



CLAYESMORE

BEHAVIOUR AND POSITIVE CONDUCT POLICY 2023

Responsibility:	Deputy Head Pastoral
Date:	October 2023
To be Reviewed:	October 2024
Reviewed:	At Senior School Committee annually

When we do the right thing, we enable ourselves and others to flourish.

We aim to develop young adults who have the self-knowledge, skills and resilience to live healthily and safely, enjoying their learning, thinking about others and making positive contributions to the school and the community.

We want them to:

- Experience the wide variety of opportunities offered by the school
- Achieve high standards
- Experience – daily - praise, celebration, kindness and respect
- Feel appreciated, and part of the community

And at the same time, we want them to learn about their own responsibilities - to themselves and to others. We expect them to do what is right, for themselves and for others, in the community and in the world.

This policy seeks to actively promote our pupils' wellbeing by helping them to develop good habits, which will not only foster their physical and mental good health, but will allow them to understand the importance of making a contribution to society and how they might do this.

How is behaviour managed?

Behaviour at school and among the students wherever they are is managed through:

1. The student code of conduct
2. The school rules
3. Encouraging good behaviour
4. Challenging poor behaviour
5. Involvement of parents
6. Involvement of students
7. The school ethos
8. The curriculum
9. Sanctions

1. STUDENT CODE OF CONDUCT

This is included at Appendix A

2. SCHOOL RULES

These are included at Appendix B

3. ENCOURAGING GOOD BEHAVIOUR

REWARDS / AWARDS

It is important for staff to identify and reward the specific behaviours that we want to become habitual.

We recognise the importance of completing prep and so teachers should find ways of rewarding students who complete prep. A reward might be some words of praise or something more tangible agreed within departments. Intermittent rewards are effective.

It is also important to be flexible in the use of rewards. Rewards will work well for some students; less well for others. Using rewards is not a substitute for talking to students about their intrinsic motivations and their responsibilities as members of the Clayesmore community.

Awards, and Commendations, are used to celebrate success. We use awards in the following ways:

Commendations; Sports Colours; Academic Prizes; House Awards, Speech Day

Commendations are awarded through iSAMs and are notified direct to parents and key members of staff. The award of a commendation is also recognised by the Head at a meeting with recipient pupils once a week.

4. CHALLENGING POOR BEHAVIOUR

Behaviour management at Clayesmore is centred on the individual and in fostering positive, respectful relationships within the Clayesmore community. It is understood that students do not arrive fully formed and that some will make mistakes, but we make no apology for expecting excellent behaviour.

Students need to be enabled to understand what good behaviour looks like and to be clear about what they have done wrong. It is the responsibility of staff to give clear and consistent direction and towards good behaviour and habits.

Staff use the Reward and Conduct Manager module on iSAMs to inform other members of staff (Deputies, Heads of Year, Houseparents, Tutors) about certain poor behaviours in and outside class. These behaviours include disruptive behaviour, persistent lateness, mobile phone use and chewing gum.

The application of sanctions, where necessary, combines an understanding of the individual with the spirit of fairness and the needs and safeguarding of the community.

Restorative Justice techniques are used appropriately, particularly in disputes between friends.

The table at Appendix C acts as a guide to the way sanctions are used at Clayesmore.

5. INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and guardians who accept a place at Clayesmore undertake to uphold the school's policies including this policy. They will support the school's values in matters such as attendance, uniform, punctuality, behaviour, standards of academic work, co-curricular activities, prep and safeguarding.

6. INVOLVEMENT OF STUDENTS

In order to ensure that students can feel the benefits of a sense of community, they are required to attend Chapel and assemblies, and encouraged to play a part in the school council, house meetings, food committee, prefect meetings, anti-bullying group, EDI committee, MUN, CCF, DofE and the volunteer activity programmes.

7. SCHOOL ETHOS

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from adults and senior students within the school community.

