



## **POLICY FOR BEHAVIOUR & Learning Management**

### **Document history**

<b>Date</b>	<b>Description</b> [i.e. draft, consultation with staff, approval by Governors, review due]
March 2013	Reviewed with staff
May 2013	Presented to Governors for Approval
May 2013	Approved by Governors
May 2015	Reviewed and presented to governors for approval
May 2015	Approved by Governors
May 2017	Review due
Oct 2017	Circulated to Governors for comments
21.11.17	Approved by Governors at FGB meeting.
July 2019	Review due – on hold until Pivotal training completed
November 2020	Draft of updated policy
April 2021	Reviewed with staff
May 2021	Presented to Governors for approval
May 2021	Approved by Governors
June 2021	FGB - ratified
June 2023	Review Due - Completed by JO Hilton
Feb 2024	Presented to Pastoral Committee for approval
March 2024	FGB - ratified



## **POLICY FOR BEHAVIOUR & Learning Management**

### **Aims**

This policy aims to ensure that all members of the school community – staff, pupils, parents/carers and governors – are fully involved in supporting a consistent approach to behaviour and in promoting inclusion. This means responding to the different needs of our pupils by identifying and minimising barriers to learning and maximising resources to support successful participation in school-life.

We aim to develop pupils' self-esteem and their tolerance, respect for and understanding of all members of the community in order to equip them with the life skills to make a positive contribution to society.

### **Expectations**

At Ivybridge, we expect all individuals to:

- Have respect for others
- Be polite, kind and helpful to others
- Take care of things which belong to the school, other people and themselves
- Treat others as they would wish to be treated themselves
- Follow the school rules: Ready, Respectful, Safe

### **Rights and Responsibilities**

Every member of the school community has the right to be treated with respect. Children and adults have the right to work in a safe, secure and stress-free environment. Everyone in the school community has a responsibility to support these rights.

### **Our Learning Community**

Our key purpose is to ensure the wellbeing and success of all our learners. In order to ensure success for all, we have in place a range of strategies to support students, develop positive relationships and refocus on learning. Poor conduct has consequences for learning and achievement. High expectations of adults and students make a positive contribution.

### **Absolute Consistencies in Adult Behaviour**

There are 5 consistencies that all adults will uphold in all situations. At Ivybridge adults:

1. Model positive behaviours and 'Ready, Respectful, Safe' will be displayed and taught.
2. Meet and greet at the door.
3. Will not shout at learners.
4. Will ensure disruptive learners are calmly and slowly stepped through sanction steps giving 'take up time', every time.
5. Will personally follow up and engage in reflective dialogue with learners.

All adults in our school are expected to be positive role models to encourage and inspire the children in our care. Teachers are expected to be on time, well prepared and provide a curriculum that meets the needs of all pupils in their class. Class teachers, with the support of other adults, are responsible for establishing and maintaining acceptable behaviour for all pupils in their class, all adults are responsible for ensuring that this policy is consistently implemented at all times.

Parents/Carers are expected to ensure children attend school, arrive on time and support the school's policies. All adults are expected to abide by the schools' behaviour expectations above at all times.

### **Pupil responsibilities**

Pupils are expected to come to school on time, bring equipment, follow instructions, co-operate with adults and peers and focus on learning.

The Home School Agreement outlines and reinforces these rights and responsibilities.

## **Implementation**

### **Rules and Routines**

In order that we can all work and learn in a safe and happy environment, it is necessary that there are specific rules, which we all understand and agree to. Routines underpin rules and reinforce order both in the classroom and around school. Clear rules and routines help pupils carry out their responsibilities and enjoy their rights.

All classes at Ivybridge will follow the same rules:

### **Ready, Respectful, Safe**

#### **Movement around the School**

Everyone is expected to walk when moving around inside the school building. Pupils are expected to remain in classrooms during lessons unless there is a good reason for them to be moving around the building. In Key Stage 2 it is not expected that pupils will routinely leave classrooms during lesson time to use toilets unless there is an exceptional reason for them to do so.

Whenever a class or group of pupils are moving around the school together they must be accompanied by an adult and they are expected to walk in an orderly fashion either as a single line or in pairs. Adults should ensure that pupils are in an orderly line and quiet before moving and that they remain this way. This includes coming into and out of assembly and other gatherings.

Individual pupils/pairs are expected to move around the building independently in a calm manner.

