



Student Positive Behaviour Policy inc. Emotional Wellbeing and Mental Health

Reviewed by	Jo Hague
Date approved	11/05/2026
Date for review	10/05/2027
Signed by Chair of sub committee	Jill Grant
Signed by Headteacher	Jo Hague
Signed by chair of Governors (statutory policies only)	Jill Grant/Brendan Heneghan

1. PRINCIPLES

Ravenscliffe High School and 6th form provision's positive relationships and behaviour policy is based upon the following principles:

A happy, safe, positive, and calm learning environment.

- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs, which facilitate strong self-discipline and responsible citizens, who in turn value and can, co-operate with others.
- An emotional literate and solution-focussed organisation, which fosters positive and desired behaviours, including how to effectively manage conflict and repair harm.
- A restorative culture i.e. working 'with' students to effect change rather than doing 'to' them.
- A personalised approach to negative behaviour i.e. support will always be designed around individual needs and a functional analysis of behaviours presented, which is subsequently well-planned, implemented, monitored and analysed at various levels and in different ways across school and college.
- For emergent and sensory learners we check in with students at a level appropriate to them using techniques such as PECS (symbols) visual aids and positive reinforcements.
- For Formal / semi-formal learners, restorative practises will be undertaken.

2. Roles and Responsibilities

To support consistency, the following roles are explicitly recognised within the behaviour framework:

- **Governing Body:** Ensures the school has a compliant behaviour policy and oversees strategic effectiveness.
- **Headteacher & SLT:** Implement and monitor the policy, ensure training, and maintain consistency.
- **Staff:** Apply the policy fairly, model expected behaviours, teach routines and follow restorative processes.
- **Pupils:** Engage with expectations, participate in restorative processes and contribute to a safe community.
- **Parents & Carers:** Work in partnership with the school, support expectations and engage with communication

3. EXPECTATIONS

The core expectations that underpin our positive relationships and behaviour strategy are as follows:

Ravenscliffe is an inclusive community that respects others, champions individuality and celebrates all achievements.

Ravenscliffe provides an engaging, inspiring, and ambitious personalised curriculum. This is delivered within a safe, supportive and holistic learning environment.

Ravenscliffe prides itself in raising aspirations and maximising potential. This enables all students to thrive and prepare for a happy, successful and bright future.

Together we.... **nurture, believe, achieve, succeed**

We care respect and value ourselves, each other, our environment and we always strive to be our best.

4. UNDERSTANDING BEHAVIOUR

At RHS we believe that **BEHAVIOUR** is a form of **COMMUNICATION** and as such purposeful behaviour generally meets some kind of need. Such underlying reasons and factors which affect these responses can depend upon the significance and complexity of the individual's needs, combined with a variety of contextual factors. Examples for why behaviours may occur for different types of young people and other associated factors are outlined below.

The complexity of the individual's needs may include autistic spectrum conditions, attachment disorders or other diagnoses.

a) **Sensory / Emergent Learners** (and those with complex learning and medical needs)

The reasons why 'behaviour' occurs include the following:

- To obtain something
- A basic unmet need, such as personal care
- To reject or maintain something
- To gain attention from another person
- To stimulate a sensory need - such as sensory processing
- As a basic form of communication – with no other preferred option

Factors that can affect such behaviours include:

- Physical or sensory needs including cognitive functioning
- Basic needs such as hunger, thirst, pain / discomfort
- Emotional context of young person (also linked to cognitive functioning and previous experiences)

- Environmental and/or external influences e.g. loud noises; bright/changing lights; other people present or historical impact

Generally, with such learners there is a limited number of alternative communication skills available to the young person to enable them to get their needs met.

b) Semi-formal / formal learners

The reasons why 'behaviour' occurs can include one or more of the following:

- **Misunderstanding or confusion** – Social Misunderstanding, Communication and Confusion about what is expected or what a task involves.
- **Sensory sensitivities** – Too much sensory input (oversensitive) or not enough input (under-sensitive)
- **Anxiety or stress** – about what is going to happen, what has happened or what is happening now.
- **Communication difficulties** – Not being sure of what was communicated, or not being sure of how to communicate.
- **Emotion confusion** – Feeling overloaded with emotion and not knowing what to do with it or how to respond to it.
- **Boredom or under / over stimulation** – a common thing that may well be overlooked.
- **Pain associated with conditions** e.g. ear infections, headaches
- **Intolerances to food/environment** e.g. Allergies
- **To gain attention** (i.e. I want to keep others busy and keep them noticing me)
- **To gain power and/or control** (i.e. I want to be in charge to make or stop someone doing something – I feel out of control/ fear/ can't do activity so want to leave the situation)
- **To gain revenge** (i.e. I want to try to get even or pay back/ hurt others)
- **As a display of needing space** (i.e. I want to be left alone or to give up/not try)
- The **fight, flight, giggle, remove** response to stress

Factors that can affect such behaviours include:

- Individual or personal strengths, abilities and other needs including social, emotional and mental health such as anxiety.
- Contextual issues such as social standing, peer pressure etc.

We appreciate that all such behaviours instil different feelings in the people displaying them and in those experiencing them. However, we also acknowledge that the way we respond can shape the outcome and the likelihood of this happening again.

5. PROACTIVELY DEVELOPING A CULTURE OF POSITIVE BEHAVIOUR

Ravenscliffe operates a **behaviour curriculum** which clearly sets out the routines, expectations, social norms and behaviours that are explicitly taught, modelled and reinforced across the school day. This includes:

- consistent daily routines (arrival, transitions, endings)
- expectations for communication, interaction and conduct
- developmentally appropriate teaching of emotional regulation and pro-social behaviour
- explicit modelling of respectful language and restorative communication
Staff ensure these expectations are *taught, practised and revisited* regularly to support pupils' success.

In order to further support positive behaviour within school a variety of additional strategies are used. At the most fundamental level this includes the delivery of a stimulating, engaging and appropriate curriculum, appropriately differentiated to meet need.

- a. Our curriculum supports a lot of this work, developing students understanding of friendships and important role models. Our students meet each day in a pastoral setting where they work together with students of all abilities to ensure understanding and acceptance is achieved.
- b. This also includes regular class building activities, such as the use of pro-active IPP lessons (Individual personal progress) where students can reflect on their own and others learning that week.
- c. All curriculum areas have cross curriculum links with SMSC / British values which help develop understanding and appreciation of different cultures and how to deal with moral conundrums.
- d. At Ravenscliffe we have three trained THRIVE practitioners – the THRIVE programme is an empowering training programme that supports students to take control and develop areas of their lives and learn how to thrive. Regular THRIVE activities are run throughout the curriculum at Post 14 and dedicated THRIVE lessons are targeted in individual students and groups of students. Profiles are developed and targeted areas if need are supported.
- e. During Pastoral times staff and students are encouraged to ensure all are prepared for the day ahead.

Examples include:

Use of parent/school communication e.g. email

Scheduling timetables

Targeting and supporting difficult times of the day; transitions, non-preferred subjects; areas they are doing well in – focusing on the positive etc.

Ravenscliffe adopts a personalised approach to ensure specific behaviours are addressed as priority. Students who need support to develop their behaviours have individualised positive behaviour plans which provide structure and consistency across the school. Some students may have positive behaviour charts which allows staff and students to recognise their positive behaviours and rewards them for it. The charts serve as a visual motivator and structure to encourage pupils to have the best attitude for learning.

6. THE USE OF RESTORATIVE APPROACHES TO ADDRESS NEGATIVE BEHAVIOURS

To further embed the culture of positive behaviour staff had access to Restorative Practice training. This is to ensure as a school we take a restorative approach to resolving conflict and preventing harm. It enables those who have been involved in low level conflict to convey the impact it has had on them to those who are responsible and for those responsible to acknowledge this impact and take steps to put it right.

The aim of all restorative work is to work 'with' the students as opposed to doing 'to' or 'for' them. Central to restorative work is the notion of fair process, that all interactions around relationships and positive behaviour should be explored in an engaging, open and transparent manner.

Restorative practice is based on the premise that, where conflict occurs, either or both parties and their relationships are harmed and it is this harm that needs to be addressed.

The objective of a restorative approach is to ensure that ownership of the behaviour and/or conflict rests with those directly involved and that it is also their responsibility to find a resolution to the problem. In particular, the perpetrator is responsible for repairing harm and working towards positive outcomes and opportunity is always given to make amends and expressing remorse.

