

BEHAVIOUR POLICY

Ely College

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Applicable To:	Ely College
Committee:	Academy Council
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Date of Next Review:	Sept 2021

This Policy is a statutory requirement for all Cambridge Meridian Academies Trust (CMAT).

Under The Education (Independent School Standards) (England) Regulations 2010 all academies and free schools are required to have in place a policy on behaviour and exclusions. The policy must promote good behaviour and set out the sanctions which will be applied in the event of pupil misbehaviour.

Annex C of the Master Funding Agreement also states that the schools must comply with the law and guidance on exclusions which applies to maintained schools (including the review/appeal process). CST suggest schools have a separate policy on exclusions which is drafted to dovetail with the behaviour policy (A template will be provided in due course).

The below statutory guidance applies to all CMAT.

- *'Ensuring Good Behaviour in Schools'* (Updated September 2012):
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/0076882/ensuring-good-behaviour-in-schools>
- *'Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion'* (September 2012):
<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

The DfE webpage on behaviour contains other useful information and links on behaviour related matters: <http://www.education.gov.uk/schools/pupilsupport/behaviour>

School's may also find Charlie Taylor's guidance *'Getting the Simple Things Right'* (2011) and behaviour checklists useful:

<http://media.education.gov.uk/assets/files/pdf/c/charlie%20taylor%20checklist.pdf>

The Academy Council is responsible for setting general principles that inform the Behaviour Policy. **The Principal, Academy staff, parents and pupils must all be consulted when developing these principles and in the drafting of this policy.**

BEHAVIOUR POLICY

Statement of Principle

We seek to create a caring, learning environment in school by:

- Demonstrating good behaviour and discipline;
- Promoting excellent learning and teaching and high standards of attainment;
- Ensuring all responses to positive and negative behaviour are fair, consistent and proportionate;
- Promoting positive relationships amongst all stakeholders;
- Ensuring early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment or intimidation

We do this through our House System, which creates a strong team and community identity within the Academy.

It reflects and delivers our commitment to **'know, value and support every student to achieve.'**

We strive to promote a real sense of pride in all we do.

We challenge our students and staff to achieve their best, in order to prepare them for success in their future.

Creating our Environment: Expectations

Ely College aims to maintain discipline in accordance with Department for Education guidelines:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections act 2006)
- This also applies to all paid staff with responsibility for students
- Staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Staff can also discipline students for misbehaviour outside of the school premises
- Staff have a specific legal power to impose detentions outside of school hours
- Teachers can confiscate student's property

Teachers must:

- i model the attendance, punctuality and behaviour expected from students
- ii reward personal achievement and good behaviour;
- iii intervene promptly to challenge unexplained absence and misbehaviour;
- iv be consistent in their expectations and responses to misbehaviour;
- v monitor the attendance, work and behaviour of students and pass comments to parents;
- vi take responsibility for developing their skills in managing behaviour so as to deal with incidents with increasing confidence and success.

- vii demonstrate ownership of this policy and apply it consistently, feeding back ideas for improvement to their line managers, when appropriate.

Ely College expects that:

- teachers insist on simple routines such as punctual arrival, entry to and movement within the classroom, seating arrangements, basic equipment, listening to others and so on, that are clearly understood;
- teachers display high expectations for student effort and behaviour;
- lessons have clear objectives and the work expected from students is challenging and well suited to their skills and abilities;
- students understand what they are expected to do and want to do their best;
- good behaviour is publicly recognised and rewarded;
- emerging misbehaviour is dealt with early, calmly and confidently to minimise class disruption, and students understand why sanctions are being applied.

Parents must:

- ensure their child attends regularly, punctually and in accordance with the Academy's dress code;
- offer support to the Academy in dealing with misbehaviour and preventing repetition;
- monitor their child's work and behaviour, passing comments to Academy staff;
- reward personal achievement and good behaviour;
- take responsibility for overseeing their child's personal development and attend consultation meetings arranged by the Academy.