#### **Playground Rules**

At playtime, children follow the same rules:

### **Ready, Respectful, Safe**

These rules and expectations have been discussed and agreed with children.

#### **Promoting appropriate behaviour**

We believe that children need to be taught social skills and to develop responsibility for their actions. They need to be given the strategies to respond to a range of situations and challenges. We aim to achieve this through:

- A clear framework for Personal, Social, Health and Economic education (PSHE), providing a broad, balanced and consistent programme to support the development of positive self esteem and social skills
- Circle Time providing opportunities for children to explore issues and build self-esteem
- Regular opportunities for whole class and group discussions
- School Council offering opportunities for children to develop a sense of responsibility and participate in decision-making
- Induction support for new staff and guidance for supply teachers to ensure consistency in routines and behaviour management

## **Recognising Appropriate Behaviour**

We have a number of recognition systems in school that all staff use to recognise when children are demonstrating exceptional behaviour and attitudes as well as academic achievements in and around the school. We ensure that it is clearly understood by all pupils as to why these recognitions are given.

### **Class Dojos – KS2**

These points are awarded by class teachers and other adults to recognise achievement and positive behaviour in the classroom. For younger children, the more concrete reward of a sticker may be given. When a child reaches 100 Dojo's they will be awarded a 'Class Dojo Champion' certificate. Their score will then revert back to zero.

## **Gold Book**

If a pupil produces an exceptional piece of work, they will be sent, with their work, to the Head Teacher to have their name recorded in the Gold Book. This record will also indicate the nature of their achievement. The pupil will receive a Gold Award sticker for themselves and their work immediately and will be presented with a Gold Award certificate in the whole school assembly on the following Monday. The pupils should bring their work, if possible, to the assembly.

## **Behaviour Awards**

Every week a pupil from each class who has demonstrated our school values through their positive behaviour or attitudes will be recognised by being presented with a red certificate in the whole school assembly.

## **Class Recognition Boards**

In every classroom, there will be a clear class recognition board, which targets one specific behaviour in a classroom.

Names or tallies go on the board to recognise learners who are demonstrating the desired learning attitude.

Names or tallies are never removed from the Recognition Board.

Learners who disrupt are dealt with privately.

Learners can nominate others to be put on the Recognition Board.

The key is to generate peer responsibility.

It is not a competition between individuals, rather a whole class helping everyone to get their name up.

Recognition Boards need refreshing weekly.

Recognition Boards are intended to recognise effort.

When everyone has their name on the board or the tally target is achieved a collective 'whoop' is appropriate; large rewards are not necessary.

Use the Recognition Board to persistently and relentlessly catch learners demonstrating the right attitude to learning.

A Recognition Board does not require a change in personality from the teacher, just more determination to catch learners exhibiting the right behaviours.

## **Lunchtime Awards / Top Table**

Lunchtime supervisors recognise positive or improved behaviour by awarding pupils special lunchtime stickers and certificates. Certificates are presented during the Monday assembly and six children each week are selected at random to sit at the Top Table with a member of SLT on a Tuesday lunchtime.

## **Communication with parents/carers**

Children's achievements and progress are reported to parents/carers in a variety of ways – through open evenings, annual reports and informal meetings.

In addition, one child from each class will be selected each week to receive a surprise text message home. The child will be chosen for behaviour or work which has been above expected standards that week (See Behaviour award above).

Class teachers will email the school administrator on a Thursday, who will then text the parent to inform them they will receive a school certificate.

## **Sanctioning Inappropriate Behaviour**

Whilst we wish to promote good behaviour and attitudes through a system of recognitions, we appreciate that a system of sanctions is necessary for times when pupils choose not to follow the school rules: '**Ready, Respectful, Safe**'.

As with recognitions, sanctions, and the reasons for which they are used, need to be made explicit.

All classes will follow the same system for Sanctions:

1. **Reminder** – A reminder of the expectations for the children – Ready, Respectful, Safe delivered privately to the child. The teacher is making the child aware of the behaviour. The child has a choice to do the right thing.
2. **Caution** – A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do

the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices.