Developing a restorative culture means teaching and ensuring pupils have the language they need to express themselves (which is central to all restorative strategies). The more adults are aware of their own language, use restorative vocabulary and model desired behaviours, the more young people will mirror this. Examples of this are:-

- Affective statements – including a 'feeling' in a description of behaviour in order to support communication e.g. *'you made me feel sad/angry/embarrassed when you*
- Re-framing – i.e. focussing upon the key aspects of what is being said, e.g. *'So I heard you say that you get angry when X does....'*. This demonstrates to the speaker you have listened and reduces the emotional impact of language used.
- Key questions are asked in a circle following an incident –
 - a. What happened? How did you get involved?
 - b. What were you thinking and feeling when you...?
 - c. What have you thought about/ felt since?
 - d. Who has been harmed and/ or affected? How do you think they felt?
 - e. What needs to happen now? What can we do to make this better?

Essential to all restorative work is also the use of circles. These include:-

- Restorative circles – *responding to harm*: discussing specific incidents that have harmed someone and looking to move forward in an agreed and positive way

- Informal or ‘small’ circles’ – *quickly formed, responding to harm*: as restorative circles, formed to solve a small issue involving a limited number of people. Students can call these independently to quickly solve an issue
- Restorative conferences – *‘formal, well planned circles using an impartial facilitator*: -for bigger, more serious incidents that involve several parties. These circles generally require a trained facilitator

This approach should be adapted according to the differing needs of our students.

Formal learners: Young people should engage explicitly with the restorative process, use all or some of the strategies described above.

Semi-Formal learners: staff will use circles to proactively build relationships and to repair harm in ways that are appropriate to the individual needs of the young people. Students will need to develop the language and communication skills necessary to engage in a restorative process.

Emergent / Sensory learners: staff will use circles and key music to greet students and end sessions. Work will be undertaken in working together, identifying peers and sitting together. Staff will observe friendships and areas of conflict and will work with students to reduce their anxieties around these areas.

Our Restorative culture uses the “Repair” structure to managing incidents and developing opportunities for teaching appropriate skills to our pupils. We have introduced the Thrive programme to further develop our techniques and strategies to support pupils social, emotional and mental health needs.

A personalised approach ensures that specific behaviours are addressed as priority, sometimes it is prudent to select the behaviours needing to be tackled.

To further embed the culture of positive behaviour and provide a structure in which teachers can work with class groups, a structure of recognising ready to learn behaviour has been introduced. The approach is flexible enough to capture the wide range of learner’s needs. To further promote behaviour for learning within the classroom environment, some classes, if appropriate, are using behaviour for learning charts. The charts serve as a visual motivator and structure to encourage pupils to have the best attitude for learning. The charts allow pupils to earn rewards for example computer time at the end of the day.

Although we have a culture of high expectations around appropriate behaviours, in order to further motivate exceptional positive actions and celebrate achievements, Ravenscliffe is introducing a **‘Positive Behaviour Reward System’** which awards tokens for positive contributions to:

Ready for Learning
Respect
Keeping Safe
Working together

These areas are linked to our school culture around SMSC and British Values.

This is complemented by Personal Development Certificates at both sites, which are celebrated in Assemblies with the whole school.
More information can be found on the school website and appendix 2.

7. THE USE OF ADDITIONAL POSITIVE BEHAVIOUR STRATEGIES

The Student Councils regularly discuss behaviour, core values and their understanding of responsibility, this is then fed back to SLT when reviewing policies to ensure student voice is represented.

Whilst retaining a highly restorative approach, Ravenscliffe also recognises that a variety of sanctions may be appropriate in order to enhance accountability i.e. reflect on this impact, repair harm and work towards positive outcomes. Where possible, we would advocate that sanctions are as personalised as possible to the individual concerned, the behaviour presented and the context in which this occurred. For example, swearing or threatening another student during lunchtime football may result in missing the next game, in addition to an apology etc. Wasting significant amounts of time in a lesson may require catch up time during a break-time or after school etc.

The following strategies may also be considered as suitable options in addition to restorative strategies outlined (although are certainly not designed as an exhaustive or hierarchical list).