HOW WE COMMUNICATE ETHOS

- Through student Code of Conduct
- Assemblies
- Chapel
- Routines
- Entering lessons ready to work
- Standing up as the Head or other senior staff enter and leave assembly
- Dining Room etiquette
- Manners
- Games routines and fixtures Code of Conduct
- Showing visitors round the school
- Moving around the school
- Being aware of other people
- Opening doors
- Consciousness of context and register

Student Voice

- Prefects
- School Council
- Charity Committee
- Anti-bullying Committee
- Diversity and Equality Committee
- House Council
- House prefects
- Food Committee
- Environmental Committee
- Academic societies
- Surveys
- Tutorial discussions

Display

- Student work
- Society Noticeboards

Training of staff

- Inset
- Departmental discussion
- CPD

Rewards

Sanctions

Routines in learning

8. CURRICULUM

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour.

Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Explicitly through PSHE but also in other subjects, we help students to understand their responsibilities to others.

All lessons should have clear objectives which are understood by the students and are differentiated to meet the needs of those in the class. Marking and record keeping can be used both as a supportive activity, providing feed-back to the students on their progress and achievements, and as a signal that the student's efforts are valued and progress matters.

Students know that they must be aware of the needs of others and that to disturb other people's learning is unacceptable.

Personal development activities are also essential in developing balance, resilience and social skills. We encourage all students to participate widely and to participate in service to others.

9. SANCTIONS – KEY PRINCIPLES

- Where possible, behaviour is managed by good planning;
- Sanctions must be proportionate to the offence;
- Sanctions must be consistently applied and in a timely fashion.
- Any bespoke elements (sometimes necessary) are explained in the record.
- It should be the behaviour rather than the person that is sanctioned;

- The student must understand why a sanction is applied – time must be given to explain the reasons for the sanction and the connection to the core statement and the code of conduct;
- It must be made clear what changes in behaviour are required to avoid future sanctions;

- Staff should avoid using raised voices to discipline students;
- Students will not be asked to stand outside a classroom for more than a couple of minutes;
- Group sanctions should be avoided – they are unjust and breed resentment (smoking, vaping and drinking may be an exception);
- A record of all sanctions (house gatings and above) is kept by Houseparents and the Deputy Head Pastoral;
- The sanctions log (behaviour log) is available to all those with senior pastoral responsibilities and the governing body, so that a) trends can be identified and understood and b) a complete picture of a student's difficulties can be built up and strategies developed to help him/her.
- There will be no instances of corporal punishment.
- For examples of sanctions and the circumstances in which they might be applied see Appendix_C.

APPENDIX A - Student Code of Conduct

A Clayesmorian's words, actions and behaviour always takes account of the well-being and feelings of others in the school community.

Respect and kindness are at the heart of our community and it is our priority to enable our fellow students to thrive and to feel safe at school.

We are ambitious in our work and other activities and we look after our peers and our environment.

At School

1. We are polite and respectful to all members of the community
2. We are correctly, cleanly and tidily dressed
3. We are punctual for all commitments
4. We are honest
5. We stand up against any form of bullying or abuse
6. We keep the school rules
7. We never break the law

Lessons

1. We arrive at lessons with all necessary kit, ready to learn.
2. We always do our prep
3. We never disturb the learning of other people
4. We follow all the rules laid down by exam boards

In House

1. At all times we follow all House and school rules
2. We never leave the boarding house at night

At games

1. We always attend and wear the correct kit.
2. We practise and play within the rules and the spirit of the game

APPENDIX B – SCHOOL RULES

INTRODUCTION

These rules are designed to help students do the right thing.

Students who break school rules should expect the school, kindly, to impose a proportionate sanction. For serious wrong-doing, or for persistently refusing to follow rules, students may be asked to leave the school – see Appendix C.

SPECIAL CIRCUMSTANCES

Some students are not well-organised; others are poor time-keepers; others have a diagnosed condition which means they struggle to follow some rules or to manage their daily interactions maturely. All possible consideration will be made for these students, but nevertheless poor behaviour will be addressed rather than excused. For such students we will develop a behaviour plan involving some or all of the following: the student, tutor, TLC staff, house staff, parents and others. This will be designed to help the student behave reasonably. Sometimes this plan may include going home for a day or two, or going home early before a half-term or a holiday.

APPEAL PROCESS

All students can appeal informally against a punishment. They do this by speaking with their House Staff or with the Head of Sixth Form. They should do this as soon as they can. If they remain unhappy with the sanction that has been imposed they should speak with one of the Deputy Heads. After that they should speak with their parents who should write to the Head.

BREAKING THE LAW

Breaking the law will always be regarded as a serious breach of the school rules.

