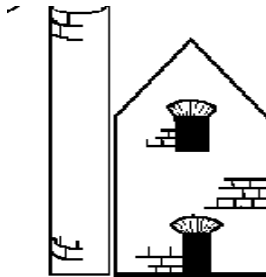


# Biscovey Academy

‘Where Everyone Matters’



## Behaviour for Learning Policy

Biscovey Academy is a place where everyone is valued and cared for. It is a place where views are respected and where children are at the centre. We celebrate uniqueness in each individual and encourage all pupils to flourish through a happy, safe and stimulating environment that allows everyone to meet their personal goals and full potential; intellectually, physically, emotionally, morally and spiritually.

**Biscovey Academy Mission statement:** To provide an outstanding education that ensures all pupils can reach their greatest potential and live by life's highest values.

**Biscovey Academy motto:** Where Everyone Matters

**Biscovey Academy core values** are those of the Aspire Academy Trust to develop both character and academic strength:

Aspire Values	Our children will:
Aspiration	<ul style="list-style-type: none"><li>• be encouraged to always strive to achieve the best for themselves and others.</li><li>• be bold, aim high, imagine possibilities and make them real.</li></ul>
Spirit	<ul style="list-style-type: none"><li>• be supported to have the courage of their convictions, to celebrate their uniqueness, work with energy, positivity and determination.</li><li>• have a sense of enjoyment, fascination in learning and a willingness to reflect on their experiences.</li></ul>
Passion	<ul style="list-style-type: none"><li>• be enthusiastic and committed learners.</li><li>• seek opportunity, find what is good and pursue their individual talents and interests.</li></ul>

<b>Integrity</b>	<ul style="list-style-type: none"> <li>• be encouraged to behave with integrity and be honest with themselves and others in all that they do.</li> <li>• have interest in, and respect for, different people's faiths, feelings and values.</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>• be encouraged to overcome obstacles, work hard and reach success.</li> <li>• be fearless and persistent in the face of difficulties and to learn without limits.</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>• be encouraged to aim for excellence in all they do and to always want the best. To become life-long learners.</li> </ul>

## **Our school rules**

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

## **Ready, Respectful, Safe.**

At Biscovey Academy all behaviour is understood as communication and poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect staff to work to identify the need and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

Our expectations underline our understanding that positive, trusting relationships enable learning. Pupils spend time exploring, in an age appropriate way, what the expectations mean through a variety of ways e.g. stories, circle time, discussions, drama, photographs, dance, art, Jigsaw PSHE, Trauma Informed School (TIS) activities, forest school, educational trips etc. In this way, every child in the school knows the standard of behaviour that we expect from our pupils.

## **Aims of the policy**

- To create a culture of exceptionally good behavior; for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote 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, celebrates uniqueness and encourages respect.
- To promote community cohesion through improved relationships. To ensure that excellent behaviour is a minimum expectation for all.

## Purpose of the policy

- To provide simple, practical procedures for staff and learners that:
- Recognise behavioral expectations
- Positively reinforces behavioral expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- We consider that:
- Children have the right to learn and play in a friendly, helpful and safe environment
- Parents have a right to feel welcome and that their children are safe and well cared for
- Staff have the right to feel safe and to be treated with courtesy and respect

*'The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.'*

(Paul Dix 2017)

## We believe that:

**Consistency** is the key to ensuring effective positive behaviour.

Within our **consistent culture** of excellent behaviour management, our staff will ensure:

- **Consistent language and consistent response**, with simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up**, ensuring certainty at classroom and school level, all staff taking responsibility for behaviour interventions. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement, with routine procedures for reinforcing, encouraging and celebrating** appropriate behaviour.
- **Consistent consequences** which are defined and applied by all staff as well as following established structures for more serious behaviours.
- **Consistent, simple expectations** promoting appropriate behaviours.
- **Consistent respect** from the adults: even in the face of disrespectful learners.
- That they demonstrate **consistent levels of emotional control** i.e. to model and not just teach.
- **Consistently reinforced routines** for behaviour around the site.
- A **consistent environment** which displays our core values
- That we **consistently develop and share** our school rules