Low level problems

- Non-verbal cues/ Planned ignoring
- Non-work comments/distraction
- Reinforce desired behaviour (potentially highlight difference in observed behaviour)
- Informal circles
- Mid-level problems
- Restorative circles
- Change of environment / task

More serious, higher-level behaviours

- Use of alternative room for change of environment
- 1:1 with chosen staff member to talk through difficulties
- Use of outdoor area to provide space and a calm environment
- More significant change of environment / task/ timetable etc.

Physical intervention would be used only as a last resort, when considered reasonable, proportionate and necessary to prevent harm to the young person, others or property. All staff are trained in elements of positive behaviour management and de-escalation, which put the student at the centre of every decision. It equips everyone to manage distressed behaviours and conflicts safely and respectfully. It also allows relationships to be repaired and teaches students that they will be supported consistently. Any positive handling holds will be incorporated into the students' positive behaviour plans, which are applied in a consistent manner.

All significant behaviour incidents should be recorded on CPOMs. Any physical intervention will be reported to parents/carers.

Students who exhibit a high frequency of mid-level behaviours or several higher level behaviours within a term would be expected to have a multi –element intervention plan developed (outlining behaviours exhibited and associated proactive, de-escalation and reactive strategies) – a Positive Behaviour plan. These will be discussed with other agencies and parents.

If individuals require care and control/manual handling on a regular basis it would be anticipated that these individuals would require a Positive Handling Plan.

Seclusion must only be used as a safety measure, never as discipline, and must occur in a supervised, safe, non-intimidating space. This is clearly distinct from regulatory activities, for instance when a student requires time away from the main classroom in order to regulate and feel safe to learn before returning to the usual learning environment. Instances of seclusion used in this way must reported to parents / carers in a timely fashion, ideally the same day. (DfE 2026) Please see stand alone policy on physical intervention and seclusion.

8. EXCLUSION

Any decision to exclude a student, either for a fixed period or permanently is seen as the last resort at Ravenscliffe, while always bearing in mind our duty of care to students and staff. We take account of the special educational needs and disability of a student when considering whether or not to exclude and the Headteacher will ensure that reasonable steps have been taken so the student is not treated less favourably for reasons related to this. Reasonable steps include: appropriate adjustments to policies and practices according to their learning needs; developing strategies to support the student's behaviour; requesting external help with the student; staff training etc. Where such adjustments have been made, to accommodate a student's needs, exclusion may be justified.

Reasons for exclusion may include

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the student or others in the school.

The decision to exclude a student will be taken by the Headteacher after consultation with at least two other members of the School Management Team. The Headteacher will then inform the Chair of Governors and the parent/carer of the student of the decision to exclude.

Further details relating to Fixed term and Permanent Exclusion are included in the appendices. (Appendix 1)

9. ANTICIPATED OUTCOMES

- Students are happy to come to school and feel safe when they are here.
- Students having a genuine sense of responsibility for their own behaviour.
- Students have a strong sense of belonging

- Ravenscliffe will be a strong community where the responsibilities of the individual and the community are continually revisited and refreshed.
- Staff and student relationships will remain positive
- A reduction in frequency and severity of inappropriate behaviours, especially in any incidents leading to positive handling, restraint or time out.
- Parents are well informed and are supported throughout their child's time at Ravenscliffe.

10. Monitoring and Evaluation of Behaviour

Behaviour data is recorded on CPOMS, analysed, and reviewed regularly by the SLT to identify:

- patterns and trends
- vulnerable groups
- the impact of interventions
- staff development needs

Findings inform improvements to practice, training and whole-school systems.

11. Child-on-Child Abuse and Harmful Sexual Behaviour

The school does **not tolerate** any form of child-on-child abuse, including sexual harassment, harmful sexual behaviour or inappropriate sexualised language. This is outlined in our **Safeguarding & Child Protection Policy** and **Keeping Children Safe in Education (KCSIE)**.

Any such incidents will be responded to using safeguarding procedures, alongside restorative and pastoral approaches where appropriate.

12. Behaviour outside school and online behaviour

Ravenscliffe expects pupils to behave safely, respectfully and responsibly when:

- travelling to/from school
- representing the school off-site
- participating in community activities or events
- engaging in **online behaviour**, including use of messaging, social media or digital communication

Behaviour outside school that affects the welfare of pupils, staff or the school's reputation will be addressed in line with this policy.

