

# Culture for Learning Policy

## Work hard, be kind.

### Aims of this policy

- To create a values driven Academy and an environment which supports student learning
- To support, encourage and teach the social skills which underpin the values
- To create a positive ethos through effective recognition of achievements and living the values
- To ensure effective reactive systems exist to address student behaviour not consistent with the values in a consistent and fair way
- To provide students with the support and structures to enable them to move up the levels in the choices ladder

### The underlying principles

In life we make the 'right' choices of how to act in any situation by referencing a set of external or internal parameters. These can be simplified by answering the following question:

"We make the right choices because...?"

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
We don't want to get in trouble	We want a reward	We want to impress or please someone	We follow rules	We truly care about the rights and feelings of others	It's our code. It's who we are

Our aim is that students will operate at level 6 on this scale and to ensure this happens, systems, procedures and support mechanisms need to exist and operate successfully at all levels.

### The levels and the systems, procedures and support mechanisms we provide

#### Level 6 – Our Values "It's our code it's who we are"

We follow the 5 Oasis Values:

- Hope
- Perseverance
- Team
- Inclusion
- Equality

These are underpinned by our behaviour. We believe that we are BRIGHT in everything we do

And we all reinforce these in the following ways:

- Academy Awards
- Assemblies
- Rewards – Going Green
- Signage
- Conversations (Teaching the Corridor, see Appendix E)
- Linking the rules to the values

**Level Five – Empathy “We truly care about the rights and feelings of others”**

- RAIS (See Appendix C)
- MiJourney (PSHE) (See Appendix D)
- Conversations (Teaching the Corridor, see Appendix E)
- Student Charter (Appendix F)

**Level Four – Following Rules “We follow rules”**

- Having strong role models
- Being explicit about the social skills we want students to have
- Teaching the students the social skills we want them to use (PSHE, Appendix D)

**Level Three – Pleasing or impressing others “We want to impress or please someone”**

- Celebration
  - o Academy Awards
  - o Attendance Awards/tea and cakes
  - o Weekly House Assemblies
  - o Sports Awards
- Strong relationships
  - o Small tutor groups
  - o Student leadership
  - o Vertical tutoring
  - o Academic tutoring 3 times per year
  - o Peer Mentors
  - o Tutor buddies
  - o Parental engagement

**Level Two – Being rewarded “We want a reward”**

- Rewards systems are clear (See Appendix A)
- Rewards are consistent and skilfully applied (See Appendix A)
- Rewards are meaningful to the students

**Level One – Consequences “We don’t want to get into trouble”**

- Consequences systems are clear (See Appendix B)
- Consequences are consistent and skilfully applied (See Appendix B)
- Consequences are fair

**Level Zero - Environmental Factors**

The Building

- Warm and welcoming
- Visual sign posting

The Classrooms

- Warm, welcoming and inspiring
- Clean, tidy and purposeful
- Educationally focussed

Routines and Rituals

- Beautiful books (Appendix G)

# Appendix A – Rewards and Consequences

## Rewards and Celebrations

### Rewards System

The reward system runs in parallel with the sanction system and both are displayed in a pyramid format. The rewards pyramid encourages active and direct involvement of all staff and students at Oasis Academy Brightstowe. The system allows for all students regardless of ability, gender or age to be given the opportunity to operate within the rewards' framework.

Central to the rewards' philosophy is the expectation that all teachers will praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key factor in motivating students and establishing a positive climate for learning at the Academy.

### Stage 1 Departmental/Pastoral/Other staff Bright Pound.

The first formal stage of the rewards process is the instant Bright Pound reward system. Department and other staff members use SIMS to award Bright Pounds. These are awarded in lessons and around the Academy where a student has displayed behaviours linked to BRIGHT

Staff are asked to use their judgement when awarding Bright Pounds. However, the aim is that pounds are awarded to the majority rather than the minority in each lesson (if behaviour reflects this balance.)

The Bright Pound can be traded in for awards from the Rewards shop. Please see attached booklet.

### Recording and Totalling Brightstowe Pounds

Bright Pounds will be recorded by SIMS. Totals can be accessed individually by students on their MLE page and by tutors and Heads of House. One Family Time session per week will be dedicated to the discussion of individual, family group and House totals of Bright Pounds. Heads of House/HIM will identify the highest family group who will be rewarded with a meal and bowling trip at the end of each large term.