The following activities are all against the law: theft; possessing, supplying and cultivating drugs; causing disorder or nuisance; fighting; using threatening words or behaviour; sending offensive or abusive messages; racially-motivated offences; the improper use of IT systems; the possession of fireworks, firearms, knives or other weapons; the possession of pornography or youth-produced sexual imagery; sexual activity under the age of consent; purchasing or supplying alcohol; causing damage to property; and interfering with vehicles.

Aiding, abetting, counselling, encouraging, assisting others to do these things is also generally a crime.

Students who break the law will almost certainly face a temporary exclusion from school, and they may be required to leave.

SCHOOL RULES

1. The school code of conduct, and the school rules, apply at all times to all students. This includes those on school trips, and those travelling to and from school.
2. A student whose actions affect the school, other students, or staff will always be subject to the school rules, even in the holidays.

A. ATTENDANCE

3. All students must attend all their formal commitments.

4. No student is permitted to be absent from school during the working week unless the absence has been approved by House Staff, the Head of Sixth Form or the Deputy Heads. Reasons for granting absence are set out in the Absence Policy.

B. RESPECT AND RESPONSIBILITY

5. It is the students' responsibility to follow the school rules.
6. Students must treat everyone, at all times, with kindness and respect. All relationships between pupils must be respectful and appropriate; sexual relationships are not permitted at school.
7. Students must take the trouble to read, understand and follow the Anti-Bullying Policy and the acceptable Use of IT and Personal Devices Policy

C. TIMES

8. Students are required to be in the right place at the right time for lessons, activities, fixtures, meals, House Line, congo, games and any other formal school activity.
9. After 6.40pm, no student, day or boarding, should be outside their house without permission from House Staff.

D. ACADEMIC WORK

10. Students must try to do all the work they are set by the deadline they are given.
11. Students must never disrupt the learning of others.
12. Students may not submit another student's work in order to claim credit for it.
13. Rules relating to the conduct of exams and coursework must always be followed.

E. DRESS and APPEARANCE

14. During the working day, school uniform must be clean, tidy and properly worn. Sixth Formers must follow the published dress code.
15. School uniform, CCF uniform, or games kit, may not be mixed with other clothes.
16. Students must follow the rules about facial hair, piercings, jewellery, nail varnish and all the usual things schools worry about. These are set out in the [UNIFORM POLICY](#)
17. Hi-viz vests must be worn by all students travelling between the school and any of the art school, Church Path and Devine. They do not need to be worn to visit the Village Shop, but students must use the pavement and observe the Highway Code.

F. PHONES AND IT

18. All students must follow the school's policy detailing the acceptable use of IT.
19. Phones must be invisible and silent between 8.30am and 5.15pm - students who break this rule may have their phone confiscated for up to 48 hours.

G. PLACES

20. Students must behave respectfully and safely in all the spaces they use.

21. The rules for different spaces must always be followed. There are specific rules about the use of the Main House, the Library, the Dining Hall, the Sports Hall, and about the use of lawns.
22. Toilets are not social spaces and should not be used as such.
23. Public displays of affection are not permitted.
24. Village shop: the rules relating to when students may visit the village shop are posted in each boarding house.
25. At school, students are **never** permitted to visit: rooms of younger students; rooms of students of another gender; the school kitchens; the dining-hall outside meal times; the astro except during formal games, or with permission; King's Woods and Barber's Copse; the Beech Walk; the Prep School; the Staff Common Room; or private rooms belonging to staff.
26. Outside the school, students are **never** permitted in the village beyond the shop except to visit Devine, to go to chip van or to take part in an authorised activity. This ban includes: the Talbot; the village bus shelter; residential streets in the village; the village cricket pitch – and paths leading to it; the recreation ground – and all paths around it; the children's playground; the church and the churchyard.

H. DANGEROUS BEHAVIOUR

27. All medication must be deposited with the Medical Centre.
28. Students may not use bicycles, roller-blades, skates or skateboards on site.
29. Boxing, sparring, any form of martial arts, and all similar activities, are not permitted anywhere at school, unless under the supervision of a member of staff.
30. No student may fly a drone over school property.

