

Bedales Prep Behaviour Policy

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Tick relevant box(es) ✓ how this Policy should appear:

Inspector Folder		✓
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Internal only		
Parent Portal		
For Students/Students		

Bedales Prep Behaviour Policy

Our Behaviour Policy is governed and heavily influenced by the ethos of the school and its founder, John Haden Badley, who said,

“What I wanted in a school was an atmosphere of affection, confidence, and opportunity, in which what was good in each could develop as an organic growth along lines of its own.”

Bedales Prep Values and Expectations

“Work of Each for Weal of All”

The school motto underpins everything we do. All actions have consequences, and we strive to encourage each Prep student to be a positive influence on the school community. Our values and expectations reflect this and underpin the behavioural choices that we want all students to make.

I am safe. Bedales Prep aims to create a safe and nurturing environment where children can thrive. Stepping out of their comfort zones to grow and learn takes bravery and this is achievable with the knowledge that there is always a safe space to return to at Bedales Prep.

I belong. Bedales Prep aims to create a sense of belonging to something bigger than the self. The more you belong to, the better you feel. “It takes a village to raise a child.”

I am known. Bedales Prep aims to know each and every child inside out. Each child should feel valued, supported and cared for.

I am me. Bedales Prep aims to celebrate diversity and encourage students to find the thing that gives them self-worth. Bedales Prep also gives students a sense of community and aims to help students know their value in the Bedales Prep jigsaw puzzle. “Be yourself, everyone else is taken.”

Each member of the Bedales Prep community will be given the opportunity to have their efforts recognised, championed and celebrated. Each member will also have the opportunity to learn from the mistakes they make. Bedales Prep is a safe place to make and learn from mistakes. However, if the actions are repeated then it becomes a choice and there will be a consequence for the action. We ask the students to uphold the Bedales Prep Values and Expectations in the way they conduct themselves in day-to-day school life.

Bedales Prep Expectations (see Annex I)

The Expectations for the students in each area of the school are displayed in the relevant area as a reminder of the choices of behaviour that we want to see at Bedales Prep. Across all the area specific expectations, there are three common expectations that we ask all students to abide by.

- 1. I will be ready**
- 2. I will be respectful**
- 3. I will be safe**

A true Bedalian is a person who embraces the school’s expectations and values and strives to live by

them every minute of every day. However, there is a recognition that no one is perfect and that mistakes are part of the process of learning. What a true Bedalian will do is to learn from those mistakes with an emphasis on the consequences of their actions in relation to themselves, students, staff and the school community as a whole.

This policy is based on mutual respect and places education and understanding at its heart. The policy should be read in conjunction with the Bedales Prep Welfare Policy and the Bedales Prep Anti-Bullying Policy.

We aim to deal with poor choices in behaviour fairly without getting things out of proportion. A restorative approach involving reflection is essential, either at the time or later that same day when the 'heat' has gone from the situation, and the student must feel he or she has a chance to put their side across without prejudice. Often more can be achieved with encouragement and positive reinforcement. Students usually realise what they have done wrong and are happy to work with staff and parents to improve, and the school will ensure the student is aware of all the support mechanisms available.

When dealing with both rewards and consequences, the school recognises its duties under the Equality Act 2010, including issues related to students with special educational needs/disabilities and how reasonable adjustments are made for these students. Any sanctions applied are ideally reparative or restorative – i.e., if there has been poor behaviour in the library, then school service in the library at break-time would be an appropriate consequence for this poor choice of behaviour.

We do not use corporal punishment, humiliation, public example or any other form of punishment which belittles or emotionally undermines a student.

Bedales Prep is a lovely school and has freedom that other schools won't or are unable to have. But with this comes responsibility. The guidance we give the children is that they have certain rights when they attend Bedales Prep, but with those rights come certain responsibilities – to be ready, respectful and safe. If they cannot act responsibly, they lose the associated right until trust has been returned.

Finally, we often say to the children, we love individuals, but they need to know and realise along with the Head, Staff, Parents and Students no one individual is bigger than the community.

Bedales Prep Expectations – Guidelines for Bedales Prep staff

[Guidelines for students can be found in Annex I](#)

Dining Room (JB's) Expectations

- All food should be eaten in the dining room, designated snack locations or Scoffs unless you have permission from a member of staff. Food can only be brought into school with permission from a member of staff. Chewing gum and food containing nuts **MUST** not be brought into school.
- Birthday cakes may be brought into school with permission of the tutor and providing that the cake(s) has been checked for ingredients by the Matron Team at the school. Ideally these should be shop bought, individually wrapped and in their original packaging.

- Students are expected to behave quietly and sensibly both outside and inside the dining room. There are guidelines for when students can leave the dining room after eating, and this is to ensure students take time to enjoy their food and the social aspect of having a meal together.
- Everyone should wash their hands and use hand gel before entering the dining room.
- The advice given to students is to only take as much as you can eat - they can go back for more if they are still hungry.
- Students are expected to say 'please' and 'thank you' when asking for food.
- Students are expected to select a rainbow plate of food.
- Students are expected to use cutlery to eat with and to exhibit good table manners such as not talking with their mouths full.

Inside School Expectations

- All students are expected to register when they arrive at school and again before (Blocks) or after (Groups) lunch.
- Any student leaving school during the school day, with the permission of their tutor, must sign out at Reception when leaving and sign in again when returning.
- Day students are not allowed on the boarding house unless they have the permission of Houseparents or the Matrons.
- Always walk inside school.
- Students are expected to wipe their feet when entering the buildings.
- Students are expected to hold doors open for others.
- Students are expected to be mindful of and acknowledge others as they move around school.
- If wearing an item of clothing with a hood, students are expected to wear the hood down whilst inside the school building.

In Classrooms Expectations

- Members of staff are expected to greet students as they enter their classroom. By doing this, a warm and welcoming atmosphere is created from the start of the lesson; one in which the students feel welcome and valued.
- Students are expected to arrive on time for lessons, mentally prepared to learn and with the right equipment.
- Students are expected to be responsible learners and to allow everyone to learn.
- If required, students are expected to tie long hair back, e.g., in the Design Barn and Science Labs.
- If wearing an item of clothing with a hood, students are expected to wear the hood down whilst inside the school building.
- Students are expected to be open-minded about learning.

Outside Areas Expectations (including Break-time and Playground)

- Students should queue patiently for a snack and wait for the duty member of staff to arrive rather than helping themselves to the food provided.
- Students should play outside, within the school boundaries when the weather is good. The school bounds are shown clearly on posters around the school.
- Football can only be played on the Bedales Prep Pitches.

- When it is wet, it is not safe to play on the Adventure Playground or the Bedales Prep Pitches. Check with duty staff if you are unsure and keep an eye out for signs in Reception, in the Blocks' corridor, near the external entrance to The Well or near the PE office to give notice of whether it is too wet to go outside and/or too wet to play on the pitches.
- During wet break-times, students should go to their allocated 'wet break' areas – there is a rota published each term detailing where these are. The rota can also be found on the student noticeboard and in Reception.
- Students should adhere to the guidelines on safe use of the adventure playground which is explained to them at the start of each term by their tutors.
- Driveways and car parks are out of bounds for students during play time and free time.
- Students must wear a helmet when using skateboards, rip sticks or scooters on the tarmac play area.
- When it is dark students should only play in lit areas.
- Students can climb trees but only to twice their own height.
- Students should only go down the slide on the Playground.
- At any one time, there should be only one student on the Cobbs' swing and three students on the basket swing in the Playground.