The highest Bright Pound earner per year group will win a Kindle Fire.

### Pay Slip

Each student will receive '35 Bright Pounds' pay which will be added to their Mi Bright Pound totals on a Monday for attending school, appropriately dressed with the correct equipment. However if a student fails to arrive to school on time, without the correct uniform or appropriate equipment then 2 pounds will be deducted for each of these infringements. The NB's will be responsible for recording these infringements and passing to the pastoral administrator who will deduct the points from student's totals.

Students will be awarded 2 Bright Pounds for achievements in lessons that relate to BRIGHT

Students will also have the following points deducted for the following infringements:

- VW = -4 Mi Bright Pound
- Referral = -6 Mi Bright Pound
- Lack of equipment = -50 Mi Bright Pound
- Uniform infringement = -4 Mi Bright Pound
- Lateness = -4 Bright Pound
- Poor corridor behaviour = -4 Bright Pound

Not attending school = -7 Bright Pounds

### **Staff Bright Pound Budget**

All staff will be allocated a termly budget based on their percentage timetable and the number of weeks in that term. It is a non-negotiable that staff are to remain within 10% of their budget allocation.

Weeks/%time table	90%	80%	60%	40%	20%
8 weeks	1800	1600	1200	800	400
7 weeks	1575	1400	1050	700	350
6 weeks	1350	1200	900	600	300
5 weeks	1125	1000	750	500	250

### **Stage 2 Postcards, Phone calls, Emails and Text messages**

Commended students will receive a certificate during house assemblies. BP Milestone postcards valued 250/1000 issued by the Tutor, 1250/2000 issued by the head of House, 2250/2500 issued by ALT Link, 2750/3000 issued by the Principle and these will be posted home. This will be recorded on SIMS.

It is expected that HOH/HIM/teachers will identify six students from each house group each week. The certificates will be given out to students who have displayed BRIGHT behaviour.

#### **Phone calls**

Commended students will receive a phone call home. This will be carried out on an informal basis where a member of staff identifies a sustained improvement in behaviour or levels of commitment, effort or attainment. Tutors also make phone calls home to commend attendance and/or behaviour.

### **Stage 3 Corridor Displays**

Each HIM will display family groups' attendance and Mi Bright Pound totals. This will be updated on a weekly basis.

Attendance trackers will be displayed on the main notice board which will allow student to know which attendance colour they are. This will be updated on a weekly basis.

### **Plasma Screen Displays**

- Highest cumulative attending family group (top in each house group).
- House groups cumulative attendance.
- Highest individual Mi Bright Pounds earner per week (top 5 in each house group).
- Highest individual cumulative Mi Bright Pounds earner (top 5 in each house group).
- Highest family group cumulative Mi Bright Pounds (top in each house group).
- House groups cumulative Mi Bright Pound total.

### **Stage 4 Termly Principal's Award**

Heads of House identify the highest family group who will be rewarded with a meal and bowling trip/or alternative venue each term.

## **End of Term Progress Celebration Assemblies**

Students who 'Go Green' by achieving their expected reading age (English MEG at Ks4), MEG in maths, 500BP and 97% attendance in a term, will receive a celebration badge and those who go green 3 times in a year are invited to a tea and cakes event with the Principal and other staff members. Certificates will be presented during the assembly and a letter is also sent home to parents to congratulate them.

## **Stage 5 Academy Award Ceremony**

All students and parents who have been nominated and then selected for an award are invited to attend the celebration evening in the summer term. Those students who have shown outstanding effort and attainment in a subject area or sport will receive an Award. Sporting trophies and the Principal's cup will also be awarded.