Ely College – Student Expectations

The following core expectations are what we require all of our students to follow and model

- Be Punctual
- Be Smart
- Be Ready to Learn
- Behave Positively

Be Punctual

- Regular Attendance
- On Time every morning
- On time for every lesson

Be Smart

- Wear full school uniform
- PE kit
- Look smart at all times
- Wear your uniform to and from school

Be Ready to Learn

- Books & Planner. PE kit
- Pens, Pencil, Rubber, Ruler
- Calculator
- No mobile phone in lessons
- No food or drink in buildings

- Be Your Best
- Do Your Homework
- Show Respect to Others

Behave Positively

- Sit where directed
- Follow instructions without argument
- Be silent when asked
- Do not distract other students

Be Your Best

- Active Listening
- Focus on tasks set in class
- Work at a good pace
- Produce high quality work
- Take pride in your achievements
- Present your work effectively

Do Your Homework

- Utilise 'Teams'
- Complete homework to a good standard
- Submit homework on time
- Share homework with parents

Show Respect to Others

- Use appropriate language at all times
- Show positive behaviour towards others at all times
- Move around the buildings in a calm and courteous manner
- Respect the school environment
- Tell a member of staff if you or someone else is unhappy
- Keep to the left in corridors

Rewards and Recognition

Rewards provide public recognition of student achievement and progress, and help to raise students' motivation and expectations. We use the following rewards:

- verbal praise
- written comment, e.g. on work or in student planner
- display of work
- telephone call, card or letter sent to parents
- public commendation, e.g. in assembly
- awarding of certificate
- awarding of honour or selective privilege
- remunerative reward, e.g. gift voucher
- achievement meeting with Tutor, Senior Tutor, Leader or Principal
- additional responsibility/authority
- Awarding of Pledges/ 'Above and beyond' points (ref appendix 3)

Intervention and Support

The College will utilise a wide range of appropriate support and intervention plans to support the needs of the individual. This support is offered through our House system, curriculum areas and Inclusion Teams. Parents will be kept fully informed of any additional support provided to their children.

Examples of such interventions are:

- Support from the College Attendance and Family Support Officer, Locality Support
- Reports – Tutor, Senior Tutor, Subject, Senior Leadership Team
- Behaviour Points
- Mentoring – Inclusion Staff
- Challenge and mentoring– Academy Council champion for experience (those at risk of or following exclusion)
- Personalised Timetable
- Curriculum Changes
- Targeted Work Placements – (up to 2 days a week)
- Internal Pupil Referral System – Isolation Unit and our bespoke provision
- EHA, (Early Help Assessment)
- Referral/ Liaison to LA Education inclusion officer, (Pupil Referral Unit/Managed Move)
- Alternative Curriculum groups
- Passport to the Prom
- External/ alternative provision (courses, use of PRS services)

This list provides examples of interventions used to support the progress of identified students. It is not exhaustive and all interventions will be designed to support the individual.

In addition, external support will be sourced from a range of sources, again dependent on the need of the individual. Examples of external support are:

- CAMHS – Child and Adolescent Mental Health Services
- CIAG; referral through to locality team

- Police
- Social Services
- Pupil Referral Service
- Counselling Services
- GP

Bullying

The academy councillors and staff believe that all pupils at Ely College are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all adults in the school to ensure that this takes place. Bullying can include:

- | | | |
|--------------------------|------------|--|
| <input type="checkbox"/> | Verbal | name-calling, sarcasm, spreading rumours, teasing |
| <input type="checkbox"/> | Emotional | being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) |
| <input type="checkbox"/> | Physical | pushing, kicking, hitting, punching or any use of violence |
| <input type="checkbox"/> | Racist | racial taunts, graffiti, gestures |
| <input type="checkbox"/> | Sexual | unwanted physical contact or sexually abusive comments |
| <input type="checkbox"/> | Homophobic | because of, or focussing on the issue of sexuality |
| <input type="checkbox"/> | Cyber | All areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and ca Misuse of associated technology , i.e. camera and vide facilities |

Each student is expected to agree and sign the “Ely College Anti Bullying PLEDGE”; this encourages each student to be considerate and to help them understand their role in developing healthy relationships. Students who are found to be bullying others will be dealt with in accordance to the severity of each individual case. Incidents of a racist nature will be centrally recorded and the Local Authority will be informed. Students who persistently bully others will be dealt with as outlined within this policy (serious offences).

Race relations & Discrimination

The College has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with extensively as part of the school’s curriculum and the application of sanctions for discriminatory behaviours is seen at an integral part of the school’s duty to educate young people.