I. PROPERTY

31. All property, and the school environment generally, must be treated with respect.
32. All personal property must be clearly named.
33. All cash should be deposited for safe-keeping with House Staff.
34. The borrowing, buying, selling, and exchange of property between students is forbidden.
35. Lost property should be handed in to matrons or to Mrs Lockwood.

J. MOTOR VEHICLES

36. No student may bring a motor vehicle or motorbike to school unless they are in possession of a driving permit signed by the Head of Sixth Form.

K. POSSESSION OF CONTRABAND

37. The possession of alcohol, tobacco, vaping materials, legal or illegal drugs or their associated paraphernalia, firearms, fireworks, blades, pornography, or youth-produced sexual imagery will always be a breach of the school rules and may also be against the law.

Note: the law allows the school to conduct searches and to confiscate prohibited articles or articles that pose a danger to the student or others: [DFE Guidance on Search and Confiscation 2022](#)

APPENDIX C - SANCTIONS

GUIDANCE ON DETERMINING SANCTIONS FOR SERIOUS MISBEHAVIOUR

Following serious misbehaviour, the table below sets out the likely sanctions to be applied. However, all these factors will also be reviewed:

1. Severity of incident
2. Any known educational needs
3. Any provocation
4. Age/experience of student
5. Immediate impact on other students
6. Longer term impact on behaviour within the school
7. Impact on staff
8. Previous conduct history of students
9. Other mitigating or aggravating factors
10. Particular circumstances pertaining to the student
11. Student's response, including honesty, contrition, responsibility for action

Each case will be different. If different punishments to those listed below are applied they must be signed off by a Deputy Head who will keep a written record of the reasons for the different application, and ensure they are reviewed when the policy is revised.

Exclusions may be appropriate for offences not covered in this document.

Offence	Authority	Sanction
Drug abuse and the supplying of drugs; breaking the law of the land; sexual offences; serious bullying; repeated other offences after warnings, prior suspension or a contract.	Head	Permanent Exclusion
Bringing alcohol or drugs on to site; sexual impropriety; vaping/smoking after 2 warnings; some alcohol offences; violent/aggressive behaviour; persistent low level disruption; swearing at a member of staff; See Drugs, Alcohol and Tobacco Policy	Head	Suspension (temporary exclusion)
	Deputy Head	This can be anything from 1 day to 14 days depending on the severity of the offence.
Smoking or vaping whilst at school or under school rules; possession of smoking or vaping equipment; positive test for nicotine	Deputy Head	2 days suspension

Sometimes on return from suspension to encourage students to be mindful of keeping the school rules.	Head /Deputy Head	Behaviour Contract
Alcohol offence; physical or verbal abuse; vandalism or destruction of school or others' property	Deputy Head	Gating/suspension Depending on seriousness
Unacceptable behaviour in class, eg rudeness, bad language, persistent low level disruption; very disruptive; repeated misbehaviour after warning.	Deputy Head	Withdrawal from class; Gating; Possible suspension
Persistent uniform infringements; unacceptable haircut or colour; persistent failure to sign in and out;	Deputy Head and SLT /Houseparent	Gating Uniform satis
Unacceptable behaviour in House;	Deputy Head or Houseparent	3-5 day Gating
Cutting a lesson or commitment; Unacceptable behaviour in House;	Houseparent	2-3 day Gating
Dropping litter; chewing gum; making a mess in the dining room;	Houseparent/ SLT	Chores/ 1-3 day Gating
Out of Bounds	Houseparent	1 - 3 day Gating
Confiscated phone subsequent offences Mobile phone 1st/2nd offence	Houseparent	1-3 day Gating 24-48hrs confiscation
Persistent poor academic work; Poor behaviour in class generally	Deputy Head Houseparent/ Tutor	Satis Satis

Poor behaviour in class	HoD Classroom teacher	Departmental detention Pupil sent to SLT offices, behaviour note
Chewing Gum	Deputy Head/ delegated	Once a week, gum detention at break
Late for the start of the day; Minor bad behaviour; minor uniform infringements	Houseparent/ SLT	Behaviour Note/ Report to Duty SLT at.....

APPENDIX D - SANCTIONS

The most common response to poor or inappropriate behaviour is a serious but gentle conversation. Staff are patient, good-humoured and forgiving. However, if poor behaviour persists, students will be subject to one of a small number of sanctions.