## **Stage 6 House Celebration Event**

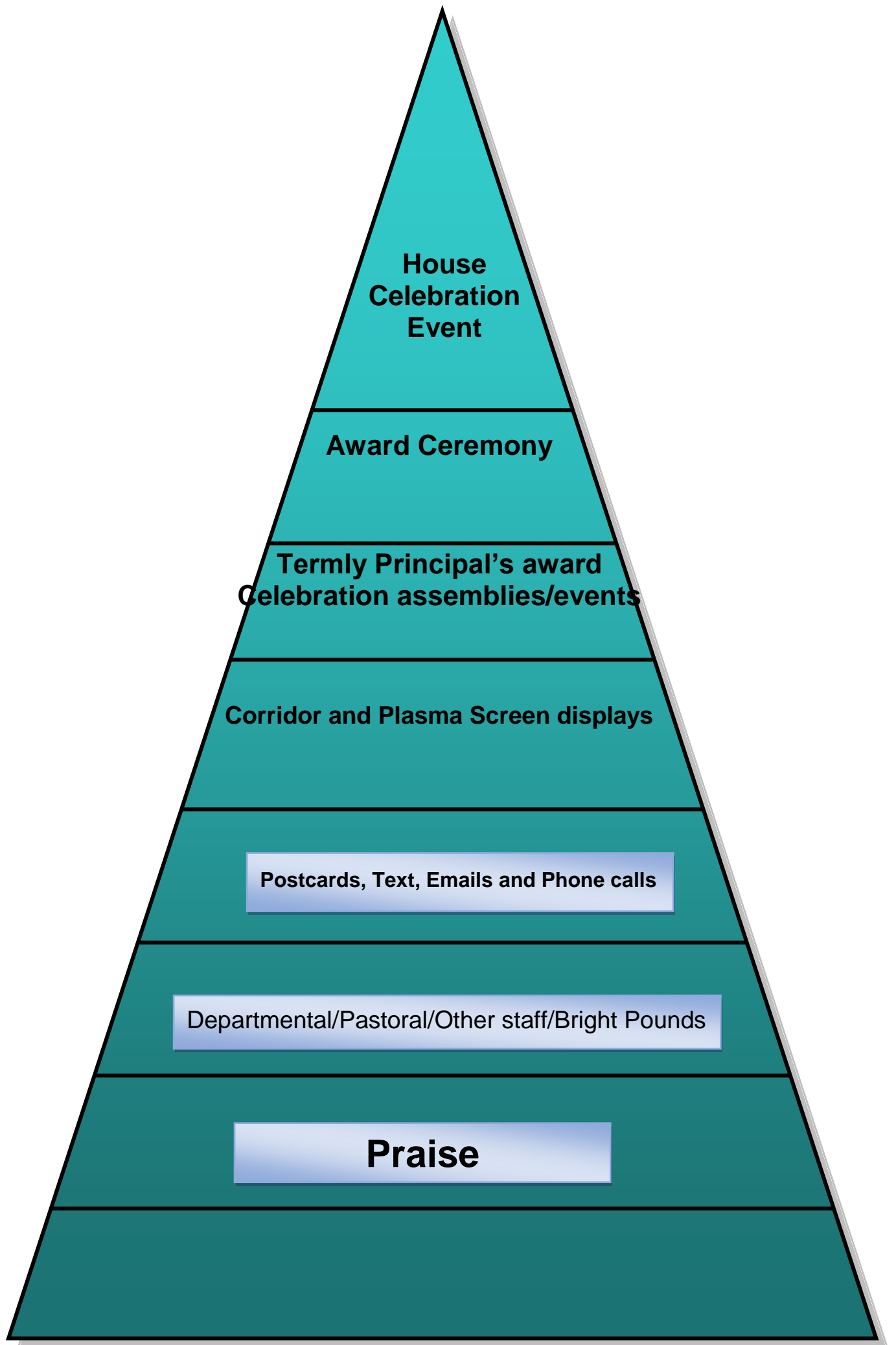
Students take part in a Values, Attainment, Attendance, Sport and bright Pounds competitions throughout the academic year. The house who achieves the highest number of points will be invited to attend a celebration event in the summer term. Pounds will be allocated as follows

1 <sup>st</sup>	-	10 points
2 <sup>nd</sup>	-	6 points
3 <sup>rd</sup>	-	2 points

This excludes students who have frequently displayed poor behaviour in school. The event will take place once a year, towards the end of the academic year. The Head of House, House Intervention Manager, ALT link, tutors and other staff linked to the House will be involved in the celebration activity.

## **Monitoring and Evaluation**

The policy and procedures will also be updated whenever necessary as a result of outcomes from consultations and/or in response to particular situations that have arisen.



