listening  If behaviour continues: You now need to spend 5 minutes with me so that we can repair this. reflect upon your choices this lesson (use the FOLLOW UP, REPAIR AND RESTORE script below)
Step 4	<b>Red</b> If inappropriate behaviour persists, the child reaches red. Children who reach red will be sent to their phase leader or a senior leader at an appropriate time. Children who reach red will receive a proportionate logical consequence to put things right. Incidents related to a child reaching red will be logged on CPOMS.  <b>Parents will be informed of red incidents face to face or via telephone.</b> <b>If a child reaches red twice in a half-term, a meeting will be arranged between parents and the Head of School.</b>	I noticed you continued to ..... You are now in red.  You are breaking the school rule of ..... and have chosen to spend time with (insert Senior leader) to reflect on this.
<b>FOLLOW UP, REPAIR AND RESTORE</b> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling / thinking at the time? 3. What have you felt / thought since? 4. Who has been affected? 5. How have they been affected? 6. What should we do to put things right? How can we do things differently?		



## Behaviour around school

The school's Behaviour for Learning Policy is consistent throughout the school day including in the classrooms, corridors, playtime and lunch time.

### Playtimes and lunchtimes

Playtimes and lunchtimes need to be a safe and happy environment for all pupils. All staff are to embrace the SMILE approach when on the playground.

- **Scan:** staff should be vigilant and observant at all times and alert to potential behaviour or safety issues
- **Move:** staff should move around the playground / along the line
- **Interact:** staff should interact with children- speaking to them, praising good behaviour and supporting poor behaviour choices.
- **Learn:** (through play) staff should play/ instigate play with children
- **Encourage:** praise good behaviour by pupils on the playground.

When carrying out a playground duty, it may be necessary for staff to work as a team to carry out the SMILE approach. For instance, one member of staff could be responsible scanning and moving and the other for initiating play.

### Around school and during learning time

We adopt the GEM approach to behaviour for learning.

**G**reet

**E**ffort

**M**anage

- We meet and **GREET** our learners (building strong relationships is the key to success).
- We reward **EFFORT** (The more we focus on praising children who go above and beyond, the more above and beyond they will strive to go!).
- We will not allow our emotions to be involved when dealing with negative behaviours. (Ask another member of staff to assist by supervising children whilst you calm down and decide on a suitable consequence but return and **MANAGE** the situation yourself.)

### Extreme behaviour

There are a wide range of totally intolerable behaviours which are covered in separate policies:

racism, sexism and bullying for example. In addition to these, St Charles' will also take direct action in the case of: abuse of staff, extreme violence, weapons, vandalism, alcohol and cigarettes.

Whilst we are guided by restorative principles (and will arrange a full restorative meeting involving all affected parties when severe harm is caused) it is also the case that behaviours of this type could result in exclusion from St Charles' in consultation with the Trust's suspension policy and discussions with Trust Senior leaders.

### **Behaviour Support Plans**

For some pupils more specific support is needed in the form of an Individual Behaviour Support Plan.

This plan is individual to the pupil, identifies where and what support is needed and it recognises

triggers and coping mechanisms.

### **Internal or Fixed Term exclusions**

If a serious incident occurs, (see appendix for incident forms), the Senior Leadership Team may decide that a pupil should be excluded from the classroom and playground for longer periods of time and asked to work in another class. This can happen from between half a day and up to 5 days. The child may also be excluded from eating their lunch with their peers.

Fixed term exclusion is an extreme sanction, the Head of School will normally consult with the Chief Operating Officer and Chief Executive Officer, so that all options can be explored. The decision to exclude will be followed immediately by a telephone call to the parent/carer, followed by a letter home. A parent has the right to make written representations to the Trust board about the exclusion.

Permanent exclusion is an extreme sanction and is only administered by the Chief Executive Officer of the Trust.

