



**CORLEY ACADEMY**  
Inclusion Aspiration Perseverance Independence

# BEHAVIOUR & ANTI BULLYING POLICY

(INCLUDING STATEMENT OF BEHAVIOUR PRINCIPLES)

**DATE: September 2025**

Version: **V 2**

Ratified by the Governing Body of Corley Academy

Signed by M Lea – Chair GB Corley  
Academy

**Date November 2025**

To be reviewed every 2 years:

**Date September 2027**



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### United Nations Convention on the Rights of the Child

At Corley academy, behaviour is built on strong, respectful relationships with every student. Through reflective conversations we ensure that students are given the opportunity to share their views, reflect on their actions and learn from their experiences. This approach is underpinned by Article 12 (respect for the child's view), Article 3 (best interests of the child) and Article 28 (discipline that respects dignity).

We are committed to creating a safe and inclusive environment for all, in line with Article 2 (non-discrimination) and Article 19 (protection from harm). Our Action Against Bullying Committee supports this work by promoting respect, raising awareness and ensuring all students feel safe.

We also recognise the importance of meeting individual needs, ensuring that all students are supported appropriately. This reflects Article 23 (rights of children with disabilities) and Article 29 (developing respect for others) helping every child to feel valued, understood and able to succeed.

## 1. Rationale

Corley Academy understands the vast majority of our students have a diagnosis of autism and as such understand and plan for strategies to support students and any difficulties they may experience due to their communication, sensory and self regulation.

The Behaviour Policy at Corley Academy is a statement of good practice that covers all aspects of our school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of our school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. The students of Corley Academy behave very well for most of the time and meet the high expectations of behaviour set. This policy is to ensure consistency on the occasions when children's behaviour falls below expected standards.

### 1.1. Context

We work to ensure a well-educated, healthy, happy future for all by:

- Teaching a broad and balanced curriculum;
- Demonstrating a commitment to raising standards;
- Setting challenging targets;
- Supporting children and their families in their efforts to fulfil their potential.

### 1.2. Aims

- To foster concern and respect for each other and help students to gain in self-confidence, self esteem and motivation in order to prepare themselves to participate fully in the next stages of their education and adult life.
- To enable students to understand that acceptable behaviour is a result of mutual respect - respect for ourselves, respect for others, respect for property and our environment.
- To have a shared understanding (among students as well) that different standards of behaviour may be expected from some individuals at certain times.
- To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.
- To reinforce positive behaviour.

### 1.3. Expectations

- This is our school and we look after it and the people inside it.
- We are considerate, caring and tolerant of each other and our differences.
- We treat others as we want them to treat us.
- We look after other peoples' property and environment carefully.
- We accept responsibility for our own behaviour.

## 1.4. Objectives

### 1.4.1. Adults: - teaching and non-teaching:

- To act as a positive role-model at all times;
- To have high expectations of themselves and the students;
- To emphasise and reward positive behaviour;
- To respond to and deal with unacceptable behaviour in a firm and consistent manner;
- To involve and inform parents of all aspects of this policy as and when is necessary following the Stages of Pastoral Support.

### 1.4.2. Students:

- To understand that they are a valued member of the community
- To understand and know what is acceptable behaviour
- To be responsible for behaving in an appropriate manner

## 2. De-escalation

The most fundamental of tools available to Corley Academy staff is de-escalation. Before any member of staff refers to sanctions or negative consequences, they must use their de-escalation skills alongside their already established positive relationship with a student to calm a situation and avoid the behaviour escalating.

Staff should be able to identify triggers to inappropriate behaviours in the early stages and through encouragement, support and appropriate modelling, guide the student to make appropriate behaviour choices.

Only when all attempts to calm and de-escalate a situation have failed to have the desired impact, should staff refer to sanctions and negative consequences.

## 1.5. Standard Routines for Staff

It is the responsibility of each member of staff to establish clearly explained routines for each class so that the school values and expectations as stated in the Corley Code are consistently and persistently applied.