Students who are deliberately or persistently unco-operative in their lessons or who disrupt the learning of others or who don't do their prep will be required to meet their House Staff or a member of SLT. This senior member of staff will determine which of the following sanctions, if any, should be applied.

1. SATIS

Generally, students who have got things wrong relating to uniform, work, classroom routines or who have been unpleasant or unco-operative in their attitudes to others in lessons may be placed on Satis. This will require staff to sign a satis card in each lesson or activity. Students on Satis will be allowed to attend social events or outings at the discretion of Housestaff or Deputy Heads. A satis will be imposed for 3 – 7 days, and not operate on a Sunday.

A satis may be used by a tutor for monitoring and encouragement. Students often find it helpful and motivating and it should not always be seen as punitive

A satis may be for:

- Punctuality
- Attendance at meals
- Uniform
- Manners
- Academic work
- Monitoring

2. PREP SUPPORT SESSIONS

Students who do not hand prep in on time, or who hand in poor quality work, attend Prep support at the discretion of the HOD.

3. HOUSE GATING

This is a sanction for housestaff to use for specifically house-based, low level issues that happen during boarding time or in the house. This might be being late for line more than once, out of bounds during boarding time, poor behaviour or being uncooperative. A record is kept of these sanctions by housestaff and is available to the Head of Boarding and the Deputy Head Pastoral.

4. SCHOOL GATING

is a punishment related to time and/or spaces. Broadly speaking students who are out of bounds or knowingly in the wrong place at the wrong time or misusing public spaces will be admonished if the offence is trivial or gated if it is serious. A school gating requires a student to lose their free time and to ask staff to sign a gating-card each lesson or 30 minute period of the day. Students who are school gated may not attend social events or outings. A school gating may, at the student's request, be suspended on a Sunday. A school gating might be imposed for 2 – 7 days. Students who are school gated will not be selected for school teams, and will undertake an alternative games programme while they are school gated. Students who are repeatedly school gated will face a period of suspension from school to reflect on their compliance and their willingness to live within the school rules.

A gating may be for:

- Missing a commitment
- Being out of bounds

- Vaping or smoking (see policy)
- Rudeness
- Disobedience
- Other rule breaches (see appendix)

5. WITHDRAWAL FROM CLASS

If a student is disruptive or rude and disturbs the learning of others, they may be withdrawn from class. They will be supervised by a senior member of staff. They will do their normal school work and be helped to catch up with any work that is missing. They will be integrated back into class after one day, but will not be able to remain if disruptive behaviour occurs again. When withdrawn from class, students lose their free time at school breaks and they will do an alternative games programme. Students who have been withdrawn from class will not be selected for school teams.

6. PARENTS INFORMED?

Parents will always be informed if a student is given a sating, a gating or withdrawn from class by a senior member of staff. If a student is given a house gating or a sating by Houseparent or Tutor, staff may feel that the student ought to be given the opportunity to get things right before parents need to be informed.

7. EXCLUSION

Sometimes it is necessary to suspend a student from school. This enables them to spend time with their parents to reflect on their continuing membership of the school and what they need to do to demonstrate their compliance with the school's code of conduct, the school rules and/or the law. Students returning from suspension may be placed on a Satis or gated, depending on the context.

Students who are repeatedly suspended are unlikely to be able to continue at the school, and may be required to leave permanently.

8. DEPUTY HEAD/HEAD's CONTRACT

Where a student has had more than one temporary exclusion and is finding complying with the school rules difficult, they may be put on a Contract which is an agreement that the school will give them every support to succeed if they keep to the school Code of Conduct. Students who are on a contract are aware that should they break it they may be asked to leave. Parents are always involved in the contract agreement.

Students who have had a temporary exclusion for drugs, alcohol or bullying are usually put on a Head's Contract on return to school.

9. STUDENTS' RIGHTS

All students have the right: to be treated kindly and respectfully at all times; when in trouble to be supported by a friendly adult or their parents; to be heard by a senior member of staff, including the Head; to be able to appeal against a punishment; and to be able to make a complaint without any fear of doing so. These rights are understood by all staff and are explained to students in assembly annually by the DHP.

