BEHAVIOUR POLICY

Approved by:	**Governing Body**
Approval Date:	**January 2024**
Review Date:	**January 2025**

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1.   Purpose of Policy

1.1   Objectives of Policy

Our aim is to create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe, supportive environment. We strive for our students to uphold our school values and develop character traits that will enable them to have the capacity to engage in lifelong learning. We will ensure that we have an established whole school approach to maintaining high standards of behaviour that is applied consistently and equally to all students.

A positive student-teacher relationship based on mutual respect is vital for the success of Springwood High School

- Teachers are here to teach to the best of their abilities
- Students are here to learn to the best of their abilities
- Overall, the behaviour of Springwood students is good within lessons
- Overall, outside of the classroom, the behaviour of Springwood students is outstanding

1.2   Creating the Right Culture

Springwood High School is an inclusive community, which is dedicated to the needs of the individual. A community where we strive each day to promote and develop our core values, developing resilience and laying the foundations for a lifetime of enjoyment and happiness. We aim to promote positive social norms and clear routines throughout our school.

Any behaviour that disrupts the learning of students or undermines respect for the school community is unacceptable. The school community must work together to ensure this is minimised and that the standard of student engagement is continually improved upon.

The school's primary purpose is to ensure the safety and well-being of all students and staff. This policy therefore, will consider the behaviour of students outside of the school day where it impinges on the safety and well-being of others within our community. Examples of this may include walking home from school or engagement with staff when they are not at work. The school will consider each incident on its impact on our students or staff on an individual basis.

The school must also recognise the advent of new technologies where usage may also impact on the well-being and safety of students and staff within our school community. Examples of this could include filming and sharing footage on social media. The school will consider the impact of this activity on the safety and well-being of those affected.

This policy involves Parents/Carers and requires them to engage with the school as much as possible to assist the school in this role.

1.3 Linked Policies and Statutory Duties

- Teachers' Standards - Guidance for school leaders, school staff and governing bodies (latest update Dec 2021)
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Springwood Uniform Policy

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on: Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

2. Leadership and Management

2.1 Roles and Responsibilities of Staff

Everyone within our school community has a responsibility for ensuring and maintaining a strong positive behaviour culture.

The Headteacher is responsible for setting the ethos and culture within the school. They are responsible for ensuring that the senior leadership team, teaching staff and wider school staff actively support the maintenance and implementation of our school values, routines, policies and practices that create high expectations of behaviour and positive social norms. The headteacher is responsible for ensuring senior leaders are highly visible throughout the school day and will routinely engage with all stakeholders to maintain a safe and supportive learning environment. The headteacher has the overall strategic oversight for student removals from classrooms. The Headteacher has the authority to consider suspension from school and permanent exclusion from school.

All senior leaders will ensure that all staff understand the behaviour systems and routines that maintain a positive behaviour culture and will support staff with appropriate CPD.

The Senior Leadership Team is responsible for having a strategic and operational overview of behaviour within the school. They are responsible for closely and frequently leading, monitoring and evaluating the behaviour culture within school. This will be achieved by collecting and analysing behaviour qualitative and quantitative information/data, including removals, detentions and suspensions. They will consider repeat offenders and those of protected characteristics including Pupil Premium, SEND and LAC. They will collect information/data through focus groups and anonymised surveys of all stakeholders, including staff, students and parents. The Deputy Headteacher with responsibility for behaviour will be proactive in making changes to practices and routines to ensure the highest standards of

behaviour throughout the school. They will also be proactive in arranging all appropriate and necessary training for groups and individual staff to support them with maintaining good behaviour management practices.

Assistant Headteachers and Heads of Year are responsible for managing the pastoral care of their year groups and supporting and directing form tutors and the Pastoral Managers. The Heads of Year will monitor the behaviour of their students using quantitative and qualitative data gathered daily. This data will be reviewed to direct the use of Reports, parental meetings and detentions to manage the behaviour. They will deliver assemblies to share rewards and deliver behaviour and culture updates. Year Leaders will ensure that all incidents of unkindness and bullying are investigated fully.

Teaching Staff will encourage a high standard of behaviour at all times in all areas of the school. Teaching staff will seek to highlight and reward students who model high behaviour expectations and behaviours. They will do so through our school rewards system and their professional relationships with students. They will consistently apply all school routines. Teaching staff will challenge all unacceptable behaviours and use teaching strategies to ensure a calm and purposeful environment including using strategies to allow students to "recover" their behaviour (de-escalation). Teaching staff will implement sanctions to students including the issuing of detentions where appropriate. Teaching staff will engage with all training opportunities provided by the school to support a positive behaviour culture.