Audience in The Well

- Students should aim to arrive on time and sit down quietly, respecting others' personal space.
- Students should actively listen to the presenter or speaker and not talk whilst they are presenting or speaking.
- Students should respect the presenter or speaker by putting up their hands to ask a relevant question or suggest an answer / idea.
- Students should show support and appreciation by clapping politely.
- Students coming into The Well should leave it tidier than they found it if they can.

Boarding Expectations

- The boarding community has their own set of expectations which help each boarder to be a positive influence in the community and the best version of themselves.

Personal Belongings

- Electrical equipment can be kept and used in the boarding house but must not be brought into other parts of the school.
- Kindles and smart watches with no 4G or 5G capability or Wi-Fi connectivity can be used in school for reading or telling the time with the permission of the Deputy Head Academic or Deputy Head Pastoral.
- Students must sign an ICT Acceptable Use Policy at the beginning of each academic year.
- All electrical equipment brought into school must be handed in so that the ICT team can test that it is safe to use in school.
- Lockers and drawers are personal places and should not be opened without the owner's permission.
- PE kit should not be borrowed from other students; extra kit can be obtained from the PE/Sport staff and should be returned afterwards so others can use it.

The following items are not permitted in school:

- Knives or weapons, alcohol, any drugs covered in the school’s Drug Policy, stolen items, tobacco, vapes and associated paraphernalia, fireworks and pornographic images; and any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.
- Apple watches or similar devices that have 4G or 5G capability and Wi-Fi connectivity are not allowed in school.
- Energy drinks such as Prime.

Telephones Expectations

- Students needing to phone home during the day may ask a member of the School Office team to call home for them. If required, any messages will then be replayed to the child so that they may hear.
- Day students needing to bring a mobile phone to school should hand their phone in to Reception on arrival and collect it when they leave school.
- Boarders who have signed the Acceptable Use Agreement may use mobile phones between 7.30pm and 8.15pm. House staff will look after boarders’ mobile phones at all other times. Please refer to Student Personal Mobile (IT) Device Policy & Agreement.

Searches

Searches will be conducted in accordance with the law and as per the School’s policy, which is set out in the Expulsion and Removal from School Policy.

Managing Pastoral Issues

When dealing with pastoral issues, it is the aim of members of staff to be predictable, consistent and empathetic. To this end and to support members of staff in their decision-making process, the **Pastoral Management Flowchart** found in **Annex II**. This should be used as a guideline for members of staff to manage any pastoral or behavioural issues that present within school.

The Pastoral Management Flowchart should be read in conjunction with the Bedales Prep Rewards Flowchart, the Bedales Prep Consequences Flowchart and the Pastoral Triage Flowchart.

The Classroom Plan to Manage Behaviour (Annex III) aims to support teaching staff in managing classroom behaviour. As the **Classroom Plan for display (Annex IV)** is displayed in the classroom and teachers go through it with students at the start of the year, all students are aware of how their behaviour may be managed.

The aim of members of staff should be to give first attention to those doing the right thing and upholding the Bedales Prep Expectations of being **ready, respectful** and **safe**. It is important to focus on positive behavioural choices. What you focus on, you get more of. Teaching staff can put the names of those children doing the right thing on the whiteboard (interactive or otherwise) to create a **Recognition Board**. This serves to show the children that staff are recognising when students have got things right, as well as a reminder of who to record a positive praise for on iSAMS.

There is an expectation amongst members of staff that praise should be delivered either publicly or privately, depending on the circumstance, but that any warnings or consequences should be discussed in private. Within a classroom setting, this might mean setting the children off on a task before then talking quietly to a student who is not upholding the Bedales Prep Expectations of being **ready,**

respectful and **safe**.

Support

At Bedales Prep, we focus on restoration and rehabilitation, and we believe it is important to ensure children get the support that they need. There is an understanding that it would be better to simply accept that all children have additional needs of some sort and require some level of support.

To help ascertain what level of pastoral support is required, members of staff can refer to the **Pastoral Triage Flowchart (Annex V)**. This will give a guideline as to what interventions or gentle encouragement can be actioned to help support an individual student.

To monitor what level of support each individual student requires, tutors complete a **Weekly Pastoral Gauge (Annex VI)**. The aim is to try and find what level of support is required to bring the student back down the triage levels. It also serves as an opportunity to be proactive and, where possible, keep each student at the lowest level of concern by intervening before the concern escalates. The weekly gauges, accompanied by the Watchlist, also serve to effectively track student welfare.

To support the students themselves regulate their own behaviour and to help them respond to situations rather than react, each student can complete a **Wellbeing Action Plan (Annex XII)**. This can then be reviewed with the tutor at any point either as a proactive measure or as a response to a particular incident.

Positive Student Support Cards (Annex VII)

Positive Student Support Cards can be used for any number of things. But it is an opportunity for the child to show they can do it and get it right.

Each card should detail three targets that are agreed by both the tutor and the student. This should be a positive card to show what they can do.

Staff are asked to sign and comment on the card at the end of each lesson, break time or activity. Parents should be informed by the tutor if their child is on a positive student support card. The cards often take the form a OneNote document that can be remotely accessed and completed by the teacher before then being the basis of a discussion with the tutor as to progress towards the targets identified.

Recognition & Rewards – Positive Praise

Everyone is asked to meet the expectations set out in the Bedales Prep Expectations. However, if pupils regularly and consistently meet these expectations and contribute positively to the school community they can expect to be recognised for their effort. This recognition will take the form of a reward based on the flowchart outlined in Annex VIII.

Above all else, we look to recognise and reward effort at Bedales Prep. The **Bedales Prep Rewards Flowchart** can be found in **Annex VIII**.

Staff are encouraged to praise using descriptive praise – making use of the **Bedales Prep Character Strengths (Annex XIII)**.

Consequences

Bedales Prep has a set of core values and expectations that all members of the community are aware of and are expected to strive to uphold. Sometimes, these values and expectations will be harder to uphold due to a number of reasons. All members of the community are actively encouraged to ask for help if they are finding it hard to keep the Bedales Prep values within reach.

“What’s the hardest thing you’ve ever had to do?” “Ask for help.”

There are a number of ways that students can ask for help. These are detailed in the [‘It is ok to ask for help’](#) posters displayed around the school and in each tutor base (see [Annex IX](#)).

The values and expectations set out at Bedales Prep are there to keep the whole school community safe. Sometimes students will find these values more challenging to adhere to and one individual’s actions may have a negative impact on another member of the school community. Whilst it is ok to ask for help, it is also ok to make mistakes, but it is vital that we learn from them moving forward.

Each member of the Bedales Prep community will be given the opportunity to learn from the mistakes they make. However, if the actions are repeated then it becomes a choice and there will be a consequence for the action.

The [Bedales Prep Consequences Flowchart \(Annex X\)](#) outlines how we address poor choices in terms of behaviour. There are also a set of five non-negotiables, The Big Five are outlined below. Any breach of the Big Five would constitute a very serious situation and would enter into the Bedales Prep Consequence Levels at Level 4 or above – i.e. requiring an immediate sanction or consequence.