APPENDIX E- PUPIL USE OF MOBILE PHONES AND OTHER DEVICES

1. Between the hours of 8.30am and 5:15pm or at the end of commitments (if this is later), pupils must not use phones for any purpose (eg. phoning, texting, checking of time, using as a calculator, surfing the internet, taking photos, taking videos or visiting social media).
 - a. 6th Form may use mobile phones in the 6F Common Room and in private during the day, but phones must not be seen in public and must be switched off during lessons and SPS. 6F may use phones for study where absolutely necessary, but should model correct behaviour to the lower school. Exceptions may be made for SEND purposes
 - b. Pupils in Year 9 must hand in their phones to their tutors at 0830 in the morning. Phones will be given back to Year 9 pupils in their boarding houses at
2. Phones must always be **switched off (not on silent mode)** and kept out of view.
3. Internet enabled devices must not be taken into any examination room. Doing so leads to an automatic disqualification from the examination at GCSE, BTEC and A Level.
4. In the case of trips, visits, exchanges and other off-site activities, phone use is not allowed unless specifically permitted by the teacher in charge.
5. Boarders in Y9-11 must hand in their phones, laptops or tablets at bedtime.
6. Boarders in Years 9-11 must hand in their phones/not use their phones during prep.
7. Boarders in Years 12 and 13 should hand in mobile phones by 10.15pm at the latest.
8. Students who use their phones during the day will be subject to disciplinary action.
 - a. Phone confiscated for 24 hours.
 - b. Subsequent confiscation for 1 week, housestaff letter home.
 - c. Third offence - No phone at school at all. DH letter home.
9. Handing in a fake phone is dishonest and breaks the Student Code of Conduct. Students who do this will have their phone confiscated for 1 week, letter home.
10. Phones must be clearly named.
11. In an emergency, students without phones may use the House phone. Parents may always call matron, the house staff, School Reception or Sarah Lockwood if they need to contact their child urgently.
12. It is the student's responsibility to keep these rules. Students whose phones have been confiscated who feel they need a phone for safety on the way home may borrow a simple mobile from the DHP.

APPENDIX F (EXTRACT FROM YOUTH MENTAL HEALTH FIRST AID)

RESILIENCE

We tend to idealise childhood as a carefree time, but youth alone offers no shield against the emotional hurts and traumas many children and young people face. Children and young people can be asked to deal with problems ranging from adapting to a new classroom to bullying by classmates or even abuse at home. Add to that the uncertainties that are part of growing up, and childhood can be anything but carefree. The ability to thrive despite these challenges arises from the skills of resilience.

Resilience is’ ... a complex and multifaceted construct, referring to a person’s capacity to handle environmental difficulties, demands and high pressure without experiencing negative effects’ (Kinman and Grant, 2011)

The good news is that resilience skills can be learned.

Building resilience - the ability to adapt to adversity, trauma, tragedy, threats or even significant sources of stress - can help our children manage stress and feelings of anxiety and uncertainty. However, being resilient does not mean that children won’t experience difficulty or distress. Emotional pain and sadness are common when we have suffered major trauma or personal loss, or even when we hear of someone else’s loss or trauma. Dr. Ginsburg has identified seven “C”s of resilience, recognising that “resilience isn’t a simple, one-part entity.” Adults can use these guidelines to help children recognise their abilities and inner resources.

1. COMPETENCE

Competence describes the feeling of knowing that you can handle a situation effectively. We can help the development of competence by:

- Helping children focus on individual strengths
- Focusing any identified mistakes on specific incidents
- Empowering children to make decisions
- Being careful that your desire to protect the child doesn’t mistakenly send a message that you don’t think he or she is competent in handling situations
- Recognising the competencies of siblings individually and avoiding comparisons

2. CONFIDENCE

A child’s belief in his own abilities is derived from competence. Build confidence by:

- focusing on the best in each child so that he or she can see that as well
- clearly expressing the best qualities, such as fairness, integrity, persistence, and kindness
- recognising when he or she has done well
- Praising honestly about specific achievements instead of giving; diffuse, general praise that may lack authenticity
- Not pushing the child to take on more than he or she can realistically handle.