### **Intervention and support**

For children with an BSP additional resources are available. In school these children have access to and additional time with relevant members of staff, this may include the DSL, ELSA or Head of School. They not only work alongside the pupil but also with the family, class teacher and other professionals. Some pupils are referred to outside agencies for alternative provision (both temporary and permanent, depending on circumstances.) We work closely with parents/carers under these circumstances. Children can access this support if they have emotional or social difficulties. Pupils without an BSP should be disciplined by the class teacher or phase leader. Pupils who have been identified as involved in bullying will be dealt with in accordance the Anti Bullying Policy.

### **Vulnerable Pupils**

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Behaviour is a fixed agenda point during weekly senior leadership team meetings and vulnerable children are discussed. Fortnightly, the SLT, SendCo and Designated Safeguarding Lead meet to review our vulnerable children and discuss support, if required. This could be internal in school or from the various outreach services we have available across the city.

### **Support from outside agencies**

Sometimes support from outside agencies may be necessary in supporting the child and meeting the needs of the individual. This will be done with the consent from parents. Agencies may include the Whitehouse, Barnardo's, Womens Aid, KIDZ, The Warren, School Nursing Team, etc.

### **Inappropriate conduct beyond the school gates**

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

### **Use of reasonable force At St Charles' VC Academy**

We view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment. Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following: ·

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including themselves); or
- prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

### **False allegations against members of staff**

Allegations against members of staff are taken extremely seriously and will be dealt with in line with guidance from the Local Authority. St Charles' VC Academy will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation.

Suspension of the accused member of staff will not necessarily be the default action of the school. If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Executive Head and Head of School will consider the appropriate disciplinary action against the pupil who made it.

***(Reference to Keeping Children Safe in Education September 2020)***

### **Peer on Peer Abuse**

At St Charles' VC Academy, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying
- being coerced into sending sexual images/texts (sexting)
- physical or sexual assaults
- child sexual exploitation
- sexual harassment

***These forms of behaviour should never be tolerated, passed off as 'banter' or part of growing up.***

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EH&SH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.
- Necessary pastoral support will be offered to all affected parties.

***(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)***

### **Screening, Searching and Confiscation**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. All searches must be undertaken by a member of staff who is the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

Prohibited items include:

- alcohol
- knives or weapons
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.



### **Monitoring and tracking Behaviour**

Behaviour incidents are logged by all adults using CPOMS. We use CPOMS to electronically to ensure incidents are logged which enables us to monitor and analyse types and patterns of behaviour to ensure all children are safe within our school. The Leadership Team will collate and analyse these logs at the end of each half term to identify key problem areas around the school & ensure plans are put into place to address them.

### **Staff Training**

School senior leaders have the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

## ST. CHARLES' VC ACADEMY BEHAVIOUR PLAN

<b>Pupil name:</b> _____		<b>Class:</b> _____		<b>Teacher:</b> _____	
Date of birth: _____		Medical conditions/needs: _____			
Date plan starts: _____		Staff working with the pupil: _____			
Date of next review: _____					
<b>Challenging behavior</b> What does it look like? What triggers it?			<b>Targets</b> What are we working towards? How do we get there?		
<b>Strategies for positive behavior</b> How do we maintain positive behavior? <ul style="list-style-type: none"> <li>Phrases to use</li> <li>Rewards, motivators</li> </ul>			<b>Early warning signs</b> How do we prevent an incident? <ul style="list-style-type: none"> <li>What to look out for</li> <li>How to respond (reminders, alternative environment)</li> </ul>		
<b>Reactive strategies</b> How do we diffuse the situation? <ul style="list-style-type: none"> <li>What to do and what not to do</li> <li>Phrases to use</li> <li>Calming techniques</li> </ul> At what stage should another member of staff be informed? Who should this be?			<b>Support after an incident</b> How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?		
<b>Agreement:</b>					
Parent name: _____			Staff name: _____		
Parent signature: _____			Staff signature: _____		
Date: _____			Date: _____		