Sanctions and Consequences

To ensure students meet our expectations in classrooms staff use our consequences diagram which provides a consistent approach to dealing with unacceptable behaviour.

The Academy also has high expectations of student behaviour in other spaces outside the classroom, for example: corridors, dining and play facilities. These expectations include the behaviour of students travelling to and from the Academy. All staff follow a consequences diagram to ensure a calm, purposeful environment.

The consequences diagram is shown as Appendix 1.

Sanctions provide public recognition that certain behaviour is unacceptable, and help students to develop a sense of right and wrong. They should be applied consistently to reinforce our high expectations.

Below are examples of sanctions used by the College:

- temporary reseating to a different location, within the classroom;
- repeating work of an unacceptable standard;
- temporary removal from the classroom (be it for part, a whole or a number of lessons);
- loss of break or lunchtime through detention;
- detention
- meeting between tutor/Senior Tutor/SLT and parents
- engaging parental sanctions through parental contact or meeting;
- community service within the school;

The College has a legal right to detain learners after the school day. Although no longer legally required, we believe giving parents a day's notice remains good practice. Legally, parents do not need to give their consent and do not have the right to withdraw their child from after school detentions.

Low level disruption, uniform, equipment, lateness, swearing (2BP) (& Homework)

POINTS	SANCTION
5 -7	X3 BREAK 1 DETENTIONS
8-9	X5 BREAK 1 DETENTIONS
10+	1 DAY ISOLATION

Students who fail to attend House or Break 1 and 2 detentions are automatically placed into an extended periods of isolation and will then move to the next stage of the behaviour protocol.

Students who fail to amend their approach will be required to attend a Principal's detention on a Friday and will be placed into Internal Exclusion for one day during the following week.

The College staff will work in a way that ensures appropriate methods of intervention and support are implemented following the issuing of a sanction.

Behaviour outside Ely Colleges Premises

Staff have a statutory power to discipline students for misbehaving outside of the school premises, whilst we are in 'loco parentis'.

We define outside of the premises as:

- Taking part in any College organised or College related activity
- Travelling to or from school
- When wearing school uniform
- In some other way identifiable as a student at the school
- Misbehaviour that could have repercussions for the orderly running of the college
- Misbehaviour that poses a threat to another pupil or member of the public
- Behaviour that could adversely affect the reputation of the college

Searching Students

In December 2014 the DfE published a document entitled, '*Searching, Screening and Confiscation: advice for schools*'. In line with this document, school staff can search students with their consent for any item which is banned by the school.

The Principal, members of the Senior Leadership Team, Senior Tutors and the Lead Behaviour Professional have the power to search students or their possessions, without consent, where they suspect the pupil has a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items
- Fireworks
- Pornographic, offensive imagery
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to school property

For further details on the powers available to the school see the DfE guidance document.

Confiscation of Property

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

Mobile technologies such as phones, iPods and MP3 players are not permitted to be used within the classroom unless they are being used for educational purposes.

Facial piercings, hoodies, baseball caps and trainers are examples of things not permitted to be worn by the students around the site. Students who get caught using or wearing such items may have the item confiscated following the guidelines below:

- The first time an item is confiscated the student will be able to collect the item at the end of the school day.
- The second time an item is confiscated the tutor or subject teacher will contact home and may issue a detention. The item is available to be collected at the end of the school day.
- The third time an item is confiscated, the student's Senior Tutor will contact home. Parents/carers will need to collect the item from the College.

Confiscated items will be stored in the relevant House office. Electronic devices such as mobile phones will be stored in a sealed envelope with the details of the item recorded on the envelope.

Use of Reasonable Force

All College staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

In the event of such action being taken the DP will be informed and a suitably qualified member of staff will conduct a physical check of the pupil. This will be dated and any evidence will be recorded.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal/Head of School will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Serious Offences

Ely College acknowledges that young people do make mistakes. However, the actions of the student have a major impact on the Principal's ability to maintain good order within the College. Students may, therefore, face consequences in line with the nature of the offence.