Staff should observe the following standard routines in order to consistently achieve the desired behaviour and learning outcomes:

- Arrive at all mentor sessions and lessons on time and, if possible, before the class;
- Insist upon an orderly entry to and exit from the class;
- Check basic expectations i.e. punctuality, relevant equipment and conduct each lesson and address any issues that arise;
- Refer frequently to the Corley Code and Anti-Bullying Charter, in order to maintain a calm, learning environment;
- Good behaviour is essential but needs to be taught; therefore, teach and regularly reinforce the desired and necessary behaviour and routines for your lessons;
- Model the behaviour that we would like to see from students;
- Plan lessons thoroughly using appropriate teaching and learning styles and resources to inspire, motivate and extend students' learning. Interesting lessons set at the appropriate level and with appropriate challenge have a positive effect upon behaviour. Similarly, boredom and poorly planned lessons can lead to misbehaviour;
- Make sure that students' work is marked regularly, and feedback given, with time for students to respond and learn from the feedback;
- Take action to resolve issues at an early stage to avoid escalation using our school tiered approach to the delivery of negative consequences so that sanctions or rewards are appropriate, consistent and fair at all times;
- Take responsibility for the maintenance of good behaviour in your classroom using support, where required, in addition to, but not instead of, your own personal action;
- Be prepared to de-personalise negative behaviour, correct and re-teach it where necessary and rebuild relationships with students;
- Take time to develop positive working relationships at every opportunity both in and out of lessons.

#### 1.6. Rewards – The Positive Consequences

- Compass Rewards are given to recognise the achievements of individual students. Staff record comments on Arbor. Students work towards a platinum badge, receiving bronze, gold and silver before this.

#### 1.6.1. Rewards for Good Behaviour and Effort

Positive behaviour is promoted and encouraged through praise, positive feedback and the receiving of Compass Rewards.

#### 1.6.2. Basic Principles:

- Rewards must act as positive incentives for the students.
- There must be clearly defined and understood success criteria for the issue of a positive consequence;
- They must be issued fairly where possible to all when the set criteria is met;
- They must be issued promptly in order to emphasise their value;
- Once a reward is given it should never be taken away;
- They should be used as a motivator or incentive and never as a bribe;
- We should aim to issue more positive than negative comments or consequences in every lesson or situation in school. This will be monitored through Arbor.

#### 1.6.3. Rewards at Corley Academy may vary according to the individual and may include the following:

- Non-verbal acknowledgement and encouragement;
- The use of descriptive praise;
- Rewards linked to Keys to Success;
- Attendance and Behaviour Certificates;
- Positive messages, post cards and letters sent home;
- Public praise, handled with sensitivity, to an individual/class or in celebration assemblies;
- Private praise;
- Display of work within classrooms, corridors;
- Opportunity to participate in reward events, based upon achievement of agreed high standards for attendance, punctuality, conduct, coursework etc;

- Use of the school's reporting system to comment positively on achievements and also other aspects of conduct and performance in school.

Teachers should ensure a record of rewards is recorded using the systems on Arbor

Students should also be encouraged to keep their rewards safely and in one place such as a Record of Achievement /Progress file.

### **3. Sanctions**

Disciplinary sanctions are considered within the context of this policy and the relevant guidelines on student behaviour.

Parents will automatically be informed in cases of persistent rule-breaking or serious misdemeanours that involve their child.

If a student is persistent in demonstrating unacceptable behaviour, it may be necessary to:

- Place on a Stage of Pastoral Support;
- Involve external agencies;
- In exceptional circumstances, impose a suspension.

The Headteacher has the power to suspend students for a fixed period for persistent or serious misbehaviour, the possession of any prohibited items.

1.7. Serious misbehaviour is defined as:

Repeated breaches of the school rules. Any form of bullying. Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation. Also, behaviour that causes humiliation, pain, fear or intimidation.

Vandalism. Theft. Fighting. Smoking. Racist, sexist, homophobic or discriminatory behaviour.

1.7.1. Possession of any prohibited items. These are:

Knives or weapons. Alcohol. Illegal drugs. Stolen items. Tobacco, cigarette papers and vapes. Fireworks. Pornographic images. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Parents will be informed in writing of any decision that is made to suspend their child including the relevant procedures and their right to representation. At Corley Academy, we see benefit in a post suspension meeting to help resolve the situation, create a “fresh start” and enable the student to witness the school and parents/carers working in partnership.

#### 4. Bullying

Bullying is defined as any behaviour that is deliberately intended to hurt, threaten, or frighten another person or group of people. It is usually unprovoked, persistent and can continue over a long period of time. It always reflects abuse of power. This would include cyber bullying which we recognise as a particularly persuasive form of bullying.

Racial homophobic or gender identity bullying, actual or perceived, involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender, sexuality or how they identify.

Staff are alert to signs of bullying and act promptly (see Anti Bullying and Anti Harassment Policy).