*"The best institutions have absolute consistency. I don't care whether the system they use is behaviourist or whether the system they use is extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message: "This is how we do it here"*

***Consistency lies in the behaviour of adults and not simply in the application of procedure.***

(Paul Dix, 2017)

### All staff will:

- **Meet and greet** at the door.
- Refer constantly to '**Ready, Respectful, Safe**'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use an approach that **recognises positive behaviour** throughout the day.
- Be **calm** and give 'take up time' when going through the stepped approach. Prevent before sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore**, or walk past, learners who are behaving badly

### Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### Senior leaders will

- develop and insist on a consistency in school that ripples through every interaction on behaviour
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Support staff in managing learners with more complex needs, support restorative conversations
- Use behaviour data to target and assess school-wide behaviour policy and practice.
- Consistently follow up any reported behavior incidents, check My Concern:
- Ensure 'certainty' runs through all levels of the school
- Ensure induction of new staff in this policy.

### Supporting pupils with SEND: Expectations for managing behaviour of pupils with SEND:

- For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of their provision and something that we can help them understand and manage.
- All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's learning education plans (IEPs) and use suggestions on these. Teachers need to use IEPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they are getting physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour steps should be adapted to suit the needs of individual pupils. Equity is the aim for these high-needs pupils. Their individual plan and adapted expectations for

behaviour should be on their Pupil Profiles which will be monitored by the SENDCO. A child's triggers for negative behaviour need to be on their individual plan so that everyone can be aware of these.

- Supporting pupils with Social Emotional Mental Health difficulties
- Where there is a need due to an emotional difficulty or trauma in a child's life, we may refer to additional intervention such as Trauma Informed Schools practitioners, appropriate outreach or groups focusing on social skills and emotional literacy.

### **Rewards and Sanctions Overview**

- Pupils must be aware of the rewards system that is in place and the consequences which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school.
- These should be clearly displayed in each classroom.
- Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour.
- Our system is flexible to take account of individual circumstances.
- The emphasis of the policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

### **Recognition and rewards for effort**

At the heart of our behaviour management is recognising those children who manage to consistently meet behaviour expectations as well as those who go '**above and beyond**' our standard high expectations.

#### **General rewards for individuals who manage to consistently meet our high expectation:**

- smile, thumbs up, shake hands
- quiet word of personal praise
- 'word in the ear' to 'public' recognition in class or assembly
- sending good work to the head of school (HOS) or another member of staff

#### **General rewards for individuals who go '**above and beyond**' standard high expectations:**

- house points (1 at a time)
- name on the 'recognition board'
- 'secret shopper' pupil in assembly
- Weekly certificates/ awards/nominations – newsletter publication
- Parents informed
- HOS 'gold stickers'

### **Recognition boards**

Each classroom will have a recognition board on which the weekly value will be displayed. Any child showing application of a value will have their name added to the display. This will provide another opportunity for positive recognition and reinforcement of the school values and expected behaviours in a celebratory manner, shared with class peers.

## Class rewards for behaviour

### Star time: Cumulative award

Remember: the assumption is always that every child is a star and their name stays on the large star. Star Time - this is to be awarded when all class members have stayed a 'STAR' for a whole day (that is no amber cards). 5 minutes are rewarded per day.

Remember this is cumulative – a maximum of 25 mins can be gained in a 5-day period for example. Once the class has gained enough 'time' (20 minutes? 25 minutes?) then STAR TIME is given. Pupils can choose to 'bank' their time or spend it.

Star time: this is a class chosen activity and can include:

Extra playtimes, 'choosing time', extra lesson of their choice, an outdoor game session, 'bring a game from home' session, iPad session, watching part of a film, cooking, den building session, etc.

'Banked' time can be used for non-school uniform days, trips, outdoor learning days, forest school activities, cinema trip etc.

Star time can not be lost once earned.

### Larger Team Rewards- House Points

Pupils are grouped into **four houses**: house points are collected and counted weekly.

House names are chosen after local beaches. Each house has an identified member of staff to lead it and will elect one male and one female pupil to be 'house captains' Each house will arrange an annual visit and beach clean to their beach.

House name
Charlestown
Crinnis
Par Sands
Polkerris

House points are given in the form of a token to match the colour of the house and collected in a central tube.