## St Charles Behaviour Pathway

Recognition	<b>Positive Recognition Board</b> Pupils who demonstrate work, behaviour or attitudes which are above and beyond what is expected will have their name recorded on a class positive recognition board.
	All children each start each session (before break, after break and afternoon) in green
1	<b>Positive Reminder</b> A reminder is provided about expected behaviour. Positive praise is used to highlight the positive behaviour of other children before a warning is given
2	<b>Warning</b> A clear warning is given which provides a reminder of the expected behaviour and clarifies that the child will reach amber if they continue to behave inappropriately.
3	<b>Amber</b> If inappropriate behaviour persists, the child reaches amber. At this point the child is told they have reached amber but given clear steps to follow in order to return to green by the end of the session. If the child follows the steps outlined, they return to green without consequence. If a child doesn't follow the steps outlined, they will complete 5 minutes repair time during break time or lunch time when a logical consequence is used to put things right. <b>Parents will be informed if a child persistently reaches amber.</b>
4	<b>Red</b> If inappropriate behaviour persists, the child reaches red. Children who reach red will be sent to a senior leader at an appropriate time. Children who reach red will receive a proportionate logical consequence to put things right. Incidents related to a child reaching red will be logged on CPOMS. <b>Parents will be informed of red incidents face to face or via telephone. If a child reaches red twice in a half-term, a meeting will be arranged between parents and the Head of School.</b>
<b>Fast Track</b>	<b>A child may instantly reach red if one of the following occurs:</b> <ul style="list-style-type: none"> <li>Physical harm to another child or adult</li> <li>Destruction of property</li> <li>Defiance</li> <li>Abusive, racist and homophobic language directed intentionally to cause alarm and distress.</li> </ul>
<b>PIP and RIP</b> Praise in Public, Reprimand in Private	