3. CONNECTION

Developing close ties to family and community creates a solid sense of security that helps lead to strong values and prevents alternative destructive paths to love and attention. You can help the child connect with others by:

- building a sense of physical safety and emotional security
- allowing the expression of all emotions, so that children will feel comfortable reaching out during difficult times
- addressing conflict openly to resolve problems
- creating a common area where they can share time (not necessarily TV time)
- fostering healthy relationships that will reinforce positive messages

4. CHARACTER

Children need to develop a solid set of morals and values to determine right from wrong and to demonstrate a caring attitude toward others. To strengthen a child's character, start by:

- demonstrating how behaviours affect others
- helping the child recognise himself or herself as a caring person
- demonstrating the importance of community
- encouraging the development of spirituality
- avoiding racist or hateful statements or stereotypes.

5. CONTRIBUTION

Children need to realise that the world is a better place because they are in it. Understanding the importance of personal contribution can serve as a source of purpose and motivation. Teach children how to contribute by:

- communicating to children that many people in the world do not have what they need
- stressing the importance of serving others by modelling generosity
- creating opportunities for each child to contribute in some specific way.

6. COPING

Learning to cope effectively with stress will help a child be better prepared to overcome life's challenges. Positive coping lessons include:

- modelling positive coping strategies on a consistent basis.
- guiding the child to develop positive and effective coping strategies
- realising that telling him or her to stop the negative behaviour will not be effective
- understanding that many risky behaviours are attempts to alleviate the stress and pain in children's' daily lives
- not condemning the child for negative behaviours and, potentially, increasing his or her sense of shame.

7. CONTROL

Children who realise that they can control the outcomes of their decisions are more likely to realise that they have the ability to bounce back. The child's understanding that he or she can make a difference further promotes competence and confidence. You can try to empower the child by:

- helping the child to understand that life's events are not purely random and that most things that happen are the result of another individual's choices and actions
- Learning that discipline is about teaching, not punishing or controlling; using discipline to help the child to understand that his actions produce certain consequences

IN SUMMARY:

- Children need to know that there is an adult in their life who believes in them and loves them unconditionally.
- Children will live "up" or "down" to our expectations.

There is no simple answer to guarantee resilience in every situation. But we can challenge ourselves to help our children develop the ability to negotiate their own challenges and to be more resilient, more capable, and happier.

Advice for staff and parents about building resilience in children and young people.

1. Make connections

Teach young people how to make friends, including the skill of empathy, of feeling another's pain. Encourage them to be a friend in order to get friends. Build a strong family network to support the young person through his or her inevitable disappointments and hurts. At school, watch to make sure that one young person is not being isolated. Connecting with people provides social support and strengthens resilience. Some find comfort in connecting with a higher power, whether through organised religion or privately.

2. Help them to help others

Young people who may feel helpless can be empowered by helping others. Engage the young person in age-appropriate volunteer work, or ask for assistance yourself with some tasks that he or she can master. At school, brainstorm with young people about ways they can help others.

3. Maintain a daily routine

Sticking to a routine can be comforting to young people, especially younger children who crave structure in their lives. Encourage young people to develop their own routines.

4. Take a break

While it is important to stick to routines, endlessly worrying about adhering to schedules can be counter-productive. Teach your child how to focus on something besides what is worrying him or her. Be aware of what your child is exposed to that can be troubling, whether it be news, the internet or overheard conversations, and make sure your child takes a break from those things if they trouble her. Although schools are being held accountable for performance on standardised tests, build in unstructured time during the school day to allow children to be creative.

5. Teach self-care and concrete skills

Make yourself a good example, and teach young people the importance of making time to eat properly, exercise and rest. Make sure the young person has time to have fun, and make sure that the young person has not scheduled every moment of his or her life with no "downtime" to relax. Caring for oneself and even having fun will help the young person stay balanced and better deal with stressful times.

6. Move towards your goals

Teach young people to set reasonable goals and then to move toward them one step at a time. Moving toward that goal - even if it's a tiny step - and receiving praise for doing so will focus the young person on what he or she has accomplished rather than on what hasn't been accomplished, and can help to build the resilience to move forward in the face of challenges. At school, break down large assignments into small, achievable goals for younger children, and for older children, acknowledge accomplishments on the way to larger goals.

7. Nurture a positive self-view, help them manage their emotions and model resiliency

Help the young person remember a way that he or she has successfully handled hardships in the past and then help them understand that these past challenges help them build the strength to handle future challenges. Help the young person learn to trust themselves, to solve problems and make appropriate decisions. Teach the young person to see the humour in life, and the ability to laugh at oneself. At school, help young people see how their individual accomplishments contribute to the wellbeing of the class as a whole.