Serious offences include:

- Theft;
- Vandalism;
- Premeditated or disproportionate violence towards another;
- Possession of a weapon (permanent exclusion)
- Behaviour that endangers the safety of others
- Persistent bullying
- Foul and abusive language directed at staff
- Persistent repetition of minor misbehaviour over a concerted period of time and failure to respond to interventions.
- Smoking/ vaping on the school site, or to and from school
- Failure to attend Principal's detention
- Persistently disrupting the learning of others
- Challenging the Authority of the College
- Acting in a manner which causes damage to the College and its pupils' reputation
- Possession, supply or use of a banned substance (permanent exclusion)

The process following the reporting of a serious offence:

- Gathering of Evidence – statements taken from those involved (staff, students and others as relevant. Statements are also collected from witnesses as appropriate)
- Evidence collected reviewed by Senior Leader/Lead Behaviour Professional/Senior Tutor/Curriculum Leader as appropriate. A course of action is recommended and discussed with the Principal.
- Final decision made by Principal.

The penalties for committing a serious offence may include:

1. Internal Isolation from lessons for a temporary period

- Arrive at 8.30am and remain until 3.00pm
- Students are supervised by a member of staff within the Internal Isolation.
- They are expected to work in silence, completing all work set.
- Inappropriate behaviour whilst in Internal Isolation may result in further time in Internal Isolation, referral to and/or external fixed-term or permanent exclusion.
- The length of time the student spends in Internal Isolation will depend on the severity of the behaviour and their behavioural history.

- **Bespoke provision**
- The bespoke provision provides provision for students whose behaviour is persistently unacceptable.
- Students attend school between the times of 8.30pm and 3.00pm.
- Students can be referred to work in the Bespoke Provision for a fixed-term period with defined objectives
- Students will be expected to complete all work set and to work to meet targets set at the start of the process.
- Students will not access the main school site or lessons. Unless this is central part to their successful reintegration back into mainstream lessons

Fixed-Term Exclusion

The College will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

- The decision to exclude a student for a fixed period of time is taken by the Principal following a serious offence or persistent misbehaviour.
- The length of the exclusion will depend on the stage/severity of the offence and the student’s behavioural history.
- The school will provide appropriate work for the student during the period of exclusion. The work should be returned and will be marked by the relevant staff.
- The school will inform the Local Authority of any fixed-term exclusion.
- All students excluded for a fixed term will be re-admitted only following a meeting preferably between the parents and the appropriate member of school staff. The process for this is shown in the table below:

Exclusion Number	Member of Staff	Possible Interventions
1	Senior Tutor	External Agencies/Mentoring/Reports/Curriculum Changes
2	Senior Tutor/Assistant Principal	As above plus Behaviour Plan/Alternative Curriculum Group, EIO Education inclusion officer
3	Vice Principal/Senior Tutor	As above plus CAF/IPRU consideration/AC mentoring/Targeted Work Placement
4 +	Principal/Academy Councillor	As above plus Behaviour Contract

The Days or period(s) used in a fixed term exclusions are subject to review and the evidence provided.

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the College.

We feel that it is important to uphold the principles of natural justice. i) the right to present a case (the defence) ii) the right to be represented and iii) the right of appeal. Our permanent exclusion procedures are as follows – the procedures will be co-ordinated by the Lead Behaviour Professional:-

- I. Parents are phoned and informed of the decision
- II. Information provided to LA and BAIP (Behaviour Area Inclusion Partnership) to enable early intervention with family

- III. Letter home within 24 hours giving parents the opportunity to discuss
- IV. Permanent Exclusion Report compiled. Copies to parents, Chair of Disciplinary Hearing Committee, Local Authority (to support potential re-provision of education) and Academy Council Representatives.
- V. Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, Local Authority and Academy Council/Trust representatives, student, parents (and parent representative if requested), and relevant Academy staff.
- VI. Academy Council make decision to uphold or reinstate the permanent exclusion.
- VII. Parents given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Appeal
- VIII. The Hearing outcome and any appeal outcome must be copied to the Chair of the Academy Council, the parents and the Local Authority.

Parents have the right to make representations to the Academy Council about an exclusion and the Academy Council must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where an Academy Council upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision.

Please refer to Academy's Exclusions Policy for further details on exclusions, including the Academy's approach, procedures, and reviews.