The Bedales Prep Big Five (non-negotiables):

1. Possession of inappropriate material, including in electronic form – to include generating, sending, wilfully possessing, requesting or sharing any ‘sexting’ images
2. Offensive, threatening, targeted or sexually inappropriate behaviour towards others, whether staff or pupils, by physical, verbal, written or electronic means. May be based on sex, race, religion, belief, disability, sexual orientation, gender reassignment, learning differences, age or gender – includes cyber-bullying
3. Any actions that waste Emergency Services’ time and resources – e.g. intentionally setting off fire alarms, making prank calls
4. Theft of or intentional damage to property belonging to another member of the community or to the School itself
5. Possession of what would constitute a weapon as well as the consumption or supply of alcohol, tobacco, e-cigarettes or drugs.

If a pupil receives 3 or more negative CPOMS entries during one week, the tutor will convene a meeting with the pupil to discuss the entries and determine what support they require. If not already aware, at this point, parents will be informed via a phone call.

After each incident, each pupil will agree with their tutor the aim of learning from their mistake and the aim to make better choices moving forward. However, if the pupil does not learn from their mistake, then the consequence can be escalated in line with the Levels identified above.

It is important to note that the slate is wiped at the end of every term and every pupil starts afresh with regard to negative CPOMS entries.

Reflection Time and Restorative Conversations

Reflection Time at break-times is supervised by a member of SMT and offers members of staff an opportunity to hold a Restorative Conversation with the student who has made a poor choice and has not met the Bedales Prep Expectations.

The school takes a restorative approach to challenging distressed behaviour.

Option 1 - Reflect and Repair- There is a harmer and harmed.

- **Rupture has taken place** - an event that leads to conflict or loss of connection, trust and emotional engagement.
- Use the restorative questions in the reflection sheet - ideally, both parties (the harmer and the harmed) to hear their voices. This process is a conversation, not a consequence.
- After the restorative conversation has happened, the student(s) are shown the consequence flow chart to see where their actions sit. The consequence is then agreed.
- Seek to repair the relationship.
- **Repair process begins** – A process of reconciliation through apology and forgiveness. The Harmed and Harmer may be offered mediation.
- Should there be repeated distressed behaviour, further support would be required to establish why.

Option 2 - Reflect and Reset – Our school expectations have not been met.

- Distressed behaviour (challenging behaviour) around Ready, Respectful, Safe.
- **Reflect and Reset** questions below are discussed with the member of SMT on duty.
- Consequence flowchart is shared with student and consequence is agreed.
- Should there be repeated distressed behaviour, further support would be required to establish why.
- Should there be persistent behaviour, this would warrant an automatic consequence.

Restorative Meeting Guidelines for members of staff:

- Keep an open space between you and the student
- Focus on the outcome of the meeting
- Make sure you have enough time for the meeting
- Resist the urge to take notes
- Be open with your thoughts and reflections
- Be careful not to use judgmental language
- End the meeting well – how are you both moving forward from the meeting?

The Restorative Five – questions that can be asked of the student:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

General Consequences

Bedales Prep does not operate a traditional detention system, preferring to use a system of appropriate consequences; including missing breaks or being confined to the playground at break-times. Where possible, a restorative approach is taken so that the consequence fits the choice of behaviour.

A **Wednesday work** can also be used for those children behind with prep or classwork. This comes about when a child has been given a number of opportunities to rectify the issues. Parents are informed and indeed children may be removed from matches, community service and 'early home' time if it is deemed appropriate. The Deputy Head Academic coordinates these sessions.

School service

This is for students who have not respected an area of the school. This, for example, could be the dining room where they have been disrespectful, not used manners and been using food in different ways, which is deemed offensive. School service may involve the student tidying and helping members of staff ensure the space is kept clean and tidy. The idea here is actions bring consequences but needs to be relative to the space in which it occurred. The Head of Groups and Head of Blocks coordinate these sessions.

Time In

On occasions, students can find themselves in a dysregulated state or in a way that they cannot see light at the end of the tunnel. The school may also deem it appropriate for the student to have time away from lessons and to spend time in a reflective period with a key member of staff. This is in liaison with parents, to ensure the students' interests are kept at heart.

Internal Suspension

For more serious offences, or a continuation of minor offences, and after considering all the facts presented by any investigation, a student may be given an internal suspension by the Head. This would require the student working alone and losing privileges such as free time. Parents will be sent a letter by the Head and may be asked to come into school to discuss next steps, All notes, including the initial letter, will be recorded on the student's files on CPOMS. An internal suspension would usually last for 1-2 days.

External Suspension

In line with Three Schools Expulsion and Removal from School Policy.

For serious offences, in line with the Bedales Prep Big Five, a student would be suspended by the Head and sent home. Parents will be asked to come into school and a note is made in the Serious Incident book, recorded on iSAMS, and appropriate letters and notes kept on the student's file. A suspension would normally last between 2-4 days depending on the severity of the offence. For some serious offences an internal suspension may also be used, if it is felt that the student may be better supported in school due to home or family circumstances.

Permanent Removal from School

In line with Three Schools Expulsion and Removal from School Policy.

In very serious cases a student may be permanently removed from the school. This would usually

follow a very serious offence or a string of offences where the student concerned has shown no willingness to improve. Parents will be asked to come into school and appropriate letters and notes kept on the student's file on CPOMS. We recognise that removing a student from a school could be damaging and, in this instance, the school will work hard with the parents and the student to find a school more suited to the student's needs. Often it is a positive experience for a student to have a clean start at another school where a history of offences and reputation is not a factor. Parents have a right of appeal and there is a process outlined in the Parents' Handbook.

Monitoring and Record-keeping

CPOMS (& iSAMS) Records

CPOMS is the central method for the recording of pastoral information. iSAMS is also used by all staff to record positive behaviour. CPOMS is used by staff to log anything that may constitute a cause for concern. Associated meetings and discussions with parents are also logged. Groups' class teachers and Blocks' tutors have access to their tutees' records to be able to view the chronology of events and are vital in monitoring and communicating trends or concerns regarding students in their care.

Positive Praises on iSAMS are visible to parents via the Parent Portal.

Any entries into CPOMS send an alert to the student's Tutor, the Head of Groups or Head of Blocks, DDSL, Mental Health Lead, Deputy Head Pastoral and Head.

Boarding Log & iSAMS Records

On the boarding wings the boarding staff make regular pastoral notes about the students. These are often observational comments and help to spot patterns of behaviour and assist handover times between staff. They may also include minor 'boarding sanctions' such as early to bed and the notes are reviewed at the weekly Boarding team meeting.

In line with this policy, where incidents are considered more significant, or information needs to be shared with other staff, CPOMS is used as above. On boarding wings any accusations of unkindness (repeated or otherwise) are recorded via CPOMS in line with the school's Anti-Bullying Policy.

Serious Incidents

More serious offences, such as suspension, are recorded on CPOMS. All accompanying paperwork is attached to the entry. There may also be more detailed notes and letters kept in the student's file.

Student's File

A central file is kept in the Head's PA's office. This may include detailed notes on a student, any incidents or correspondence between the school and parents.

Annex I: Bedales Prep Expectations



Bedales Prep Expectations Outside Areas

As Bedalians, what is my right?

- We all have the right to a safe and happy space in which to enjoy playing at break-times

As a Bedalian, what is my responsibility?

- I will be **ready**
- I will be **respectful**
- I will be **safe**



Outside Areas specifics:

- I will wear a helmet if scooting and only slide down the slide
- I will queue patiently for snack and wait for the duty staff to arrive
- I will share equipment and take turns (1 for Cobbs swing, 3 for Playground swing)
- I will only climb to twice my height



BEDALES 



Bedales Prep Expectations

JB's

As a Bedalian, what is my right?