Pastoral Staff will support with maintaining a purposeful school environment and will maintain a visible presence around school. They will challenge unacceptable behaviours and reward positive behaviours. They will analyse behaviour data and help make decisions about what support is put in place for those who display challenging behaviours. They will engage with parents, carers, social workers and virtual school headteachers, informing them when behaviours are showing concern. Pastoral staff will support students on behaviour plans and work with students in order to allow students to be reflective of their own behaviours in order to change. Pastoral staff will implement rewards and sanctions to students including the issuing of detentions where appropriate. Pastoral staff will consider the link between behaviour and safeguarding concerns.

All Other School Staff will support the positive culture in school acting as positive role models to students, challenging unacceptable behaviours and acknowledging positive behaviours. They will be consistent in their approach and will communicate any concerns to teachers, pastoral team and senior leaders (as appropriate).

2.2 Resources

Considerable resources are made available to support a calm and purposeful environment where all students can achieve. This includes the use of outside class support through APSAs and the pastoral support team. The staff time budget takes into consideration time for staff to undertake duties during school time to build relationships with parents and carers. Additional funding has been available to support alternative provision and the use of external agencies for vulnerable students. Our behaviour curriculum is implemented through lessons, assemblies, tutor time and Super Learning Days. The behaviour curriculum challenges unacceptable behaviours and rewards positive behaviours.

2.3 Governance / Trustees

The Governing Body and Trustees are responsible for monitoring the work of the school leaders in respect of managing the school's behaviour culture. Trustees receive behaviour reports on permanent exclusions, suspensions, classroom removals, off site directions, the use of alternative provision and managed moves. In addition, they receive information on staff behaviour training. Governors and Trustees will challenge leaders on the effectiveness of the school's behaviour policy.

2.4 Student Support

Additional student support is made available to those who consistently fail to comply with the behaviour expectations of the school. In order to support these students, further consideration will be given to the use of one or more of the following;

- Referral to the SENDCo and/or Behaviour Manager
- Use of restorative approaches
- Preventative work with students
- Positive reinforcement of good behaviours
- Referral to outside agencies
- Pastoral support plans
- Identification of behaviour triggers
- Use of managed moves
- Use of off-site direction

We differentiate our behaviour policy based on students' additional needs. This may include allowing more take up time for completing tasks, or following instructions, or gaining an understanding of why students have behaved in the way that they have. The SENDCo is responsible for communicating these needs to teaching staff and will monitor effectiveness of the strategies used.

Our school will not assume that because a student has SEND, it must affect their behaviour on a particular occasion. This is a question of judgement. In making any judgement, designated staff with responsibility for behaviour will assess whether

the student understood the rule or instruction, and was unable to act differently at the time as a result of their SEND needs.

3.   School Systems and Social Norms

3.1   School Behaviour Curriculum

Our school behaviour curriculum is aligned with the school core values as incorporated in AMBITIOUS and STEPS (included as appendix 2). We expect all students to consistently adhere to our school values in whatever they do. Expectations are routinely shared with students during lessons, assemblies and tutor time.

FREQUENT USE OF PRAISE

Staff will frequently praise students for modelling our school values, both inside and outside of the classroom.

Examples of praise include:

- Achievement points issued
- Mentions in assemblies
- Contact with parents and carers
- Receiving certificates in assemblies
- Receiving achievement badges
- Recognition as a school prefect or subject ambassador
- Recognition as a role model

DURING LESSONS

Students are expected to follow the school routines during lessons and during transitions between lessons.

At the start of lessons, students are greeted by their teacher. As students enter the classroom, they are expected to greet their teacher, making eye contact. Eye contact aims to build social confidence amongst students as well as strengthen positive relationships and mutual respect. They will then, in silence stand behind their chair, unpack their equipment and wait for the teacher to ask them to be seated.

At the end of lessons, students are expected to tidy away in silence and stand behind their chair when the teacher asks. They will then be dismissed from the classroom, acknowledging the teacher, making eye contact and thanking them for the lesson. This creates an orderly classroom environment and one where there is mutual respect between staff and student.

LOW-LEVEL NEGATIVE BEHAVIOURS

Low-level negative behaviours can have a significant impact on the learning of the student displaying the behaviour and the other students in the class. Failing to follow routines and instructions, talking when asked not to, failing to work or engaging in off-task behaviour with other students are all considered low level

behaviours that will be challenged by the teacher. Teachers will remind students of the expectations so that the student can correct /recover their behaviour. If these low-level behaviours continue, a sanction will be issued. Low-level behaviours can occur either inside or outside of the classroom.