Complaints and Appeals

If a parent is unhappy with the way a behaviour management or disciplinary situation has been dealt with they may address their concerns to the Principal.

Parents whose concerns are unresolved have recourse to the school's formal complaints procedure.

Monitoring, Evaluation and Review

The policy will be promoted and published throughout the Academy.

Key Performance Indicators will be used to monitor the effectiveness of the policy. Example indicators are as follows; these will be published at relevant meetings of the Academy Council:

- Number of Permanent Exclusions
- Number of Fixed-Term Exclusions
- Number of Internal Isolations
- Number of After School Detentions issued
- Number of removals from lessons
- Results of staff, parent and student questionnaires
- Number of achievement reward points issued

The Academy Council, will review this policy bi-annually at minimum, and assess its implementation and effectiveness and make improvements as required. ('Behaviour' is a standing item for review and discussion at each meeting).

Partnership with parents/carers

Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

Arrangements for monitoring, evaluation and review

The Principal/Head of School will evaluate the impact of this Policy by collecting and analysing data and information for a range of different groups/categories of students on:

- number and range of rewards for good behaviour each term;
- sanctions including fixed-term and permanent exclusions –
- number of, and analysis of behaviour;
- number of detentions and analysis of behaviour;
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the student council, pupils, staff and parents on the effectiveness of the Policy. This policy will be reviewed at least once a year by the Academy Council.

Behaviour plan for students

Stage 1. MANAGED BY TEACHER IN THE LESSON

Behaviour Points (BP): Low level disruption/minor rule breaking – Staff to issue a ‘Disruptive Behaviour point’ (Points are recorded on SIMS by teaching staff). Points are calculated Monday to Monday period.

POINTS	SANCTION
5 -7	X3 BREAK 1 DETENTIONS
8-9	X5 BREAK 1 DETENTIONS
10+	1 DAY ISOLATION

(Points will be monitored on SIMS by SSA, Senior Tutor and Behaviour Teams)

* A teacher does not need to give an explicit ‘warning’ prior to issuing a Behaviour Point. The student will be informed by the class teacher that they have received a Behaviour Point.



Stage 2. REMOVAL FROM LESSON (Two Approaches)

House removal: Disruption to class learning, students are removed and supervised within another lesson that has been agreed or placed within the House (Following a House shadow timetable and recorded in SIMS by the teacher). x 1 break 2 detentions

SLT/Behaviour team removal: Staff use the ‘on button’ for serious behaviour concern, students taken to isolation for remainder of lesson or the full day. They will receive x2 break 2 detentions. (Recorded on SIMS by the class teacher)



Stage 3. CONTINUED DISRUPTIVE BEHAVIOUR/SERIOUS INCIDENTS

Repeated Removal: If a student receives three or more removals over a period of 5 consecutive days they will attend isolation. If a student receives 3 or more break 2 detentions, they will be expected to attend and after college detention.

Bespoke provision may be considered and this will be dependent upon the factors attached to the student. This is five successful days out of all lessons, where students need to demonstrate effective learning behaviour and that they have reflected on the reasons, for their removal from circulation.

Serious incidents, Isolated Incident: A serious single infringement such as violent behaviour or bullying may lead immediately to Stage 3, and either access to the ‘bespoke provision’ or a fixed term exclusion.