- We all have the right to a clean, comfortable space to eat nutritious food with friends

As a Bedalian, what is my responsibility?

- I will be **ready**
- I will be **respectful**
- I will be **safe**



JB's specifics:

- I will wait patiently in the queue
- I will aim to select a rainbow plate of food and try not to waste food
- I will show good table manners
- I will wait to be asked to leave



BEDALES 



Bedales Prep Expectations

Inside School

As a Bedalian, what is my right?

- We all have the right to move around the school with confidence feeling safe and welcome

As a Bedalian, what is my responsibility?

- I will be **ready**
- I will be **respectful**
- I will be **safe**



Inside School specifics:

- I will wipe my feet when I come inside
- I will hold doors open for others
- If I have a hood, I will wear it down
- I will be mindful of and acknowledge others
- I will move sensitively around Bedales Prep

BEDALES 



Bedales Prep Expectations In Classrooms

As a Bedalian, what is my right?

- We all have the right to be able to learn in a welcoming learning space, be treated with respect and work in peace

As a Bedalian, what is my responsibility?


- I will be **ready**
- I will be **respectful**
- I will be **safe**



In Classrooms specifics:

- I will arrive on time, prepared and with the right equipment
- I will be a responsible learner and allow everyone to learn
- I will tie my hair back for some lessons (Design Barn, Science Lab)
- If I have a hood, I will wear it down
- I will be open-minded

BEDALES 



Bedales Prep Expectations Audience in The Well

As a Bedalian, what is my right?

- We all have the right to be able to listen to and celebrate others whilst also enjoying being together as a community.

As a Bedalian, what is my responsibility?

- I will be **ready**
- I will be **respectful**
- I will be **safe**



The Well specifics:

- I will arrive on time and sit down quietly, respecting others' personal space
- I will actively listen to the presenter / speaker and not talk whilst they are
- I will respect the presenter / speaker by putting up my hand to ask a relevant question or suggest an answer / idea
- I will show my support and appreciation by clapping
- I will leave The Well tidier than I found it

BEDALES 



Dunhurst Expectations In the Boarding House

As Dunhurstian boarders, what are our rights?

- We all have the right to be able to live, play, rest and sleep in a welcoming boarding space.
- We all have the right to be treated with equality and respect.

As Dunhurstian boarders, what are our responsibilities?

- We will be **ready to be an inclusive member of the community**
- We will be **respectful of others**
- We will be **safe**

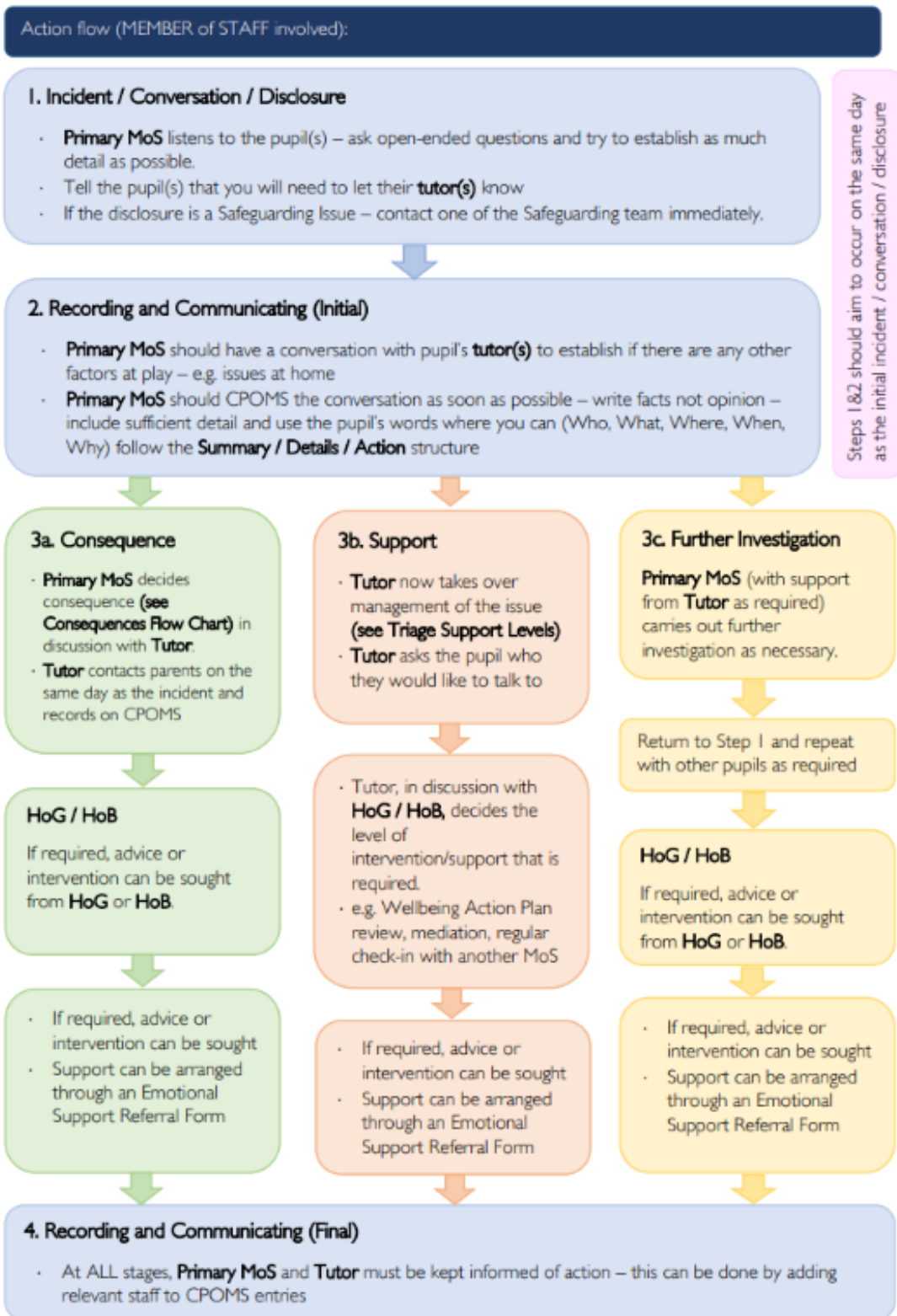
Individual Boarding House specifics:

- I will be responsible for my belongings
- I will be a helpful member of the boarding community
- I will be kind.



Annex II: Pastoral Management Flowchart

Pastoral Management Flowchart



Annex III: Classroom Plan to Manage Behaviour

Pupils in class are given 3 opportunities to get things right. The way it works is as follows:

0. Proximity Praise – praise those pupils in the class who are doing the right thing whilst not drawing attention to those making poor choices. Write the names on the board or verbally recognise those doing the right thing to create a Recognition Board. Try and catch the pupil who is making poor choices doing something good and praise them.

1. Expectations reminder – Remind the pupil making poor choices of behaviour of the Dunhurst Expectations. Explain to the pupil where they are not upholding the expectations and what they need to do to put this right. This should be delivered privately. Take the initiative to keep things at this stage if possible.