13. Searching, Screening and Confiscation

The school follows the **DfE Searching, Screening and Confiscation (2022)** guidance and has separate procedures for this. Staff have the power to search pupils for prohibited items, confiscate items where appropriate and make decisions proportionate to the child's needs and level of understanding. Any searches will be undertaken safely, respectfully and in line with safeguarding requirements.

14. Mobile Phones

Ravenscliffe's approach to mobile phones prioritises safety, wellbeing and learning. Pupils must follow school expectations regarding:

- phone storage
- permitted use
- consequences for misuse

The school may confiscate phones for safeguarding reasons and return them according to established procedures.

15. Communication of the Behaviour Policy

The school ensures that the behaviour policy and expectations are communicated clearly to:

- **Pupils** through lessons, pastoral time, restorative conversations, visual supports and regular reminders
- **Staff** through induction, ongoing training, briefings and access to the full policy
- **Parents and carers** through the school website, home/school communication, meetings and discussions e.g. parents evening or EHCP reviews

All stakeholders are supported to understand their role in upholding a culture of positive behaviour.

16. Links to other policies and procedures

This policy should be read in conjunction with the following policies and procedure:

- Restrictive Practice Policy
- Staff Code of Conduct
- Search and Confiscation Procedures

Appendix 1 – Exclusion – details relating to Fixed term and Permanent Exclusion

Fixed Term Exclusion A fixed term exclusion will be used for the shortest time necessary to secure benefits without adverse educational consequences. Exclusion for a period of time from half a day to 10 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. This can be up to a maximum of 45 days in an academic year.

These strategies could include:

- Communication with the student (appropriate to their level of understanding)
- Mentoring (adult support)
- Discussion with parents / carers
- Setting targets and agreeing/amending an individual behaviour plan
- Checking on any possible provocation
- Mediation or counselling (if appropriate)
- Multi-agency support

Permanent Exclusion

A permanent exclusion is a very serious decision and the Headteacher will always consult with a governor before enforcing it. As with a temporary exclusion, this will follow from a range of strategies and be seen as the last resort, or it will be in response to a very serious breach of school rules and policies, and if the child was to remain in school this would cause serious harm to the education or welfare of themselves or others. This may include:

- Serious actual or threatened violence against another student or a member of staff
- Carrying/use of an offensive weapon
- Possession or use of an illegal drug on the school premises Persistent deliberate bullying or racial harassment

The decision to exclude

If the Headteacher decides (in consultation with other members of SLT) to exclude a student, they will: -

- Ensure that there is sufficient evidence to support the decision
- Communicate the decision to the student (taking into account their level of understanding)
- Contact the parents/carers, explain the decision and ask that the child be collected
- If a Child is a Child Looked After (CLA) then the Virtual School Head will be kept informed throughout the exclusion process, and likewise if the child is either CLA or on a Child Protection Plan then the Lead Social Worker (SW) will be kept informed.
- Send a letter to the parents confirming the reason for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the student's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for this to be reviewed.
- Plan how to address the student's needs on his/her return
- Plan a meeting with parents / carers and student on his/her return.

An exclusion will not be enforced if doing so may put the safety of the student at risk.

Details of the process of exclusion are summarised in the flowchart over-leaf.

Procedure for Appeal

If parents / carers wish to appeal against the decision for a fixed term exclusion, the matter will be referred to the governing body. Two governors, who were not involved in the initial decision to exclude, will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days. Records relating to the decision to exclude and the parents' complaint will be copied to all parties no later than two days prior to the hearing. In no circumstances, however will the school or its staff be required to divulge to parents or others any confidential information on or the identities of students or others who have given information which has led to the exclusion or which the Headteacher has acquired during an investigation.

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher, friend or representative from SENDIASS. Legal representation will not normally be appropriate.

If possible the governors will resolve the parents' / carers' complaint without the need for further investigation. Where further investigation is required, governors will decide how it should be carried out. After consideration of all the facts considered to be relevant, the governors will reach a decision on whether to uphold or rescind the exclusion or make other recommendations. This decision will be made within ten days of the hearing. Parents / carers will be informed in writing of the governors' decision and the reasons for it. Their decision will be final. The governors' findings and any recommendations will be sent in writing to the parents, Headteacher and governing body.