## Consequences and Interventions Behaviour Level One

Incident	Resolution
Mobile phone, music player (incl. headphones and speakers), game machine seen	Phone (including battery and SIM) or electronic device confiscated and given to student reception to hold in envelope for student and returned only to the parents as soon as they are able to collect in person, or to student after minimum of 48hours
Wearing hat, jewellery (not permitted in uniform policy), scarf, coats, other non-uniform items and aerosols.	Confiscation- returned at end of school day by HIM
Dropping litter	Community service

Conversation with member of staff referring to 'BRIGHT' and logged as an infringement on Sims as -4 Mi Brightstowe pound by member of staff.

Infringement - first failure to follow school rule

- Not listening to other students
- Not respecting other people and their property
- Chewing gum
- Wearing uniform incorrectly

HIM/Teacher 20 min same day after school/break and lunch - Recorded by HIM

- Late to school

Lateness to lessons.

Where a student is more than 4 minutes late to a lesson, the member of staff will automatically issue a VW in line with the RTL policy.

### **No Homework Intervention– No Homework**

- Student to complete work with member of staff who issued detention - **30 minute**
- Student fails to attend teacher homework detention – **45 minute with LT**
- Student fails to attend LT homework detention – **60 minute with ALT**
- Student fails to attend ALT homework detention - **RTL**

### **Behaviour stage 1 (HIM letter 1)**

HIMs Skills Workshop, Referrals Workshop or Resolution Meeting (as determined by HIM), tutor report card

- 6 x lesson referrals in term
- 4 x late in a term
- Being disrespectful to a member of staff/not following their instruction or swearing in a discussion with a teacher
- Fighting (no one is hurt) or a bystander and doing nothing
- First incidence of reported bullying

Lead Teacher Intervention, LT report card and contact home, resolution meeting

- Student receiving 3 referrals in one department only, in a termly period, is referred to Lead Teacher for Department Intervention and subject report issued
- 2 referrals in a week
- 2 No homework

### 1 day in RTL

- Truancy
- Receiving a referral from a classroom (following a VW)
- 2<sup>nd</sup> incidents or further incidences of bullying within 12 months
- Defiance – Refusing a request from a member of staff, walking out of a lesson or away from a member of staff
- Racist, homophobic or any other statements which are contrary to equal opportunities policy
- Smoking (including electronic or vaporisers) or being with someone, on school site, in school uniform
- Fighting (no one is hurt) depending on severity
- Inciting or encouraging a fight
- Filming a fight or any other negative behaviours
- Setting off fire alarm
- Inappropriate contact against the will of others
- Inappropriate social media activity that causes offence to others
- Non offensive graffiti within the Academy
- Leaving school site without permission

### 2 days in RTL Meeting/phone call with parents HIM report card and 6 week contract, resolution meeting, compulsory

- Further incidences of stage 1 behaviour (must be of the same behaviour type)
- Fighting (someone is hurt) depending on severity
- Inciting or encouraging a fight
- Throwing objects which cause injury to people or damage property
- Inappropriate use of a mobile phone including taking pictures or videos

### 3 days in RTL. RAIS meeting (at HOH discretion) or Restorative justice meeting (PCSO) Meeting with parents HIM report card and 6 week contract

(FTE resets the count for that specific behaviour)

- Conduct contrary to the expectations and ethos of the Academy in a public place
- Further of stage 1 behaviour within 12 months (must be of the same behaviour type)
- Racist, homophobic or any other statements which are contrary to equal opportunities policy used in a derogative or aggressive manner/tone
- Inciting or encouraging a fight that leads to harm
- Posting inappropriate images/texts on social media
- Inappropriate use of mobile phone e.g., filming a fight
- Serious incidence of bullying
- Damage to property, theft or being an accomplice in anyway
- Swearing at or using threatening language towards a member of staff/adult
- Failure to stop a fight or damaging property, when instructed by staff
- Fight or violence against another student leading to harm
- Fight inside a classroom
- Unprovoked attack
- Inappropriate sexualised behaviour

### **Behaviour Stage 2 – Fixed Term External Exclusion of up to 2 days – Meeting with ALT link**

Conference is arranged with parents, Head of House, inclusion manager, behaviour contract is drawn up/IBP and ALT link

- Failure to meet expectations in RTL room on first or second occasion - HIM to contact home, readmission meeting must occur before student returns to school (1 day exclusion followed by a repeat day in RTL)
- Further stage 1 behaviour within 12 months (must be of the same behaviour type)
- Damage to property, theft or offensive graffiti
- Swearing at or using threatening language towards a member of staff/adult (in front of other students or staff)
- Serious threatened violence against another student or member of staff