2. Last Chance – A clear verbal warning is given if the pupil continues to make a poor choice of behaviour. This should be delivered privately and not in front of the rest of the class. Clearly outline where the pupil is making a poor choice and what the consequence will be if they continue. Consider using the phrase, "Think carefully about your next step, it is your choice where we go next".

3. 2 minute Time Out – The pupil is asked to wait outside the classroom for a two-minute maximum time out. This is an opportunity for the pupil to calm down, breathe, look at the situation from a different perspective and decide to make a positive change. It is also a chance for the teacher to discuss with them what is causing the poor choice in behaviour, ask what can be done to support the pupil and outline the consequence if there is not a positive change.

4. Reflect – If the poor choices of behaviour continue after the above has taken place, the teacher should send the Helping Hand card to Reception and the pastoral member of staff on duty will come and collect the pupil. The pupil is escorted to sit outside the Head's PA's Office where they will complete a Reflection Sheet.

5. Repair – Post lesson, the teacher will come and see the pupil to review the sheet and to arrange a time to hold a Restorative Meeting.

At this point, consideration will be given to possible consequences because of the poor choices of behaviour. These will need to be relative to what has happened and restorative or reparative in nature if possible – i.e. if a pupil is wasting others' time, they will lose their own time during breaks.

Teachers can use the Break-time Reflection Time (supervised by a member of SMT) to conduct the Restorative Meeting.

- If required after these steps have been taken, then the teacher and the pupil's Tutor will see the pupil together to discuss ways forward (in conjunction with the pupil's Wellbeing Action Plan).
- If deemed necessary, then the Head of Groups or Head of Blocks will see the pupil with the teacher to discuss the choices the pupil has made.
- If required, and deemed serious enough, the incident will then be referred to the Deputy Head Pastoral who will see the pupil with the teacher.

Annex IV: Classroom Plan for display

1. Expectations reminder

Are you ready? Are you being respectful? Are you being safe?



2. Last Chance

Clear warning from the teacher. You have a choice as to how you behave and what happens next?



3. 2 minute Time Out

Step outside of the classroom. Stop. Breathe. What support do you need to make the right choice?



4. Reflect

Use the time away from the lesson to Reflect on your choices of behaviour and the impact on other people.



5. Restore & Repair

Meet with your teacher to talk about what support you need and how you both move forward in a positive way.

Annex V: Pastoral Triage Flowchart

Level	Concern	Examples of concern	Action	Who? Lead MoS
Level 4	Acute concerns Immediate action required	<ul style="list-style-type: none"> Death in the family Parents separating Disclosure concerning self-harm or equivalent 	<ol style="list-style-type: none"> Review Wellbeing Action Plan with pupil and determine what support is required Tutor to inform HoG/HoB and DHP Referral to the School Counsellor through DHP Consider referral to external agency through DHP if applicable 	Tutor HoG or HoB DHP How External agencies
Level 3	Significant concern Specific event Increase from Level 2	<ul style="list-style-type: none"> Parent or relative is unwell Major friendship fallout Unsettled home life Major change in behaviour Low self-esteem 	<ul style="list-style-type: none"> Subject-specific intervention or mediation for child(ren) involved – eg. MoS conducting a tailored nurture session Pupil to join a therapy or support group <ol style="list-style-type: none"> Reviewing the pupil's Wellbeing Action Plan, the Tutor should discuss 'stop & breathe' with the child as a wellbeing check-in – talking through the situation and identifying who the child wants to talk to – offering a safe space or a friend as a buoyancy aid Tutor to discuss concerns with HoG or HoB and discuss potential interventions Tutor to make a phone call home to discuss concerns with parent(s) 	Tutor HoG or HoB
Level 2	Mild concern Noticed some change	<ul style="list-style-type: none"> Known external factor New to the school Not receiving usual positive feedback Not making expected academic progress Change in behaviour or mood Friendship issues Low resilience 	<ul style="list-style-type: none"> Watchful tutor – keeping your eye on the child to notice any further changes and trying to promote positive wellbeing What is the spark that will boost a child's wellbeing? <ol style="list-style-type: none"> Tutor to review the pupil's Wellbeing Action Plan as a wellbeing check-in Tutor to get in touch with the family to make them aware and discuss any potential 'bigger picture' issues Record all interactions on ISAIMS – to inform HoG & HoB <ul style="list-style-type: none"> Consider pupil joining a therapy or support group 	Tutor
Level 1	No known current concern	n/a	<ul style="list-style-type: none"> Promoting and reinforcing positive wellbeing Ensure child receives positive feedback Recognising the child for any positive contribution to the school community – ISAIMS entries & Recognition Board Weekly conversation with tutor to ascertain mood and engagement Half-termly reflective summary 	Tutor

For any concerns not listed here, please seek advice from Head of Groups or Head of Blocks in the first instance.

At any stage, please involve either Head of Groups, Head of Blocks or Deputy Head Pastoral

Annex VI: Weekly Pastoral Gauge

Week no. :		MOS completing gauge :	
Week beginning :		Form/Tutor Group :	

Weekly Pastoral Gauge

Level	Concern	Examples of concern
Level 4	Acute concerns Immediate action required	<ul style="list-style-type: none"> · Death in the family · Parents separating · Disclosure concerning self-harm or equivalent
Level 3	Significant concern Specific event Increase from Level 2	<ul style="list-style-type: none"> · Parent or relative is unwell · Major friendship fallout · Unsettled home life · Major change in behaviour · Low self-esteem
Level 2	Mild concern Noticed some change	<ul style="list-style-type: none"> · Known external factor · New to the school · Not receiving usual positive feedback · Not making expected academic progress · Change in behaviour or mood · Friendship issues · Low resilience
Level 1	No known current concern	n/a

Annex VII: Positive Student Support Card

Positive Pupil Support Card

Name:	
Target 1	
Target 2	
Target 3	

Day:	Staff	Comment
Tutor time		
Lesson 1		
Lesson 2		
Lesson 3		
Break		
Lesson 4		
Lesson 5		
Lesson 6		
Lunch & Break		
Lesson 7		
Lesson 8		
Lesson 9		
Lesson 10		
Break		
Lesson 11		
Lesson 12		
Activity		

Annex VIII: Bedales Prep Rewards Flowchart

Bedales Prep Rewards Flowchart

Everyone is asked to meet the expectations set out in the Bedales Prep Expectations. However, if pupils regularly and consistently meet these expectations and contribute positively to the school community they can expect to be recognised for their effort. This recognition will take the form of a reward based on the flowchart outlined below.