Students should feel able to inform a member of staff in confidence, and be sure that all allegations will be investigated, taken seriously and acted upon as necessary.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Homophobic	Comments directed at an individual. Using the word “gay” as a derogatory remark
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## 5. Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 6. Sanctions – The Negative Consequences

Good behaviour has to be taught and regularly reinforced in order for the desired standard of conduct to be understood and demonstrated by students. A positive and patient approach is necessary in order to develop a good working relationship with students that will lead to positive responses. All staff must have regard for individual Risk Assessments, and students' individual needs.

Individual plans and de-escalation strategies need to be deployed by all staff.

There will still be occasions, however, when students do not demonstrate an acceptable standard of behaviour in line with the school values and the Corley Code. When this is the case, negative consequences or sanctions may need to be applied in order to address and correct the concern and achieve the desired standard of behaviour. It will be at this stage when a student will be considered for intervention through the Stages of Pastoral Support.

**It must be understood that violence of any kind is never acceptable at Corley Academy and will be treated seriously. The bringing of offensive weapons into school will always be investigated thoroughly and could result in suspension.**

**In issuing negative consequences to correct unacceptable behaviour the staff should:**

- Select from a variety of sanctions that are appropriate to the offence;

- Use our school staged approach so that actions taken are appropriate to the severity of the misbehaviour and distinguishes between minor and serious incidents (see Range and Stages of Appropriate Negative Consequences – below);
- Adopt a positive approach and positive language so that appropriate behaviour is taught, reinforced and understood by the student;
- Allow students the opportunity to explain their actions as part of the process of improving their understanding of appropriate and acceptable behaviour. They must be allowed to have their say;
- Make sure that negative consequences are not escalated until the early stage sanctions have been attempted;
- Accept responsibility for the issue of, and following through of sanctions;
- Seek support if required but never relinquish their own responsibility to resolve the incident.
- Avoid issuing statements/threats that they, as the teacher, are not empowered to carry out, removing any incentive for the student to behave well;
- Avoid confrontation;
- Never apply blanket or whole class sanctions that may punish the innocent.

## **7. Range and stages of appropriate negative consequences**

### 7.1. Class Teacher actions include:

- Non-verbal and verbal reprimand;
- Break/lunchtime discussion/detention as part of school procedures;
- Offering students an opportunity to explain their actions, understand why it is unacceptable and learn appropriate behaviour;
- Referring to individual student plans i.e.' safe place' and Risk Assessment;
- Considering classroom environment factors i.e. seating plan, individual needs;
- Referring to Mentor/Head of Year
- Suggesting appropriate actions that may make amends for the effects of inappropriate behaviour (restorative Practice).

- e.g. an apology to a person, mending of a piece of equipment or an act of kindness.

## 7.2. Mentor actions include:

- Discussion with/detention/counselling of student;
- Individual discussion (as outlined above);
- Written/verbal contact with parent/carer (on advice of Senior Link) through review system, Pastoral Support meetings.
- Referral to Heads of Year and/Senior Link re: behaviour/attendance/personal support overseen by the Senior Link;
- Referral to Head of Year/Senior Link re: academic/learning issues;
- Circle Time / Solution Circles;
- Use of 'Falling out Agreement' formal or informal;
- Intervention Support /counselling to student;
- Having analysed incident, offer advice;
- Short-term removal of student from class to allow 'cooling off';
- Parent/carers asked to support school with sanctions applied at home for an agreed period of time;
- Where Cyber Bullying is evident parent/carers informed that the police could be involved;
- Written/verbal contact with parent/carer;
- Additional parental interview and follow up contact regarding progress;
- Review individual behaviour management strategy;
- Personalised timetable;
- Seek or refer for an additional level of support for each individual;
- Behaviour issues via referral to external support agency i.e, CAMHS, Speech and Language Therapist;
- Review Risk Assessment;
- Debrief student;
- In exceptional circumstances where staff or students are felt to be in danger or there is a serious risk to property, police may be called;
- Request for suspension – Headteacher;

- Deputy Headteacher advice, support, guidance on behaviour/SEN/Multi-agency action, include support with parental interviews;
- Call an extraordinary parental meeting;
- Advice on Individual Plans i.e. Risk Assessment;
- Engagement of additional support agencies.