Parents are entitled to appeal against a governing body's decision if it has upheld the Headteacher's decision to permanently exclude their child; even if they did not make a case to, or attend, the governors' meeting. This appeal will be heard by an Independent Review panel. Further details are outlined in the Department for Education Statutory Guidance, Exclusion from maintained schools, academies and PRUs in England, (Sept 2017).

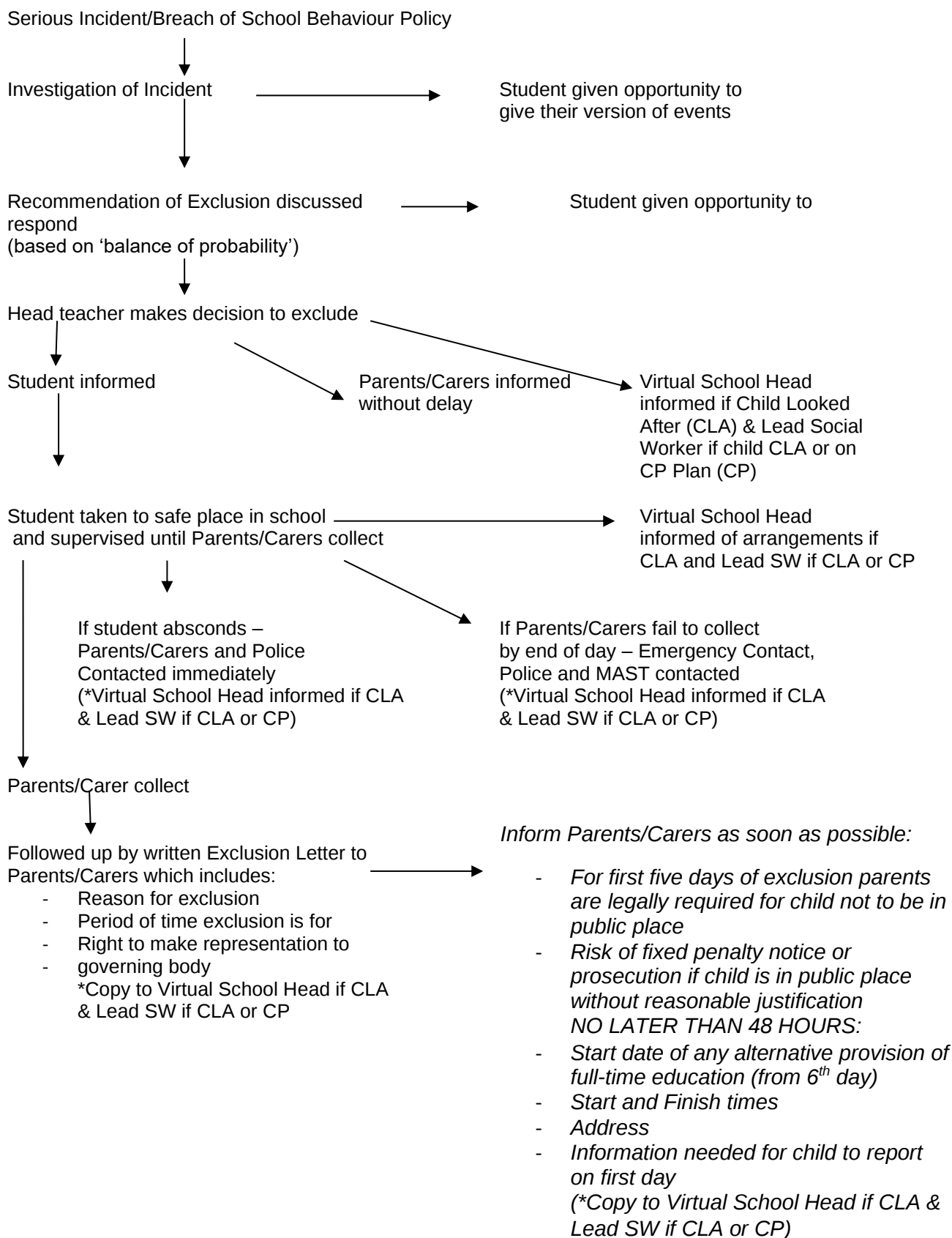
Reintegration Following Sanctions or Suspensions

Where a pupil has received a suspension or has been involved in a significant behavioural incident, the school will:

- hold a reintegration meeting with parents/carers
- provide support strategies tailored to the pupil's needs
- review or adjust Positive Behaviour Plans
- ensure a supportive re-entry into lessons and routines

Our approach prioritises repairing relationships, restoring safety and enabling the pupil to re-engage successfully.