Level	Example	Reward for the child	Action for staff	Staff involved. * Denotes lead
5	Consistently earning Positive Praises (20+) — or — One-off exceptional piece of work/kindness/behaviour.	<ol style="list-style-type: none"> Chat with Head and Head's Award at a Wednesday AM break time. Letter home from Head. Record on iSAMS so parents & pupil can view. 	<ol style="list-style-type: none"> Recorded on iSAMS by awarding MoS / Tutor. Tutor to notify Head. Head to send letter home. 	Tutor* Head
4	Continued outstanding effort and application in class. (As identified by Tutor in termly Reviews).	<ol style="list-style-type: none"> Choc 'n' chat with Head. Letter home from Head to invite to Choc 'n' Chat Record on iSAMS so parents & pupil can view. 	<ol style="list-style-type: none"> Awarded at Review meetings and noted by HoG/HoB. Recorded on iSAMS by Head's PA. Head to send postcard home. 	Tutor HoG/HoB* Head
3	10 (and 20) Positive Praises	<ol style="list-style-type: none"> Postcard home from HoG/HoB or DHP/DHA. Record on iSAMS so parents & pupil can view. 	<ol style="list-style-type: none"> Tutor to notify HoG/HoB. Postcard sent by HoG/HoB/DHP/DHA. 	Tutor* HoG/HoB DHP/DHA
2	5 (and 15) Positive Praises	<ol style="list-style-type: none"> Frozen Friday invite with either DHP or DHA at Friday AM break Record on iSAMS so parents & pupil can view. 	<ol style="list-style-type: none"> Tutor to notify School Office Manager (who compiles a list). DHP or DHA to run Frozen Friday AM break. 	Teacher* (Tutor) DHP/DHA
1	Positive Praise ----- Meeting the Expectations and contributing positively to the school community.	<ol style="list-style-type: none"> Name is placed on the class Recognition Board Record on iSAMS so parents & pupil can view. Verbal recognition from tutor. 	<ol style="list-style-type: none"> Awarding teacher to record on iSAMS – Positive Praise. Tutor to acknowledge with pupil. 	Teacher* Tutor



Positive Praises accrue over the course of the year. Pupils can expect to receive the following at the various totals:

Total of Positive Praises	Reward for the pupil
5	Frozen Friday
10	Postcard Home
15	2 nd Frozen Friday
20	2 nd Postcard Home
Consistently accruing (20+)	Head's Award

Once a pupil has received a 2nd Postcard Home, they continue accruing Positive Praises, working towards a further 5, then 10, then 15, then 20 Positive Praises and so on. Each pupil will achieve a final total of Positive Praises accrued across the year.

Annex VIII: Bedales Prep Rewards Flowchart for Classroom Display

Bedales Prep Rewards Flowchart

Everyone is asked to meet the expectations set out in the Bedales Prep Expectations and contribute positively to the school community. If you do this, you can expect to be recognised for it.

Level	Your part	What happens next?
5	Consistently earning Positive Praises over the year — or — One-off exceptional piece of work/kindness/behaviour	You will be invited to chat with Colin on Wednesday break-time. You will also receive a letter home from Colin and a Head's Award
4	Continued outstanding effort in class	You will be invited for a Choc'n'Chat with Colin
3	10 (and 20...) Positive Praises	You will receive a postcard home from Will or Mark and Graeme or Andy
2	5 (and 15...) Positive Praises	You will be invited to 'Frozen Friday' at Friday morning break-time with Andy & Graeme.
1	Positive Praise ----- Meeting the Expectations and contributing positively to the school community	It is recorded on iSAMS, and you will get an email to let you know. Your tutor will also get an email and be able to congratulate you.



Positive Praises accrue over the course of the year. You can expect to receive the following at the various totals:

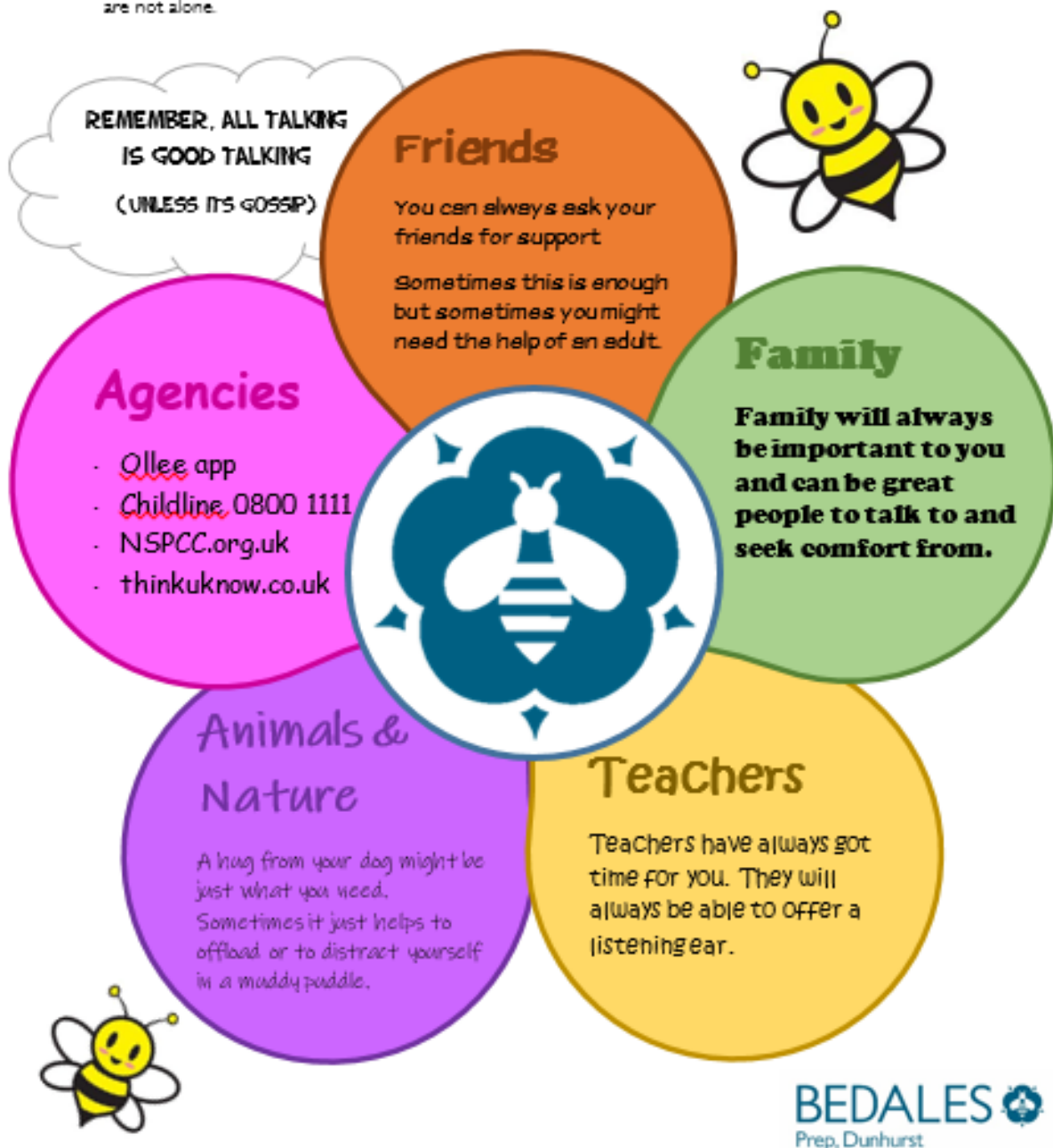
Total of Positive Praises	Reward for you
5	Frozen Friday
10	Postcard Home
15	2 nd Frozen Friday
20	2 nd Postcard Home
Consistently accruing (20+)	Head's Award

Annex IX: Who to ask for help

“What’s the bravest thing you’ve ever said?”

“HELP.”

Asking for help is not giving up – it is refusing to give up. It is ok not to be ok. It is ok not to feel sparkly and bubbly all the time. We all go through highs and lows in our life. We can try any number of things to try and keep our mental health on a fairly even keel but there are times when things become too much. We feel overwhelmed. At this point, we need to ask for help. You matter. You are loved. You are not alone.