The winning house will win the House Cup at the end of each half term.



All adults will carry house points to be able to reward 'in the moment'. It is important that a child knows why they have received the reward token and so a brief positive explanation of the reason must be offered by the adult, it is important that the child feels a sense of achievement and pride from this outcome.

House points should be awarded regularly and consistently by every member of staff when children are displaying the academy expectations and values. For example:

- Showing respect for themselves and others by holding doors, greeting members of staff, walking through the school in a calm manner, wearing correct and neat uniform, helping a member of staff, contributing to the community.
- Showing friendship, helping others, being kind to other children such as helping a classmate who is stuck in class or hurt in the playground, being a 'buddy' to a new or more vulnerable/shy child.
- Showing responsibility by recognising when to do the right thing, even when difficult e.g. reporting an incident, taking their personal feedback on board and achieving them, displaying their best efforts in lessons, completion of home learning and home reading.

### Sanctions for poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour **without delegating**. Sanctions can be dealt with by other teachers in a year group. Staff will always deliver sanctions calmly and with care.

All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative and appropriate system that works for them.

Engagement with learning is always the primary aim. For most learners, a non-verbal reminder such as a look or a gentle verbal reminder or nudge in the right direction is all that is needed. The below steps should always be followed through with care and consideration, taking individual needs into account where necessary. The ideas in appendix 2 will be utilized by staff where appropriate.

Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps.

We use a six-step approach to manage and modify behaviour that does not reflect our **Ready, Respectful, Safe** expectations.

	steps	action
1	<b>The 'drive-by'</b>	A reminder of the expectations for learners -Be Ready, Be Respectful, Be Safe delivered privately (when possible) to the learner. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Use 'drive by' technique- home in, deliver message, drive on by. This should be direct and supportive: Quietly 'stop... thank you'. That behaviour is not following our rule about... I can see you are tapping your pencil/talking to your friends and that is stopping you being READY to learn...

		<p>The adult makes them aware of their behaviour in a neutral and supportive manner. The learner has a choice to do the right thing.</p> <p>Be EXPLICIT about what you want to see, using EXPECTANT language using the three rules where possible: 'Joan, I expect you to be looking at the board ready to learn.' 'James pencil down, eyes on me –being respectful.' 'Lucas line-up in order, thanks – we keep safe that way.'</p> <p>Remind them of previous positive choices ... (remember how <i>yesterday</i> how you listened when... produced amazing...)</p> <p>That's the behaviour I want to see. I know you can do it.</p> <p>Walk away and praise others for behaviour you want to see.</p> <p>If they stop make sure you go back and recognise this positive choice later on</p> <p>If the behaviour continues or escalates it is never ignored – <b>move to step 2</b></p>
2	<b>verbal warning</b>	<p>This should be verbal. It should be clear and firm. The pupil should be told what it is he/she is doing wrong and told they have a warning.</p> <p>You are still tapping your pencil/talking/ or you are now swinging on your chair and at Biscovey Academy BE SAFE is one of our rules. I am giving you a warning- you need to make the right choices for our all rules Be Ready Be Respectful and Be Safe.</p> <p>Should the child continue to breach the rules <b>move to stage 3</b></p>
3	<b>Visual warning playground 'stand by me'</b>	<p>Name moved to the little Star. This should follow the above oral warning and should be stated in terms such as:</p> <p>'I've already given you a warning this session/lesson/playtime now I'm moving your name to remind you to stop and think. If in playground - 'I've already given you a warning this playtime now I need you to stand by me for a few minutes to stop and think. (no dialogue – just allow the child time to consider their actions)</p> <p>If pupil has then behaved appropriately until the end of the session/lesson their name is restored to the large star, ready for a fresh start next session. If pupil has then behaved appropriately until the end of the playtime no more action to be taken, they are ready for a fresh start next session. If pupil breaks another rule whilst name is on the board, within same playtime then <b>move to stage 4</b> of the consequences.</p>
4	<b>Amber Card</b>	<p>Consequence is to miss some of the next playtime.</p> <p>These children will miss a part - appropriate to age - of the next playtime (even if it is the next day). <b>This must be logged in the class Behaviour Log.</b></p> <p>Lost playtimes will take place standing next to the playground supervisors. During this time the children should be silent and asked to reflect on their behaviour.</p>
5	<b>Red letter home</b>	<p>Should a pupil miss 2 or 3 (age appropriate) separate playtimes in quick succession (i.e. in one week) a 'Red Letter' will be sent to the pupils' parents/carers alerting them to concerns regarding the pupils behaviour.</p> <p>A restorative conversation will be had with the pupil (see below)</p>
6	<b>Exception Immediate response</b>	<p>When certain gross misbehaviour has occurred, an <b>immediate response</b> is necessary, such as:-</p> <ul style="list-style-type: none"> <li>• Serious fighting</li> <li>• Bullying</li> <li>• Derogatory behaviour such as racist, homophobic or non-inclusive</li> </ul>