- Serious incidence of bullying
- Serious fight or violence against another student leading to harm

**Behaviour Stage 3 – Fixed Term External Exclusion of up to 3 days – Meeting with AP - Pastoral**

- Second stage one-2 behaviour within a 12 months of first

**Behaviour Stage 4 – Fixed Term External Exclusion of up to 5 days. PSP meeting with parents lead Deputy Principal**

- Third stage 2- 3 behaviour within a 12 months of second
- Discretion to reset count at the end of full term – to be decided by pastoral team
- Sexual, homophobic or racial assault

**Behaviour Stage 5 – Fixed Term External Exclusion of up to 15 days (10 of which to be spent with PPPL – on a Part time timetable – Referral to BIP. Meeting with Principal, AP pastoral and HOH**

- Fourth stage 2, 3 or 4 behaviour within a 12 months of third
- Possession of an illegal drug (could move to level 6 depending on previous behaviours)
- Possession of alcohol (could move to level 6 depending on previous behaviours)

**Behaviour Stage 6**

**Permanent exclusion**

- Further stage 2, 3, 4 or 5 behaviour within 12 months of the fourth.
- Physically attacking or injuring member of staff
- Fight or violence against another student leading to serious harm
- Aggravated sexual, homophobic or racial assault
- Supplying an illegal drug
- Supplying or consuming alcohol
- Carrying an offensive weapon (*Offensive Weapons* are defined in the Prevention of Crime Act 1953 as ‘any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him”).
- Arson or serious criminal damage to property.
- Serious threat of violence towards a member of staff

## Appendix B – Staff Skills and techniques for using the Culture for Learning Policy

### The Golden Rules of the Classroom

<b>Environmental</b>	<b>1. Plan (Pillar 1)</b>
	<ul style="list-style-type: none"> <li>a. Differentiation – Flow – activities pitched just beyond their current level of ability</li> <li>b. Seating plans are a must</li> </ul>
	<b>2. Hook and Passion (Pillar 3)</b>
	<ul style="list-style-type: none"> <li>a. Share your passion</li> <li>b. Authentic audience &amp; purpose</li> </ul>
	<b>3. Routines</b>
	<ul style="list-style-type: none"> <li>a. Whole Academy</li> <li>b. Department</li> <li>c. Personal</li> </ul>
	<b>4. Clarity of Instructions</b>
	<ul style="list-style-type: none"> <li>a. Use the same words for the instruction</li> <li>b. Few &amp; simple words</li> <li>c. One instruction at a time with take up time</li> <li>d. After giving instructions, try standing at the corner of the room and scan for uptake</li> </ul>
	<b>5. Praise and recognise</b>
	<ul style="list-style-type: none"> <li>a. Recognise a student doing the right thing</li> <li>b. Praise for going 'above and beyond'</li> <li>c. Praise and recognise often!</li> </ul>

<b>Informal</b>	<b>6. Targeted recognition</b>
	<ul style="list-style-type: none"> <li>a. Recognise those following your instruction</li> </ul>
	<b>7. Non-verbal</b>
	<ul style="list-style-type: none"> <li>a. Make <u>eye contact / shake head / the look / raise eyebrow</u></li> <li>b. Tactical pausing</li> <li>c. Tactically Ignore</li> <li>d. Move over to the individual</li> <li>e. Gently tap on a student's desk – do not look at them</li> <li>f. <u>Mime your expectation - Fingers to the lips etc</u></li> <li>g. Draw a noise meter on the board and point to that for noise control</li> </ul>
	<b>8. Positive Corrections</b>
	<ul style="list-style-type: none"> <li>a. Get the student or group (or class) to "Do it again"</li> <li>b. Anonymous individual correction – "Thank you for being quiet, we are just waiting <u>for two people...</u>"</li> <li>c. Positive individual correction – quiet and discreet</li> <li>d. Make sure it's a positive – "I know you can do that better, lets me see you"</li> </ul>