Flowchart at point of Exclusion



Appendix 2

Positive Behaviour Support System
in the Classroom.

Positive behaviour	British Value	How to promote in the classroom	Point given for
Working together	Democracy	Give students the chance to vote for choices in activities Offer choices so that they have some control and power over their lives. This develops independence and making good choices is an essential life skill. Create an environment which is a safe space to share ideas Make sure students know that their views and opinions matter plan activities around individuals interest Encourage students to make requests Encourage students to make decisions together, for example, when sharing an activity. Encourage students to value each other's views and talk about their feelings, for example, during circle time activities when they might talk about their likes and dislikes. Offer opportunities for students to take turns, share, discuss and collaborate in a range of activities. Use group times and circle times to promote turn-taking, to encourage students to listen to each other and to value everyone's contribution.	Sharing ideas Independence Making good choices Offering their view and opinions Making relevant requests Sharing activities Valuing others opinions / views Expressing likes/dislikes Turn taking Listening to others Valuing peers opinions

Ready for Learning	Individual liberty	Provide opportunities to develop student's self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to celebrate their personal achievements. Motivate students to ask questions. Ensure they know that their questions, ideas and opinions will be valued and respected. Enable students to take on challenges, risks and responsibilities, showing perseverance and resilience. Encourage students to explore their thoughts and feelings with those that they trust and offer them the vocabulary to help them to do this. Allow students to develop their independence, offering them opportunities to follow their own ideas and interests. Ensure that all students engage in a wide range of activities and are not limited by gender or other stereotypes. Encourage students to express their own views and also respect the fact that others may have different views.	Positive attitude to learning Good listening skills Celebrate their own and others achievements Learnt independence Respecting others in the room Respectful of equipment and tidying up independently Successfully achieving learning outcome / EHCP outcome on a consistent basis 100% attendance
--------------------	--------------------	---	---

Keeping Safe	The rule of law	Discuss why rules are needed and how they should be administered fairly so that everyone is kept happy and safe. Include students in creating class or group rules and following them Encourage and support students with learning about right from wrong using restorative practises Help students to understand their own and others' behaviour and feelings, as well as the consequences of their actions. Teach students to understand how to keep themselves safe and how to resolve conflicts appropriately. Create an environment in which actions are always followed through - so discussions are followed up, conflicts are resolved and requests are responded to. Encourage students to take turns, share and cooperate. Students are given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers. Students follow the schools policies on behaviour, safer internet and home/school agreement Students use appropriate volume and tone of voice to others	Following class rules Using safe practises within lessons, especially Computing, PSHCE, practical lessons Practising positive behaviours at all times Supporting peers when others are distressed Changing behaviour / understanding consequences Creating safe environments and supporting others
--------------	-----------------	--	--

Respect	Mutual respect and tolerance	Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach. Create an environment that includes values and respects different faiths, cultures, views and ethnicities. Provide opportunities to make links with the local community, for example, outings to local places (such as shops or places of worship), inviting members of the local community to visit the school, taking part in local events and making links with a local charity. Encourage children to see themselves as part of a wider community. They can learn about national commemorations, such as Remembrance Day. They could also learn about places around the world using a range of resources, including books and online resources. Help children to learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and appreciative. Encourage children to share their own experiences and respond to the experiences of others. They might learn about festivals and special days, different types of family units and different occupations. Encourage children to appreciate similarities as well as differences, helping them to build constructive and respectful relationships.	Active role in charity events – fund raising etc Taking part in assemblies Supporting the school council Random acts of kindness Friendships Taking pride in their work and others Supporting the local community Involvement in Faith days Out of school achievements
---------	------------------------------	--	---