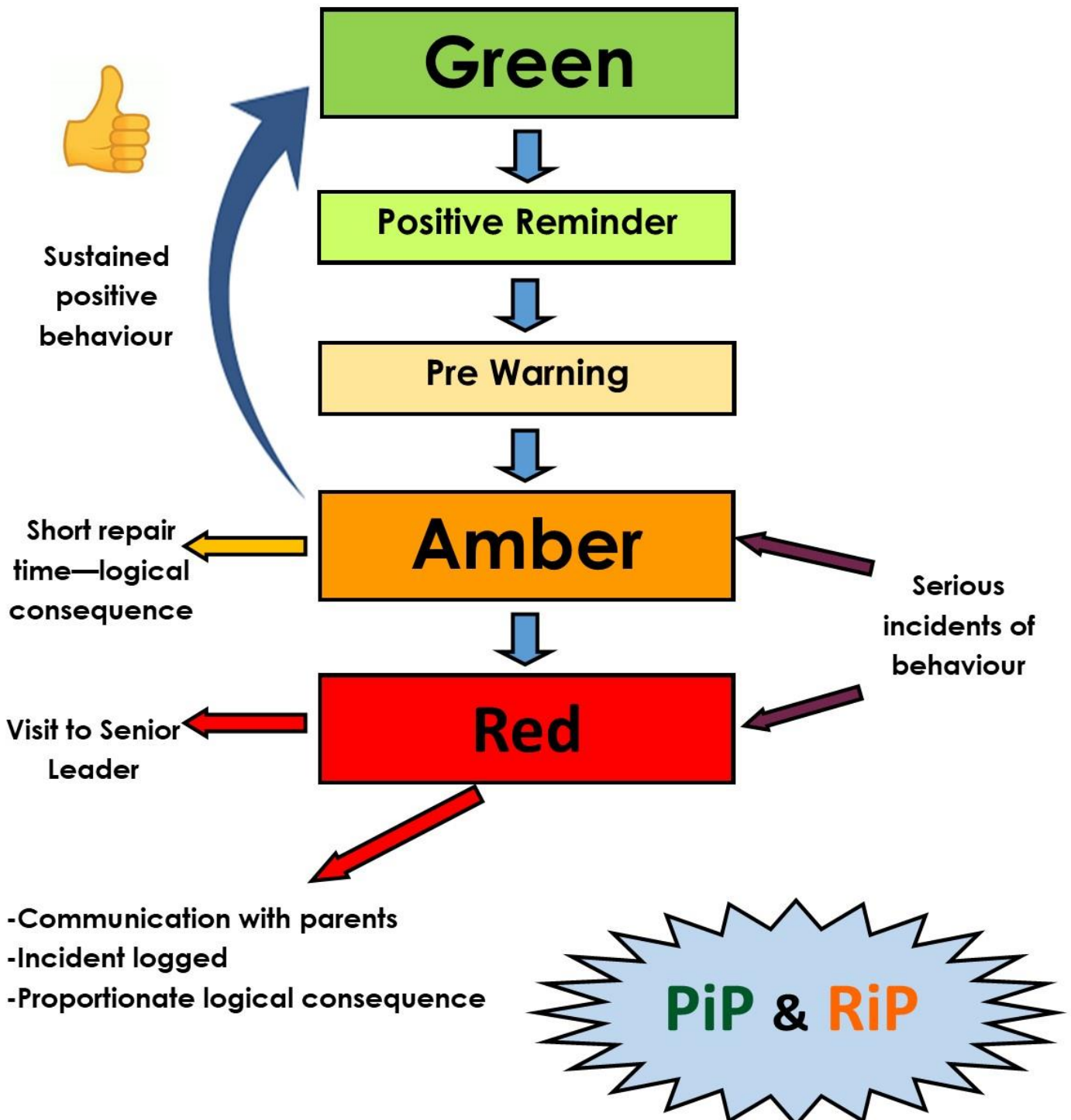


# Behaviour Flow Chart

Be Ready, Be Respectful, Be Safe

**Recognition Board**

for behaviour, attitude and work that goes above and beyond **#STCStars**



# The St Charles' Way






- Be Ready
- Be Respectful
- Be Safe



**ST CHARLES'**  
VC ACADEMY

# St Charles Academy – Our Core Values

## What the Superheroes mean...

<b><u>R</u>esilience</b>		<b>Resilient Ruby</b> <ul style="list-style-type: none"> <li>Working hard and overcoming setbacks.</li> <li>Working over a longer period to reach a goal.</li> <li>Learning from our experiences.</li> <li>Keeping going.</li> </ul>
<b><u>E</u>mpathy</b>		<b>Empathy Ela</b> <ul style="list-style-type: none"> <li>When we show our peers that we care, that we understand how they feel and that we can help.</li> <li>Working together to a shared goal.</li> <li>Pooling resources so that we all benefit equally.</li> <li>Communicating.</li> </ul>
<b><u>A</u>spiration</b>		<b>Aspiration Arthur</b> <ul style="list-style-type: none"> <li>Presenting what we have learned or done.</li> <li>Explaining ourselves.</li> <li>Sharing our work with other within and outside our academy.</li> <li>Understanding the bigger picture.</li> <li>Leading</li> </ul>
<b><u>C</u>ontribution</b>		<b>Contribution Connoh</b> <ul style="list-style-type: none"> <li>Playing our part</li> <li>Doing the right thing, even when no-one is looking.</li> <li>Being part of a team</li> <li>Supporting others</li> <li>Trying our best</li> <li>Leading a team</li> </ul>
<b><u>H</u>appiness</b>		<b>Happiness Hakim</b> <ul style="list-style-type: none"> <li>Sharing our thoughts with others</li> <li>Showing that we enjoy what we do</li> <li>Rewarding each other</li> <li>Having personal goals</li> <li>Reaching a target</li> <li>Improving and getting better at something – making progress.</li> </ul>

## Rewarding Core Values...

All school staff will look out for when pupils show one of our Core Values. When a pupil demonstrates a Core Value, they will be rewarded with a token to place in the collection boxes in the Hall. Each week, our School Council will count the number of tokens in each collection box to find out which Value we have shown the most that week.