Emotional management is key in resilience. Teach young people that all emotions are OK, including 'negative' emotions. It is OK to feel angry, sad or anxious at times. Also, teach them that after their feelings they need to think through what they are going to do next.

Children learn very quickly which powerful emotions get them what they want. Adults have to learn how to handle the emotions, too. If a child throws a tantrum, be clear about what behaviour is appropriate (and appropriate.) You might say, "I'm sorry we're not going to get ice cream, but this behaviour is unacceptable".

Of course, children also learn from observing adults' behaviour. Try to lead by example and be calm and consistent. You cannot say to a child you want them to control their emotions, while you yourself are not controlling your emotions. It is also important to be honest when we make mistakes, so admit it when this happens. "I really messed up. I'm sorry I handled that poorly. Let's talk about a different way to handle that in the future".

Resilience helps young people navigate the inevitable trials, tribulations and triumphs of childhood and adolescence. Resilient children also become resilient adults, able to survive and thrive in the face of life's unavoidable stressors.

8. Avoid catastrophising - keep perspective and maintain a hopeful outlook

Adults need to pay attention to what they say to young people directly and what is said when they are around. Anxious adults, in particular, may use catastrophising language around young people. For instance, instead of saying "It's really important for you to learn how to swim," they might say, "It's really important for you to learn how to swim because it'd be devastating to me if you drowned".

Even when a young person is facing painful events, help them look at the situation in a broader context and keep a long-term perspective. Although the young person may be too young to consider a long-term view on their own, help them see that there is a future beyond the current situation and that the future can be positive. An optimistic and hopeful outlook enables the young person to see the good things in life and keep going even in the hardest times. In school, use history to show that life moves on after bad events.

9. Let young people make mistakes and look for opportunities for self-discovery

"Failure is not the end of the world. (It's the) place you get to when you work out what to do next". Letting young people make mistakes is sometimes hard for adults, but it helps young people learn how to fix mistakes and make better decisions next time.

If a young person has an assignment, anxious or overprotective adults usually want to make sure the project is perfect, even if their young person has no interest in doing it in the first place. But it is important to let young people see the consequences of their actions.

Tough times are often the times when we learn the most about ourselves. Help the young person take a look at now, whatever they are facing can teach them "what they are made of". At school, consider leading discussions around what each student has learned after facing and dealing with a difficult situation.

10. Accept that change is part of living

Change often can be frightening for young people. Help the young person see that change is part of life and new goals can replace goals that have become unattainable. In school, point out how students have changed as they moved up in year levels and discuss how that change has had an impact on the students.

11. Don't accommodate every need

Whenever we try to provide certainty and comfort, we can get in the way of young people being able to develop their own problem-solving and mastery. (Overprotecting children only fuels their anxiety.) Here are two real life examples.

A child gets out of school at 5.25, but they worry about their parent picking them up on time. So the parent arrives an hour earlier and parks by their child's classroom so they can see the parent is there.

In another example, a child tells his parents he is anxious about the school cross country tomorrow. Parents write to the school to say he has a bad foot and needs to be excused from the run.

12. Avoid eliminating all risk

Naturally, we all want to keep young people safe, but elimination of all risk deprives young people of learning resilience skills. In one real life example of a family, the children are not allowed to eat when the parents are not home, because there is a risk they might choke on their food. The key is to allow appropriate risks and teach our young people essential skills by starting these at a younger age, giving young people age-appropriate freedom helps them learn their own limits.

13. Teach problem-solving

Let us say a child wants to go to a friend's house to have a sleepover, but they are nervous about being away from home. An anxious adult might say, "Well, then there's no reason for you to go". But a better approach is to normalise the child's nervousness, and help them work out how to navigate being homesick. So you might ask the young person how they can practise getting used to being away from home.

When a young person is anxious about their first exam, it may be useful to brainstorm strategies, including how they could manage their time and schedule in order to study for the exam.

In other words, engage the young person in working out how they can handle challenges. Give them the opportunity, over and over, "to figure out what works and what doesn't".

14. Avoid "why" questions

"Why" questions aren't helpful in promoting problem-solving. Ask "how" questions instead.