## **8. Inappropriate sanctions**

The actions listed below are inappropriate and unacceptable and should not be employed as negative consequences:

- Corporal punishment or physical reprimand;
- Moving to severe consequences before early stage sanctions have been explored/issued;
- Standing a student unsupervised outside a classroom, in a corridor or in isolation for long periods unless a student has an agreed safe place;
- Unplanned detention;
- Whole class punishment unless every student in the class has behaved unacceptably;
- Innocent and well behaved students can be de-motivated. Only issue negative consequences to students who have behaved inappropriately;
- Inappropriate use of curriculum as a punishment e.g. extra maths/english;
- Exclusion of a student from a curriculum activity e.g. leisure, educational visit, work experience, class based activity is not appropriate unless on the grounds of health and safety. Refer to individual Risk Assessment;
- Issuing statements/threats that the member of staff is not empowered to carry out.

## **9. Recording/Monitoring of behaviour incidents**

- Subject teachers, Mentors, Heads of year and Senior Link staff to maintain comprehensive records of student behaviour via Arbor. It is vital that these records are kept up to date and all staff have a role to play in the recording and monitoring of behaviour incidents.

- Heads of year and Senior Link to lead on the analysis of behaviour issues within the Year they are responsible for. This will be overseen by the Deputy Headteacher/Headteacher.
- For more serious behaviour incidents, staff and students may be requested to provide a more detailed statement of events in order to resolve the situation fully, fairly and effectively. In such situations detailed statements should be returned as soon as possible to the Senior Link / Senior member of staff who requested the information.

The following will also need to be completed:

- Review of Risk Assessment;
- Local Authority Accident/Incident Form (as appropriate).

## **10. Safe Touch Policy**

Corley Academy is a non-contact school, staff must follow the Academy Safe Touch Policy Parents and carers

Please refer to our safeguarding policy for more information about the use of reasonable force at Corley Academy.

## **11. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and

written statement of behaviour principles, and give schools the authority to confiscate students' property

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 12. Links To Other Policies

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Safe Touch Policy
- Code of Conduct

## 13. Changes

Description	Date	Page	Section
Updated to include Right Respecting Schools	March 2026		
Change of wording from visits to events	Sept 25		2.2.3
Updated ' teachers should ensure a record of rewards is recorded using the systems on Arbor	Sept 25		2.2.3
Update Senior link – now Mentor / Head of year	Sept 25		7.1
Update – deletion of Physical control and restrain. Updated section Safe Touch policy	Sept 25		10
Inclusion of statement regarding reasonable force.	Sept 25		10
Addition – links to other policies			

## 14. Appendices – 1 Statement of Behaviour Principles

It is a requirement from the Department of Education that all schools publish a statement of behaviour principles for their school. The Governing Body therefore have produced this written statement of general principles to guide the Headteacher in determining what measures to take to promote good behaviour amongst students.

The Governors at Corley Academy firmly believe that all members of our school work with consistency and courtesy to ensure we create and maintain an appropriate environment, conducive to learning. We believe in mutual respect as a basic requirement. The students at Corley Academy have very complex needs and behave very well for most of the time and meet the high expectations of behaviour set.

The Governors of Corley Academy believe the high expectations set, support the development of students as independent young adults who are able to participate fully within the communities in which they live.

### **The behaviour principles work side by side Corley Academy's Values**

**Inclusion - Aspiration – Perseverance - Independence**

As a student at Corley Academy, you will be fully included in all aspects of school life. Adults working with you, have high aspirations for each and everyone of you.

Through perseverance, you will overcome barriers and work towards an independent future. Together, and with the help of your parents/carers, we will help you achieve this.

#### **Inclusion**

Everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experience, everyone is valued

#### **Aspiration**

Something you want to achieve and working hard to make it happen

#### **Perseverance**

Continued effort to do or achieve something, even when this is difficult or takes a long time

#### **Independence**

The ability to live your life without being helped or influenced by others

We support our students in developing and maintaining positive relationships, promoting an understanding of their own and others' wellbeing.

**Principles:**

1. All students, staff and visitors have the right to feel safe at all times at school.
2. Corley Academy is an inclusive school. All members of our school community should be free from discrimination of any sort.
3. All policies are a statement of good practice that covers all aspects of our school. Our policies are underpinned by our ethical values of openness, honesty, social responsibility and caring for others.
4. School rules should be clearly set out in the Behaviour Policies and displayed around school. Governors expect these rules to be consistently applied by all staff.
5. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
6. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. We recognise that the use of rewards and sanctions must have regard to the individual situation and the individual student, and that school staff will use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account the complex needs of students at Corley Academy, and offer support as necessary.
7. The Governors expect students and parents to work in collaboration with school staff to maintain an effective climate for learning.
8. The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards staff will not be tolerated.
9. The Governors expect the Behaviour Policy to be available and used as a tool by all staff to help staff, students and parents know what the school is working towards achieving.