UNACCEPTABLE BEHAVIOUR

This includes but is not limited to;

- Bullying including cyber bullying
- Child on child abuse, including sexual violence and sexual harassment
- Discrimination of any kind
- Rudeness to members of staff
- Physical violence
- Aggressive or threatening behaviour
- Disruption of a whole class
- Vandalism
- Theft
- Refusal to follow instructions from members of staff
- Smoking/vaping
- Repeated breaches of the school behaviour policy
- Bringing illegal substances into school
- Using illegal substances on school site
- Bringing prohibited/banned items onto the school site

Unacceptable behaviour is never tolerated in school. All incidents of unacceptable behaviour will be investigated by the pastoral or senior leadership teams to establish what has happened. Any victims of unacceptable behaviour will be supported by our pastoral team. Unacceptable behaviour will be dealt with in a fair and consistent way.

3.2   Behaviour Management System

A clear system for behaviour management is in place that is communicated to staff, students and parents/carers. This system will be routinely applied consistently across all areas of the school to all students. The school system for behaviour management reflects our school values. The behaviour system is an escalating system as follows;

C1 -   A staff reminder is a polite mechanism and is used to remind a student that if their behaviour continues they may receive a formal sanction.

C2 -   A staff verbal warning is the next stage of teacher based informal warning.

C3 -   A staff reprimand is the first formally recorded sanction and will be recorded on SIMS.

C4 - Staff/Tutor detentions. This stage allows staff to detain students at break or lunchtime, as required, for any student who does not operate within the minimum expectations of Springwood High School.

C5 - Student Classroom Removal. If a student persistently disrupts the learning of others they will be sent to another classroom to work there. In the rare event of non-compliance, a senior manager may be called via the Headteacher's PA. The consequence of a C5 is the student is placed on an ATL report, monitored by their head of year, for a minimum of two weeks. This time period will be extended for students not showing sufficient improvement in their behaviour during the initial two weeks.

C6 - For more serious issues occurring outside of the classroom, the senior team can place students in an afterschool faculty/year detention. This will be communicated to parents/carers in advance.

C7 - A member of the senior team can place a student in the Headteacher's Detention. This detention will take place as designated by the Senior Leadership Team. This will be communicated to parents/carers in advance.

C8 - Isolation. For students who are persistently causing behavioural issues, or for a one-off incident that the school feels justifies it, we may place a student in isolation for a fixed period of time. Isolation begins at 8.30 am and finishes at 4.30 pm. Students placed in isolation must report to reception by 8.30 am on the day of their isolation.
Students will continue to work through their timetabled lessons using resources provided. Students will have time to discuss their behaviour with key staff.

C9 - Fixed term suspension. Based on an individual student basis, this will either take place in the isolation room or externally (at the student's home). Internal suspensions will operate as an extended day. Students will be expected to be in school from 8.30am to 4.30pm. If students arrive late i.e. after 8:30am this time will then be added at the end of the day. Parents/Carers will be notified by letter and the student will not return to their normal lessons until the school has had a re-integration meeting with Parents/Carers. For one-day external suspensions, students will be expected to complete work from their Knowledge Organiser, exercise books and revision guides, along with checking Show My Homework and Google classrooms for set work. For suspensions of two or more days, the Headteacher's PA will ask teachers to set work via email or Google classroom and students will be expected to complete this work during their suspension. Parents/carers must ensure this work is completed.

A reintegration meeting will take place between a senior member of staff, the student's head of year, the student's parent/carer and the student after the suspension is completed and before the student returns to their lessons. This is an opportunity for the student to show that they have reflected on the behaviour that led to the suspension.

A fixed term suspension will be used for serious incidents and sanctioned by the Headteacher.

For more extreme misbehaviour, including the following; racism, theft, banned substances and weapons, abuse of staff, persistent bullying, serious violence or physical assault, a higher consequence can be used without the prior use of other lesser sanctions.

Following an incident, there may be further restorative activities for example, litter picks or apologies to members of staff/students for their behaviour.

* If a student receives a C5 to C9 consequence they will be placed on an ATL report for the following 2 weeks. If an ATL 3 or 4 is given, or if the student receives another C5, the student will have an afterschool detention, on that day for 1 hour, with a senior member of staff.