Annex X: Bedales Prep Consequences Flowchart

	Example	Consequence for the student	Action for staff	Staff involved * denotes lead
1 ↓	<ul style="list-style-type: none"> ➤ Breaking of the school rules or not meeting the Bedales Prep Expectations ➤ First warning of not completing prep/classwork 	<ul style="list-style-type: none"> ➤ Reflect & Reset in a Restorative Conversation with the MoSMT on duty ➤ Student to complete a Reflect & Reset sheet 	<ol style="list-style-type: none"> 1. Primary MoS to record in the Reflect & Reset book (held at Reception) 2. MoSMT to run the Restorative Meeting and then record the incident, conversation and outcome on CPOMS 	Primary MoS MoSMT* (Tutor)
	<ul style="list-style-type: none"> ➤ A verbal, physical or online act which has caused a rupture in a relationship 	<ul style="list-style-type: none"> ➤ Reflect & Repair in a Restorative Conversation with MoS involved ➤ Student(s) to complete a Reflect & Repair sheet ➤ Possible mediation with other student(s) involved 	<ol style="list-style-type: none"> 1. Primary MoS to discuss with tutor 2. Primary MoS to hold a Reflect & Repair conversation with the student(s) 3. Primary MoS to record the incident, conversation and outcome on CPOMS 4. Tutor to communicate with parents 	Primary MoS* Tutor
2 ↓	<ul style="list-style-type: none"> ➤ Repetition of the above having agreed not to 	<ul style="list-style-type: none"> ➤ Reflect & Reset in a Restorative Conversation with the MoSMT on duty <p>In addition...</p> <ul style="list-style-type: none"> ➤ Restorative Sanction clearing JB's, picking up litter, tidying changing rooms Restricted to the playground area at break-time until trust is rebuilt ➤ Restorative Conversation with tutor (Reflect & Reset) 	<ol style="list-style-type: none"> 1. Primary MoS to record in the Reflect & Reset book (held at Reception) 2. MoSMT to run the Restorative Meeting and then record the incident, conversation and outcome on CPOMS 3. Tutor to hold a restorative conversation – 'What support do you need?' 4. Tutor to communicate with parents via a phone call and record outcome 5. Explain to student that a support card would be the next step 	Primary MoS MoSMT Tutor*
	<ul style="list-style-type: none"> ➤ Repetition of the above having agreed not to 	<ul style="list-style-type: none"> ➤ Reflect & Repair in a Restorative Conversation with the Primary MoS <p>In addition...</p> <ul style="list-style-type: none"> ➤ Restorative Sanction see above ➤ Restorative Conversation with Tutor (Reflect & Repair) 	<ol style="list-style-type: none"> 1. Primary MoS and Tutor discuss next steps 2. Primary MoS/Tutor to agree with student what support/consequence is required in a Reflect & Repair conversation – has a repetition occurred? 3. Primary MoS to record the incident, conversation and outcome on CPOMS 4. Tutor to communicate with parents via a phone call and record outcome 5. Explain to student that a support card would be the next step 	Primary MoS Tutor*
	<ul style="list-style-type: none"> ➤ A verbal, physical or online act which is unkind and/or unpleasant 	<ul style="list-style-type: none"> ➤ Same as above – Restorative Conversation – Reflect & Repair ➤ Include a Restorative Sanction see above 	<ol style="list-style-type: none"> 1. Primary MoS to discuss with tutor 2. Primary MoS to hold a Reflect & Repair conversation with the student(s) 3. Primary MoS to record the incident, conversation and outcome on CPOMS 4. Tutor to communicate with parents 	Primary MoS Tutor*
3 ↓	<ul style="list-style-type: none"> ➤ Repetition of the above having agreed not to 	<ul style="list-style-type: none"> ➤ Same as above – Restorative Conversation – Reflect & Reset ➤ Meeting with tutor about how to avoid repeating this behaviour 	<ol style="list-style-type: none"> 1. Primary MoS to record in the Reflect & Reset book (held at Reception) 	Tutor * HoG/HoB (DHP)

		<ul style="list-style-type: none"> ➤ Include a Restorative Sanction Time In – i.e. missing break(s) to have a workshop or Restorative Conversation – e.g. School Service or Wednesday Work on a Wednesday PM 	<ol style="list-style-type: none"> 2. MoSMT to run the Restorative Meeting and then record the incident, conversation and outcome on CPOMS 3. Tutor to hold a restorative conversation – ‘What support do you need?’ 4. Tutor to communicate with parents via a phone call and record outcome 5. A support card identifying area in which school wants to see improvement could be implemented at this point if required 	
		<ul style="list-style-type: none"> ➤ Same as above – Restorative Conversation – Reflect & Repair ➤ Meeting with tutor about how to avoid repeating this behaviour ➤ Include a Restorative Sanction – e.g. see above 	<ol style="list-style-type: none"> 1. Primary MoS to discuss with tutor 2. Primary MoS to hold a Reflect & Repair conversation with the student(s) 3. Primary MoS to record the incident, conversation and outcome on CPOMS 4. Tutor to communicate with parents 	
	<ul style="list-style-type: none"> ➤ An act which is deliberately hurtful and has made someone feel unhappy 	<ul style="list-style-type: none"> ➤ Same as above – Restorative Conversation – Reflect & Repair 	<ol style="list-style-type: none"> 1. Primary MoS to discuss with tutor 2. Tutor to hold a Reflect & Repair conversation with the student(s) 3. Tutor to record the incident, conversation and outcome on CPOMS 4. Tutor to communicate with parents 	Primary MoS Tutor* HoG/HoB
4 ↓	<ul style="list-style-type: none"> ➤ Repetition of the above having agreed not to ➤ First offence of breaking one of the Bedales Prep Big Five. 	<ul style="list-style-type: none"> ➤ ‘Time In’ for a _____ of time (up to 24 hours) or ➤ Internal Suspension 	<ol style="list-style-type: none"> 1. Incident recorded on CPOMS by Primary MoS and HoG/HoB & DHP alerted 2. Primary MoS discusses with Tutor & HoG/HoB as to next steps and history 3. Parents informed by HoG/HoB by a phone call 4. Discussion with pupil about what support is required 5. Wellbeing Action Plan revised to support pupil 6. If not already in place, a support card (with clear targets) should be implemented at this point 	Tutor HoG/HoB * DHP (Head)
	5	Repeated offence of breaking one of the Dunhurst Big Five.	<ul style="list-style-type: none"> ➤ External Suspension or ➤ Exclusion 	<ol style="list-style-type: none"> 1. Incident recorded on CPOMS and HoG/HoB & DHP alerted 2. Primary MoS discusses with Tutor, HoG/HoB & DHP as to next steps and history 3. DHP informs parents and acts in line with the Whole School Suspension & Exclusion Policy

Annex XI: Reflection Sheets

Tutor	
HoY	
DHP	

REFLECT and **REPAIR**

Member of staff taking Restorative Conversation: _____

<p>Name: _____</p> <p>Date: _____</p>
<p>What happened?</p>
<p>What were you thinking and feeling at the time?</p>
<p>What have you thought about it since?</p>
<p>Who has been affected and in what way?</p>
<p>How could things have been done differently?</p>
<p>What do you think needs to happen to make things right?</p>

Tutor	
HoY	
DHP	

REFLECT and RESET

Member of staff taking Restorative Conversation: _____

<p>Name: _____</p> <p>Date: _____</p>
<p>What choice did I make?</p>
<p>How was I feeling?</p>
<p>What could I have done differently?</p>
<p>How can I/we move forward? What needs to happen next?</p>