<b>Formal</b>	<b>9. Use the two stage; precise and snappy; continue teaching immediately</b>
	<ul style="list-style-type: none"> <li>a. <u>State the behaviour</u></li> <li>b. State the sanction</li> </ul>
	<b>10. No emotion, no arguments</b>
<ul style="list-style-type: none"> <li>a. They will feed of your emotion, make it the one you want</li> <li>b. They will do things wrong, don't take it personally, you are the adult</li> <li>c. Do not engage in arguments, ignore if at all possible, move on teaching</li> </ul>	

### Protocols for Issuing Classroom warnings

**Always use the 2-step process – State the behaviour, state the sanction.**

### **Verbal Warning**

It is anticipated that many students will require the occasional **Verbal Warning**. If this is deployed consistently by staff, students will become accustomed to operating within the pyramid framework. If subtle proactive interventions have not had the desired effect and a student continues to disrupt the learning of others in a low level manner the first verbal warning should be given. It is essential that the words 'verbal warning' are used. E.g. "Michael you are talking when I am talking. That is your verbal warning". The **Verbal Warning** has two purposes:

1. to indicate to students that they have done something which is not acceptable.
2. to form a link to the more serious second warning if it is required.

It is vital that the students clearly understand the fact that they have received a stage 1 reminder and the words **Verbal Warning** need to be used clearly by the member of staff and displayed on the RTL poster.

### **Removal from class to the RTL room.**

At this point the teacher would come to the decision that a student is persisting in undermining the work of everyone in the room. This is despite receiving a clear warning and other classroom management techniques being deployed. Staff should complete the RTL referral form and the students have 4 minutes to make their own way to the RTL room.

A student who has entered the RTL room is likely to have caused considerable disruption to others' learning. The referred student should bring work with them and work in silence in an appropriate seat.

## **Appendix C – Behaviour Interventions**

### **Workshops**

- 3 x lesson referrals in 4 week period
- 3 x lates in 4 week period
- 5 x uniform incorrect in 4 week period
- Referral by HOH for specific reason

Workshops will be run from 3 until 4pm. They will be run by 2 staff members working together. The following workshops are available:

- Punctuality and being prepared
- Pride and self esteem
- Politeness and respect

### **Resolution/Restorative Justice**

#### **Ready to Learn**

Removal to the Ready to Learn room is 1 day (up to 1.5days) FTE. Students are placed in the Ready to Learn room for two reasons:

- Committing a serious misdemeanour which is considered sufficiently serious to warrant such immediate sanction (see consequences Appendix A).
- Planned referral due to failure to improve after other interventions have been put in place.

A decision to put a student in the Reflection Centre will be reached by the Head of House. Students will be expected to work in silence in the room, seated in individual booths. **Students will spend 6 school hours in the RTL room. Students will be isolated from the school community with separate break and lunch times.**

A student who works satisfactorily will rejoin the school the following day.

## **Searching students**

Students may be asked to turn out their bags and/or pockets if it is suspected that the student is in possession of banned items, weapons or drugs, or in the process of investigation into an alleged theft. **This may only occur with the permission of the student.**

No other searching of students may occur except by members of staff who have been given explicit permission by the Principal. **Permission of the student is not required, but there must be reasonable grounds for suspecting that a student is in possession of a prohibited item.**

Searching procedures are as follows:

- Search must take place in a location that cannot be observed by other students
- The person searching must be the same sex as the person being searched
- Another member of the Academy staff must be present during the search The student should be asked to remove any sharp objects from their pockets prior to the search
- The search should be conducted in a manner that is thorough yet cause minimum embarrassment

Should a student refuse to be searched and it is believed that he/she is in possession weapons, alcohol, illegal drugs or stolen items. Then the police may be involved.

## **Student Restraint**

All the staff at Oasis Academy Brightstowe are designated with the authority to control and restrain students where necessary.

The law requires that force should only be used when other approaches have been tried and that all practical methods to de-escalate the situation have been employed. It is only used as a last resort. All staff within the Academy are trusted to use their professional judgement and the degree of force must be reasonable in relation to the risk posed.