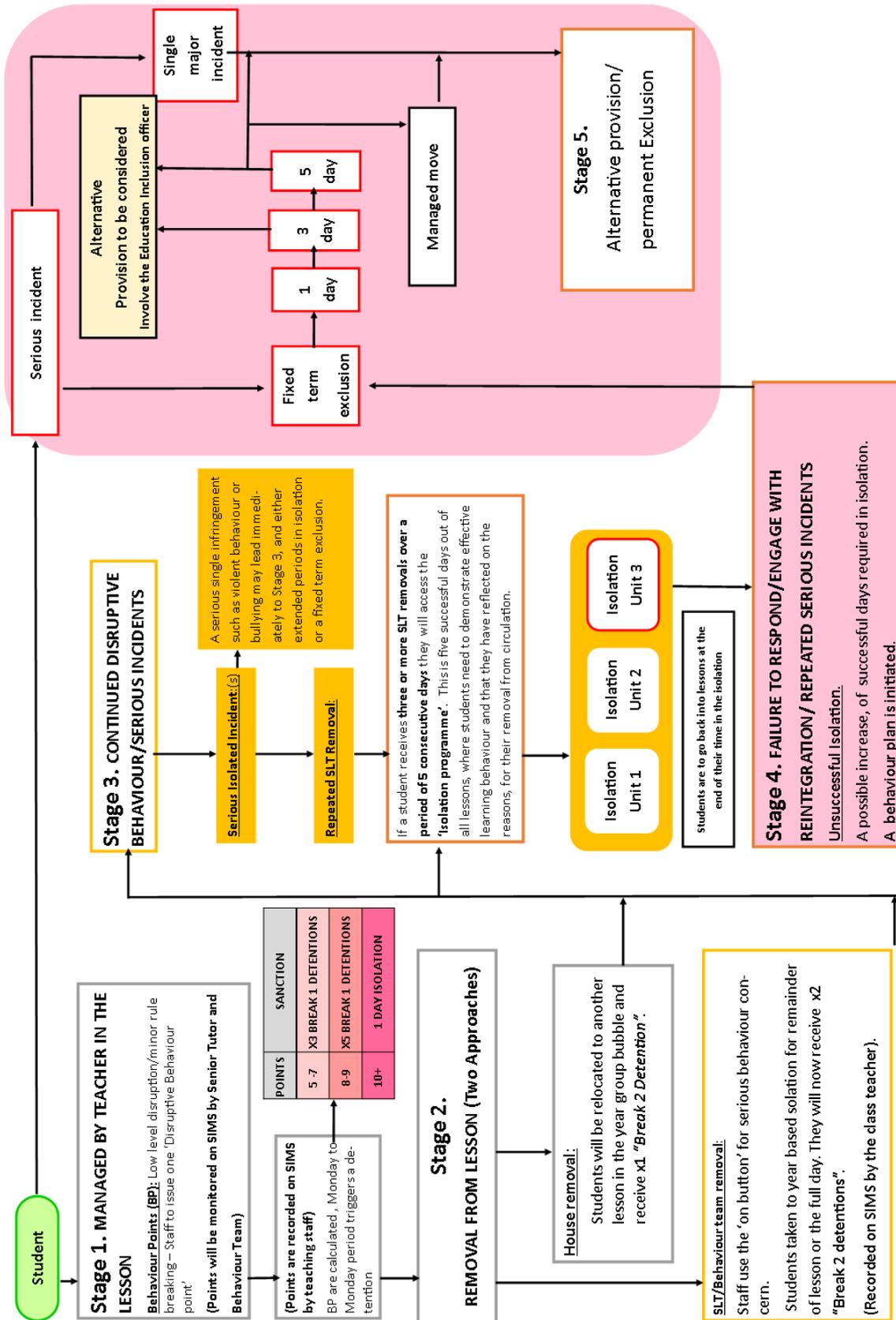


Stage 4. FAILURE TO RESPOND/ENGAGE WITH REINTEGRATION/ REPEATED SERIOUS INCIDENTS

Unsuccessful Bespoke provision: A possible increase, of successful days required in the reintegration programme. A behaviour plan is initiated.



Stage 5. Alternative provision/ Exclusion



PLEDGES

Extending the Boundaries of Learning

	 Participation	 Leadership	 Excellence	 Diversity	 Growth	 Environment	 Service
TAKE PART IN B R O N Z E	Attend all school activities and sporting events.	Take a leadership role in school activities. Be a role model for other students.	Make an excellent quality of work effort in all school activities.	Act positively and respectfully towards all people, including those of different backgrounds.	Contribute to school activities with a positive attitude.	Work hard to improve the school environment.	Be a role model for others in school and in the wider community.
	Be a role model for the school in all activities you are involved in.	Take a leadership role in school activities. Be a role model for other students.	Take a leadership role in school activities. Be a role model for other students.	Work hard to improve the school environment.	Work hard to improve the school environment.	Work hard to improve the school environment.	Work hard to improve the school environment.
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LEAD G O L D	Take a leadership role in school activities.	Take a leadership role in school activities.	Take a leadership role in school activities.	Take a leadership role in school activities.	Take a leadership role in school activities.	Take a leadership role in school activities.	Take a leadership role in school activities.
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