Bedales Prep Consequences Flowchart

	Example	Consequence for the student
1	➤ Breaking of the school rules or not meeting the Bedales Prep Expectations	➤ Reflect & Reset in a Restorative Conversation ➤ Student to complete a Reflect & Reset sheet
	➤ First warning of not completing prep/classwork	
2	➤ A verbal, physical or online act which has caused a rupture in a relationship	➤ Reflect & Repair in a Restorative Conversation ➤ Student(s) to complete a Reflect & Repair sheet ➤ Possible mediation with other student(s) involved
	➤ Repetition of the above having agreed not to	➤ Reflect & Reset in a Restorative Conversation in addition... ➤ Restorative Sanction – e.g. clearing JB's, picking up litter, tidying changing rooms – e.g. Restricted to the playground area at break-time until trust is rebuilt ➤ Restorative Conversation with tutor (Reflect & Reset)
		➤ Reflect & Repair in a Restorative Conversation in addition... ➤ Restorative Sanction – e.g. see above ➤ Restorative Conversation with Tutor (Reflect & Repair)
	➤ A verbal, physical or online act which is unkind and/or unpleasant	➤ Same as above – Restorative Conversation – Reflect & Repair ➤ Include a Restorative Sanction – e.g. see above
3	➤ Repetition of the above having agreed not to	➤ Same as above – Restorative Conversation – Reflect & Reset ➤ Meeting with tutor about how to avoid repeating this behaviour ➤ Include a Restorative Sanction – e.g. Time In – i.e. missing break(s) to have a workshop or Restorative Conversation – e.g. School Service or Wednesday Work on a Wednesday PM
		➤ Same as above – Restorative Conversation – Reflect & Repair ➤ Meeting with tutor about how to avoid repeating this behaviour ➤ Include a Restorative Sanction – e.g. see above
	➤ An act which is deliberately hurtful and has made someone feel unhappy	➤ Same as above – Restorative Conversation – Reflect & Repair
	➤ Repetition of the above having agreed not to	➤ 'Time In' for a period of time (up to 24 hours) – a chance for a re-education workshop or mediation if required or ➤ Internal Suspension
4	➤ First offence of breaking one of the Bedales Prep Big Five.	
	➤ Repeated offence of breaking one of the Dunhurst Big Five.	➤ External Suspension or ➤ Exclusion
5		



The Bedales Prep Big Five (non-negotiables):

1. Possession of inappropriate material, including in electronic form – to include generating, sending, wilfully possessing, requesting or sharing any 'sexting' images
2. Offensive, threatening, targeted or sexually inappropriate behaviour towards others, whether staff or pupils, by physical, verbal, written or electronic means. May be based on sex, race, religion, belief, disability, sexual orientation, gender reassignment, learning differences, age or gender – includes cyber-bullying
3. Any actions that waste Emergency Services' time and resources – e.g. intentionally setting off fire alarms, making prank calls
4. Theft of or intentional damage to property belonging to another member of the community or to the School itself
5. Possession of what would constitute a weapon as well as the consumption or supply of alcohol, tobacco, e-cigarettes or drugs.

My Wellbeing Action Plan



“What’s the bravest thing you’ve ever said?”

“HELP.”

Asking for help is not giving up – it is refusing to give up. It is ok not to be ok. It is ok not to feel sparkly and bubbly all the time. We all go through highs and lows in our life. We can try any number of things to try and keep our mental wellbeing on a fairly even keel but there are times when things become too much. We feel overwhelmed. At this point, we need to ask for help. *You matter. You are loved. You are not alone.*



Remember, ALL talking is good talking (Unless its gossip)

Friends

You can always ask your friends for support
Sometimes this is enough but sometimes you might need the help of an adult.

Agencies

- Ollee app
- Childline 0800 1111
- NSPCC.org.uk
- thinkuknow.co.uk

Family

Family will always be important to you and can be great people to talk to and seek comfort from.



Animals & Nature

A hug from your dog might be just what you need. Sometimes it just helps to offload or to distract yourself in a muddy puddle.

Teachers

Teachers have always got time for you. They will always be able to offer a listening ear.



WHAT IS WORRYING ALL ABOUT?

Everyone has their very own inner alarm system that goes off when danger seems close by. It is called a fight, flight or freeze response. This response was very valuable 300,000 years ago when you might suddenly meet a saber-toothed tiger. But, life and death situations like that are not as common today, thank goodness! Despite knowing this, your alarm system is still ready to go off at the slightest sign of threat, and it can strike at any time,



When we start to worry, we typically experience one of three physical responses:

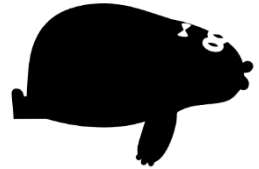
1 – FIGHT: a rush of energy in your body. The tensing muscles and rapid heart rate is designed to sharpen your sense to take on that saber-toothed tiger



2 – FLIGHT: the same burst of energy prepares you to run away from the saber-toothed tiger and seek safety



3 – FREEZE: this is the response when you have seen the saber-toothed tiger and you perfectly still in the hope that it hasn't spotted you.



Worrying is SO normal. It is a natural response.

Stop & Breathe



Sleep

How is my sleep routine? 8-10 hours is essential for wellbeing.



Technology

Do I have a healthy relationship with tech? Limit your gaming and social media use. More than four hours per day on tech will negatively affect your mental health.



Observe

Acknowledge your feelings and sit with them. Feelings are like waves. They come and go.



Physical activity

When was the last time I enjoyed some physical activity? Do I need to get outside and move a little bit more today?

+



Believe in yourself

You can do it! You are loved! You matter! Keep on keeping on! Self-esteem and self-efficacy (core values of being OK and doing OK) are key for you to flourish. Your own self-worth, self-respect, self-belief and behaviour are all essential for wellbeing.



Reflect, review and relax

Reflect on what has happened to make you feel this way. Review what has happened - what could be done differently next time? Relax - take a deep breath, practise some mindfulness or have a Hygge or Friskluft.



Eat and drink

Are you 'hangry'? Keep hydrated. Eat a varied diet to boost gut health which is linked to mental health. Food is our fuel.

Healthy Coping Tool Box:



Things I can do for myself every day to keep myself feeling as well as possible. What are you going to commit to?

I will try to commit to...

What works at school?

What works at home?

Things I need to do to keep my overall wellness and sense of wellbeing:

Walk in nature

Get a good night's sleep

Digital detox

Dip into my mood-boosting jar

Things that I know would make me feel well that I will try and do more of:

Warning Signs:

Things I should actively avoid because they make me feel bad or worse. What are you going to commit to not doing, in order to maintain your wellbeing?

What are your warning signs that things are going less well? Are there any specific triggers or crunch points to be aware of?



Next Steps:

If you spot warning signs, what next? What are your next steps? What can you do to look after yourself?



What are the things I can do to try and manage my triggers and challenges?

When you feel overwhelmed with big emotions, what do you need from us?

Where do you feel most comfortable if you are feeling you need some time out?

Name:		Year Group:	
-------	--	-------------	--

Date started:	
---------------	--

Who is your support network?
Write a list of people – your high 5 – who could help you and how to get hold of them



Remember, friends are great to talk to but sometimes we need to talk to an adult...

"Being kind to yourself is one of the greatest kindnesses," said the mole.

Annex XIII: Bedales Prep Character Strengths

Bedales Prep **Character Strengths**