15. Appendices – 2 Behaviour Posters

Level	Behaviour	Support
1	<ul style="list-style-type: none"> <li>• Disrupting the learning of others</li> <li>• Failing to follow instructions</li> <li>• Inappropriate language</li> <li>• Incorrect uniform</li> <li>• Using a mobile device</li> <li>• Unacceptable Approach to Learning</li> <li>• Offending</li> <li>• Lateness to lessons</li> <li>• Kicking in doors</li> <li>• Failure to complete homework</li> </ul> <p><i>Avoid further consequences by recognising issues and seeking support</i></p>	<p><b>Verbal Reminder</b></p> <p><i>All staff</i></p>
2	<p><b>Repeat of any level 1 behaviour</b></p>	<p><b>Amber Card Reflection / Parental Support Call</b></p> <p><i>All staff</i></p>
3	<ul style="list-style-type: none"> <li>• Persistent refusal to follow instructions</li> <li>• Persistent inappropriate language</li> <li>• Persistent lateness to lessons</li> <li>• Out of lesson without permission</li> <li>• Rudeness to a member of staff</li> <li>• Failure to attend an Amber Card Reflection</li> <li>• Misbehaviour in a detention</li> <li>• Swearing across a room</li> <li>• Swearing at another student</li> <li>• Walking away from a member of staff</li> </ul>	<p><b>Amber Card Reflection</b></p> <p><b>Head of Year Coaching Intervention</b></p> <p><b>Monitor Positive Behaviour Report</b></p> <p><i>All staff</i></p>
4	<ul style="list-style-type: none"> <li>• Deliberate defiance</li> <li>• Bullying incident</li> <li>• Swearing at or about a member of staff</li> <li>• Abusive behaviour towards staff</li> <li>• Assault</li> <li>• Inappropriate use of a mobile device / computer</li> </ul> <p><b>Any two level 3 incidents in one day</b></p>	<p><b>Red Card Reflection</b></p> <p><b>Head of Year Positive Behaviour Report</b></p> <p><i>All Staff / Head of Year</i></p>
5	<ul style="list-style-type: none"> <li>• Persistent LA behaviour</li> <li>• Fighting</li> <li>• Persistent bullying</li> <li>• Racist or homophobic abuse</li> <li>• Sexist Abuse</li> <li>• Vandalism</li> </ul>	<p><b>Red Card Reflection</b></p> <p><b>SLT Positive Behaviour Report</b></p> <p><i>Senior Leaders</i></p>



# CORLEY ACADEMY

Inclusion Aspiration Perseverance Independence

## Rewards

Grade

Approach to Learning

1

You are **consistently** meeting our expectations for learning.

2

You are meeting our expectations for learning **some of the time**.  
Ask for help if you need it.

3

You are **not meeting our expectations** for learning. Try to accept help that has been made available to you.

You can receive rewards for:

- A good Approach to Learning
- Positive Keys to Success comments
- Effort and determination
- teamwork
- Work to be proud of
- Above and beyond expected behaviour
- Good attendance
- successful completion of an intervention
- Positive contributions to the school community

## Rewards

- Compass Rewards **Bronze/Silver/Gold/Platinum**
- Key to Success Points +1
- Celebration Comments +1
- Postcards Home +3
- Verbal Praise
- Phone Call Home
- Certificates
- Social Rewards
- Enriching Opportunities
- Wellbeing Rewards



# CORLEY ACADEMY

Inclusion Aspiration Perseverance Independence

## Strategies to Support Yourself

- Ask for help
- Ask for peer support
- Learning break
- Communicate how you're feeling
- Movement break
- Mindfulness
- Use a sensory tool
- Ask for a time out
- Use your agreed individual strategies

Using these strategies will help you develop skills and attributes to support your learning and personal development

- |                 |                       |
|-----------------|-----------------------|
| • Determination | • Responsibility      |
| • Resilience    | • Organisation Skills |
| • Self-Control  | • Curiosity           |
| • Gratitude     | • Creativity          |
| • Respect       | • Reflection          |
| • Confidence    | • Ambitions           |



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## Strategies to Support Yourself

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- Use a sensory tool • Ask for a time out
- Use your agreed individual strategies

Using these strategies will help you develop skills and attributes to support your learning and personal development

## Values

## Keys to Success

### Inclusion

Everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experience, everyone is valued.



### Aspiration

Something you want to achieve and working hard to make it happen



### Perseverance

Continued effort to do or achieve something, even when this is difficult or takes a long time.



### Independence

The ability to live your life without being helped or influenced by others