By law, a physical intervention should only be used if a student is at risk of:

- Seriously injuring themselves
- Seriously injuring others
- Serious damage to property

Examples:

- Students are fighting
- A student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A student is causing, or is at risk of causing, injury or damage by accident, rough play, or misuse of dangerous materials or objects
- A student is jumping stairways in which he/she might cause an accident likely to injure themselves and others

### **What should a member of staff do?**

A member of staff should take the following steps:

- Stay calm / attempt to keep their voice quiet / speak slowly
- Give time where appropriate for the situation to de-escalate
- Give the student clear instructions
- Call for assistance from another colleague

A clear verbal instruction to stop dangerous or threatening behaviour should always precede any physical intervention. Physical intervention should always be the last resort.

A written record must be made of all incidents involving use of physical restraints and kept in Academy discipline records. The report should be handed to the Principal within 12 hours.

### **Team Teach**

12 members of staff have received training from 'Team Teach' (Sept 2015) which gives departmental guidance to staff who may need to use physical interventions in the course of their work so they can do it properly and safely. Students have been identified via their care plans for whom team teach may be applicable, however the Team Teach techniques can be applied to anybody who may be at risk of causing harm to themselves, others or damaging property.

## APPENDIX D- MiJourney

### Outline PSHE Draft

#### Aim:

#### Key strands:

- Instilling the core values of the academy; Team/relationships, perseverance, hope, inclusion, equality and our ethos 'work hard be kind'.
- Make a positive contribution, in the school and in the wider world, including political and civic responsibilities
- Developing a healthy, safer lifestyle
- Achieve economic wellbeing/careers
- Developing good relationships and respecting the differences between people and cultures.
- Developing confidence and responsibility, and making the most of ability.
- Promoting Bright behaviour

Things to include:

### OUTLINE TERM 1



#### Mijourney outline for term 1

**Session 1** – getting to know you and key expectations for the year ahead.

**Session 2** – Overview of BRIGHT – key aspects of the BRIGHT philosophy at Brightstowe.

**Session 3** – Beautiful: Why is it important? – an exploration of why beautiful forms part of our philosophy.

**Session 4** – Appearance – a focus on how we can appear and present ourselves beautifully. Students will explore what it means to present themselves in a professional manner and conduct themselves beautifully.

**Session 5** – Why does quality matter? Students will discuss the importance of giving 100% dedication to producing quality work and what it means to be proud of something that they have produced.

**Session 6** – Slang vs standard: Students will discuss the importance of speaking beautifully and how this affects their prospects in life. Audio clip from Lindsay Johns arguing against ghetto grammar.

**Session 7** – Wrap up of key aspects of 'beautiful' and link back to the BRIGHT philosophy.

		Hope	Equality	Inclusion	Perseverance	Team/Relationships
		Beauty	Books	<i>We take pride in our books and work; our books are a reflection of ourselves and our attitudes to learning.</i>		
Uniform	<i>We are proud of our appearance and strive to be ambassadors for our school and community.</i>					
Eloquence	<i>We know our speech and body language create an impression of us to others; we interact professionally with others</i>					
Resilience	Bounce-back-ability	<i>We greet failure as an opportunity to learn, and try again undaunted</i>				
	Perseverance	<i>We keep going, even when it proves challenging</i>				
	Achievement	<i>We celebrate our successes and realise that the best rewards are earned, not given</i>				
Independence	Organisation	<i>We are prepared for each day and plan in advance to help our lives run smoothly</i>				
	Integrity	<i>We are honest and stay true to our moral code</i>				
	Responsibility	<i>We accept ownership of our actions and behaviours, and their consequences – both positive and negative</i>				
Growth Mindset	Hope	<i>We have a positive attitude to opportunities and challenges</i>				
	Aspiration	<i>We believe that our success and potential is not fixed; we actively seek to broaden our horizons and improve ourselves</i>				
	Courage	<i>We are brave enough to push ourselves, take a positive risk, and go beyond our comfort zone</i>				
Healthy Lives	Healthy Body	<i>We exercise, and eat and drink healthily, to maximise every minute of our lives</i>				
	Healthy Mind	<i>We understand that our mental attitude is crucial to our health and success; we sleep well and develop mental habits to keep us strong</i>				
	Healthy Relationships	<i>We know that the people around us make us strong and successful; we understand how to recognise and develop positive relationships</i>				
Team	Respect	<i>We think of others before ourselves and are aware of others' needs</i>				
	Leadership	<i>We engage those around us in a positive goal, and hold others to account when necessary.</i>				
	Community	<i>We realise we are part of a global human community – supporting our school, local, national and global causes</i>				