		<ul style="list-style-type: none"> <li>• Bad language directed at an adult</li> <li>• Defiance</li> <li>• Damaging property</li> </ul> <p>In these cases, the incident will <b>immediately</b> be reported to SLT and recorded/logged, and an appropriate sanction/action taken A red letter will automatically go home to parents.</p>
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## Restorative Conversations

These are to take place following a serious incident or a red-letter home. This can be any member of staff as appropriate. It should be a coaching conversation for the pupil. The structure for the conversations is:

- Ask what happened and why they chose to behave the way they did.
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have done differently and what they would do to avoid the situation happening again.
- Ask what the adult/other child could have done differently
- Agree strategies/goals/targets for the future
- Give the child a chance to add anything else they wish. Do not force an apology – it will not improve the situation (however acknowledge those freely given appropriately). A record of the conversation may be made depending on the severity of the incident.

## Parents Involved

Parents will be encouraged to help by exploring possible reasons for their child's behaviour and way to support staff in dealing with it. Children are more secure and confident when there is consistency between the child's care setting and their home. Parents will have opportunities to share and discuss behaviour strategies so that some commonality of approach can be discussed. Notes may be taken for future reference and review of actions.

Parents who agree that additional support will be beneficial may also be offered advice on and signposting to outside services.

## Dealing with serious incidents

We have a duty and right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements;
- Statutory powers to discipline pupils who behave badly on the way to and from the school bringing it into disrepute;
- The Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.
- There will be zero tolerance of any form of serious assault on pupils or staff.

## **Exclusion- Fixed-term and permanent exclusions**

Only the Head of School has the power to exclude a child from the School. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Head of School may also exclude a pupil permanently.

Before taking such a step the Head of school will have taken advice from the Strategic Partner and Hub Councillor, the Aspire Board, the Aspire Inclusion Team, the Education Welfare Service, County Psychological Service or the school medical officer.

If the Head of School excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can appeal against the decision to the Aspire Board. The School informs the parents of how to make any such appeal.

The Strategic Partner informs the Local Authority (LA) and Aspire Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Your child may be excluded from school for a number of reasons, and for anything from a half-day to permanently. Biscovey Academy will adhere to the principal legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

## **Use of reasonable force**

In very rare occasions, it may be necessary to have physical contact with the children and use reasonable force. **All staff, based on their professional judgement, have the legal power to use reasonable force.** Such cases may be to control or restrain a child dangerous to others and themselves or who is damaging property. Another would be to intervene in fighting after a refusal to separate or where they refuse to leave an area and are guided physically out of an area.

All staff will make reasonable adjustments when using reasonable force for children with special educational needs and disabilities.

If such incidents occur and reasonable force has been used, the incident is recorded, and parents/carers of the child are informed.

## **Pupils' conduct outside the school gates- teachers' powers**

The law allows:-

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such as is reasonable'.

The school may discipline a child for any misbehaviour when the child is:-

- Taking part in any school-organised activity or school related activity or
- Travelling to or from school or

- Wearing the school uniform or
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school depending on the incident

## **General Guidance for behaviour when moving around the school**

### **Manners/behaviour**

Adults in the school should set a high standard for the children showing politeness and good manners

**All** staff should insist on good manners and politeness at **all** times from **all** children.

General courtesy (thank you, excuse me etc) should always be shown

Noise levels should be kept at a reasonable level to avoid disturbing others

### **Movement around school**

Children should give way to adults at doors.