3.3 Student Transition

Students entering the school are fully prepared for the behaviour expectations. On entry at Year 6 from our feeder schools, transition visits to the primary school allow our staff to talk to year 6 students about our core values and expectations including the behaviour system. Time is dedicated at the beginning of September to teaching our new students our rules, routines and expectations. There is an individual transition meeting with each parent prior to starting school.

For students with additional needs, extra transition sessions are completed with the SEN team so that there is time to practice and familiarise how systems work. The school works with any outside agencies supporting the family to develop a transition plan for each student. This plan is then communicated to staff.

If a student arrives mid-year, a transition meeting is held with a Senior Leader where expectations, rules and routines can be discussed. The new student will be allocated a buddy and will be closely monitored and supported over the first 2 weeks by a Pastoral Manager.

3.4 Uniform

We take pride in our school and our students, and we think it is important that this pride is reflected in how our students look as they go about their studies.

Our uniform is designed to give students a professional and purposeful outlook. It also reduces bullying by removing expensive branded items, and gives a sense of community and belonging. Full details of our school uniform can be found in our Uniform Policy.

Uniform Consequences
It is understood that there may be circumstances beyond a student's control that may affect uniform, for example a medical need. We expect parents to communicate this to the tutor or pastoral manager for the relevant year. They will in turn notify staff of the uniform issue.

Where a student has deliberately failed to meet our uniform expectations, a decision will be made by staff on how to rectify the problem. A parent may be asked to bring in the correct uniform, or a student collected to return home to address their uniform

and return to school. In the case of a repetition of deliberately not complying with uniform expectations, the student will be placed on Uniform Report where further non-compliance will be recorded and an afterschool detention on the day of the non-compliance will be issued.

3.5   Sanctions

Detentions
Detentions can be set by Teachers, Senior Leadership Team and Pastoral Managers. Detentions are compulsory and non-negotiable. School will inform parents and carers about any detention in advance of the detention. Refusal to attend a detention will be classed as unacceptable behaviour. If there is an exceptional circumstance why a detention cannot be completed and parents have informed school of the reason, consideration will be given to rearrange the detention for another date. It remains the parent's responsibility to arrange transportation for their child in regard to detentions.

Weekend
The school can issue a weekend detention. Weekend detentions can be given for up to three hours, between 9am and 12pm, as determined by the school.

INSET Day
The school can issue an INSET day detention. An INSET day detention can require a student to attend theschool for the normal duration of the school day i.e. 8:50 am to 3:25 pm

Suspensions
Suspensions will only be used as a last resort and at the headteacher's discretion, in response to serious and/or persistent breaches of the behaviour policy. Following a suspension, a reintegration meeting will be held to discuss the circumstances leading to the suspension, and if appropriate a Pastoral Support Plan will be implemented. During this meeting, students will be given strategies and guidance for success and that previous behaviour should not be seen as a barrier to future success.

Permanent Exclusion
Permanent Exclusion from school is a last resort and at the headteacher's discretion in response to serious or persistent breaches of the behaviour policy; where allowing a student to remain in school would seriously harm the education or welfare of others such as staff and students in school.

3.6 Searching, Screening and Confiscation

The school follows advice from the DfE "Searching, Screening and Confiscation" July 2022.

3.6.1 Searching

The school has the statutory power to search a student or their possessions if there are reasonable grounds to suspect that a student has a prohibited / banned item, or an item that could contravene the behaviour policy (See appendix 1).

Only authorised staff will carry out searches as directed by the Headteacher. A student search, where possible, is carried out by two members of staff of the same gender. School will explain to a student why there is a need to complete a search. If a pupil refuses to co-operate with the search, the school may sanction the student in line with the behaviour policy. Searches are carried out in an appropriate space such as an office, away from public areas of the school. Strip searches will not be carried out by school staff. Strip searches would only be undertaken by the police following parental contact.

All students will be given appropriate support irrespective of whether an item is found. Following a search parents will be contacted and the details of the search recorded in CPOMs.

3.6.2 Screening

Screening can be used by schools, for example walk through or hand-held metal detectors. Springwood High School may employ the use of screening equipment where required, for example to ensure that students comply with exam regulations regarding mobile phones and watches.

3.6.3 Confiscation

Any authorised member of staff can confiscate any item that they have reasonable grounds to suspect poses a risk to staff or pupils, is prohibited/banned or is evidence in relation to an offence.

On finding any illegal items such as controlled drugs or stolen items, the police will be contacted and the school will follow police guidance. Other substances which are not believed to be controlled but are not allowed in school will be returned to parents / carers.

Staff may examine electronic data held on devices if the school believes that the device contains evidence of a criminal act or a contravention of the behaviour policy. If any item deemed illegal is found, this will be passed on to the police for further investigation. Where content is not illegal the school may ask the student and/or parents/carers to delete.

School powers to discipline enables a staff member to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The school is not liable for any loss or damage to any item that it has confiscated.

3.7   Child-on-Child Abuse Including Bullying

Bullying is defined as the repetitive, intentional harming of one person by another person, or group, where the relationship involves an imbalance of power. Bullying is therefore deliberate, repeated over a period of time and difficult to defend against. Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is never acceptable and the school will always investigate any alleged bullying incidents.

Students learn about what constitutes bullying (including online, cyber and sexual bullying) and the impact on victims and perpetrators via assemblies, the PSHE curriculum, tutor time and Super Learning Days. During tutor time, students read texts that specifically look at aspects of bullying.

Students are encouraged to report bullying to a member of staff. Students are aware that they should report all bullying incidents to their pastoral manager. Students can also report bullying by email to bullying@springwoodhighschool.co.uk . Parents and carers can also report bullying by contacting their child's pastoral manager or Head of Year. Staff will report incidents of bullying via CPOMs to the Safeguarding Team.

When school is made aware of a potential bullying incident it is investigated by a member of the pastoral team who will take statements from the victim, perpetrator as well as any witnesses or material such as screen shots of messages. A decision

will be made as to what sanctions are appropriate and may include one or more of the following:

- Parents contacted
- Parental meetings
- Educational work with the perpetrator
- A restorative meeting between those involved
- A C6 or greater consequence
- Removal from class for a period of time
- Suspension from school

Child on Child Sexual Harassment and Sexual Violence

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can also occur through a group of children sexually assaulting, or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable (KCSIE 2022).

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored or classed as "banter" or "just having a laugh."

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

School procedures are in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Refer to the Norfolk Harmful Sexual Behaviour Team
    - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

3.8   Student Misbehaviour Off School Premises

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. trips, sporting fixtures)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

3.9 Online Behaviour Incidents

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It poses a threat or causes harm to a member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

4. Staff Induction, Development and Support

4.1 Staff Training

Staff receive regular training throughout the year on the application of this policy and behaviour management best practice. These take place through INSET days and through staff CPD sessions throughout the year.

Staff receive regular information on:

- The needs of students in school
- Triggers and de-escalation strategies
- How SEND and mental health needs impact behaviour
- Specific needs and strategies for SEND students

4.2 Staff Induction

When new staff join the school, they receive training in how to apply the behaviour policy. This is carried out during their induction. For newly qualified or recently qualified teachers, additional behaviour sessions are made available to support behaviour management strategies.

Appendix 1 – Prohibited and Banned Items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers/vaping items
- Fireworks
- Pornographic images
- Any article that is likely to commit and offence, or to cause personal injury, or damage to a person or property
- Chains
- Catapults
- Lighters/matches
- Gas cannisters
- Dangerous chemicals
- Aerosol cans (including deodorants and anti-perspirants)
- Solvents
- Chewing gum
- E-cigarettes
- Smoke bombs/bangers
- Energy drinks
- Nuts
- Rope/cable ties
- Anything that has been fashioned into a dangerous item (Sharpened wooden stick or shard of glass)
- Laser pens
- Powered transporters*

*The term "powered transporters" covers a variety of novel personal transport devices which are mechanically propelled (propelled by a motor) as well as or instead of being manually propelled. It includes e-scooters, Segways, hoverboards, go-peds (combustion engine-powered kick-scooters), powered unicycles, and u-wheels. E-Scooters are classed as a "Powered transporter"

They are treated as motor vehicles and are subject to the same legal requirements such as requiring

- MOT
- Licensing
- Tax
- Insurance

It is illegal for them to be used on public roads, cycle lanes or pavements.

Springwood High School students are:

ARTICULATE: able to communicate confidently with peers and adults alike in a range of settings

MOTIVATED: determined and enthusiastic to achieve

BRAVE: unafraid to challenge themselves

INDEPENDENT: responsible for their own success

THOUGHTFUL: kind, considerate and respectful to others

INQUISITIVE: curious to learn

ORGANISED: good managers of their own time

UNSTOPPABLE: resilient to the challenges they encounter

SERIOUS: about fulfilling their potential

AMBITIOUS

STEPS

Sir or Miss - every time

Thank you - every time

Excuse me - every time

Please - every time

Smile - every time