Children should move around the school in an orderly manner- walking and talking with an 'indoor voice'.

Children should only visit other classrooms at the beginning or end of a session unless urgent or unavoidable

Children moving around the school should **respect** equipment, resources and displays and should not touch them.

### **School grounds**

The children will be encouraged to be interested in the school environment, showing **respect** by keeping it tidy and litter-free. Children should be supervised at all times.

### **The playground**

Staff will be on duty at playtimes. Children should not be on the playground unsupervised.

When the whistle is blown at the end of playtime, the children line up quickly and quietly. Teachers should go to the playground and collect their classes

### **Wet playtimes**

Staff will liaise in order to cover all the necessary areas during a wet playtime. There must be prepared activities in each class for use during wet playtimes.

At Biscovey Academy we believe in the following adult behaviours

#### **Clean slate syndrome**

- Past behaviours are gone
- Rub it out – don't rub it in
- Every hour is a new hour
- Every day is a new day
- Look forward do not look back

#### **Respecting our children**

- WE MUST MODEL THE BEHAVIOURS WE WANT TO SEE FROM THEM

- Kind Eyes
- Unconditional Positive Regard – mindset
- Warmth to the child
- A one-size fits all – kindness
- Every hour is a new hour
- We don't hold grudges

## **Appendix 1**

[‘When the adults change everything changes’ \(Paul Dix\)](#)

## **Appendix 2**

Skills/ attitudes that work with more challenging behavior:

- Showing humility
- Changing anger to shades of disappointment
- Being silent rather than confrontational
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Keeping your agreements
- At times ignoring defensive behaviours in the moment but not forgetting them
- Using the assumed close: ‘When you meet me at playtime make sure you bring...’ rather than ‘I want to see you at playtime’.
- Prefacing requests with ‘Thank you’ so that the listener hears the acknowledgement before the instruction: ‘Thank you for picking the paper up’.
- Absolute belief, even in the face of overwhelming odds! ‘I can feel that this is going to be an excellent session/lesson’, ‘I have been looking forward to this session all week...’
- Encouraging the learner's responsibility to react appropriately, ‘We need to have an adult remind the learner of their previous good behaviour
- Challenge their negative internal monologue. ‘You can do this; you are intelligent and able’. Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution. Walk away as soon you have finished speaking

## **Refocusing the conversation**

- When learners try to argue, shift the blame, or divert the conversation you can either:
- Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.
- Use an appropriate refocusing line to bring the conversation back to the script.

## **Learner**

- 'It wasn't me' .... But they were doing the same thing' .... 'I was only...'You are not being fair' .... 'It's boring' ..... You are a ..... (name calling)
- Adult: 'I hear what you are saying. '... 'I understand. Give me their names I'll speak to them too. This is about your choices.' ..... 'Maybe you were....and yet '....'Yes, sometimes I may appear unfair...' 'Be that as it may...' ..... 'I am sorry that you are having a bad day...

**If the conversation is becoming unproductive use:** "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your conduct. I know that when I come back, we can have a polite, productive conversation."

## **Appendix 3**

### Three Rules

- **Be Ready**
- **Be Respectful**
- **Be Safe**

**BE READY-** to learn, to succeed, to engage, to achieve

- Focus on your work all the time and always give it your best
- Wear the right uniform
- Have the correct PE Kit on the right days
- Have your pencil, pen, ruler, books out and ready
- Always listen
- Stop, stand still and remain quiet when the whistle blows
- Line up correctly for assembly, PE, lunchtime

**BE RESPECTFUL-** to yourself, to others, to resources, to your surroundings

- Listen to others and expect to be listened to
- Keep quiet when adults and other children are speaking
- Follow all instructions and requests from an adult in school
- Use appropriate language and tone when speaking to others-adults and children
- Look after the school building, equipment and displays
- Look after the equipment and belongings of others

**BE SAFE-** at play, at work, in mind, in body

- Be in the right place at the right time
- Keep hands, feet, objects and unkind comments to yourself
- tell someone if you are feeling unhappy
- Walk when in school and when moving inside from the playground