3. **Last Chance** – A final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour (Scripted conversations work well at this stage)
  - a. State the behaviour that was observed and which rule/expectation/routine it contravenes.
  - b. Tell the child what the consequence of their action is. Refer to the previous good behaviour/learning as a model for the desired behaviour.
  - c. Walk away; allow the child time to decide what to do next. If there are comments as you walk away, write them down and follow-up later.
4. **Time out** –
  - a. The child is asked to speak to the adult away from others
  - b. Boundaries are reset
  - c. The child is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
  - d. Child is given a final opportunity to reengage with the learning / follow instructions
5. **Pause & Reflect** – If step 4 is unsuccessful, the child will be asked to leave the room to work in another classroom nearby under a pre-existing agreement between colleagues. It is essential that all children who reach this step have an opportunity to attend a restorative meeting at an agreed time (Lunch, break or briefly at the end of the day). It is vital that this incident is logged on the child's behaviour log on staff shared. Parents/carers must be spoken to by the class teacher if this happens more than twice in one week.

See appendix 4 for examples of scripted conversations.

### **Referral to the Head or Deputy Head Teacher**

Pupils may be referred to the Head Teacher or Deputy Head Teacher for more serious incidents or when a particular behaviour continually recurs. Whenever a pupil is referred to a senior member of staff for a behaviour issue this will be recorded in a Behaviour Log for the individual pupil. For incidents of racist behaviour, a referral to the Head Teacher or Deputy Head Teacher will always be made and LA reporting procedures will be followed.

### **Notification of Parents/Carers**

It is the responsibility of the class teacher to keep parents informed if their child's behaviour is a cause for concern. Where a teacher has concerns regarding a pupil's behaviour they may request a meeting with parents/carers, this may just be a short conversation at the end of the day but should always take place privately. A note of this conversation must be included in the child's behaviour log. Parents/carers will be contacted and offered an appointment to discuss a pupil's behaviour and any further action that will be needed. For a more serious concern a more formal meeting will be held and attended by the Phase Leader / DHT / Head Teacher

### **Online Misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

### **Exclusion**

We strive to be an inclusive school where exclusion from school is very rare and we would hope that no pupil is ever excluded from our school. However, we recognise that in exceptional circumstances, when the safety or well-being of adults and pupils may be under threat or where there are serious breaches of the schools' behaviour policy, that exclusion may ultimately be used. Any pupil who is identified as being at risk of exclusion must usually have been given support through a Pastoral Support Plan, such a behaviour log. If appropriate, a period of 'internal seclusion' may be organised within the school in order to ensure the child is given every opportunity to reflect on and reform their behaviour. If exclusion is ultimately the only alternative, guidelines published by the DfE must be followed and the Chair of Governors will be informed.

Please refer to the school's exclusion policy for more information.

### **Zero Tolerance**

Certain actions or behaviours may pose such a high level of risk to adults and pupils that a zero tolerance approach is taken and pupils may be liable to permanent exclusion even on occasions where the behaviour is a "one off". Such behaviours include bringing offensive weapons (ie. any article made or adapted for use to cause injury to a person, or intended by the person having it with him for such use) on to school site eg. knives.

Adults who are abusive, threatening or aggressive under any circumstances will be asked to leave the premises immediately, this behaviour may result in them being banned from school premises. Where necessary the police may be informed and matters may proceed to prosecution.

### **Persistent or Severe Behaviour**

Pupils whose inappropriate behaviour is more frequent, persistent, or severe than others will be monitored by SLT at their weekly meetings. It is vital that staff record concerns and keep pupil concern logs up to date. Where appropriate children may be given individualised targets and behaviour logs, parents/carers and school staff will both be involved to support the child's needs. External agencies such as The Bridge or the Educational Psychologist may be called upon to offer additional support, when necessary.

### **Physical Intervention**

We follow the Hounslow guidelines for physical intervention with pupils (see Appendix 2). All staff must be aware of and follow these guidelines. Any incidents should be recorded in the Physical Intervention Incident Log (staff shared drive & Appendix 3).

### **Links with other school policies and practices**

This policy links with a number of other school policies, practices and action plans including;

- Anti-bullying Policy
- Teaching and Learning policy
- SEND policy
- Safeguarding
- Keeping Children Safe in Education

### **Monitoring**

#### **Behaviour – Pupil Concern Logs**

A folder titled 'Pupil Concern Logs' is in the staff shared drive. Within this folder are logs for individual pupils whose behaviour / welfare is giving on-going cause for concern. Any adult who deals with an incident for one of these pupils must ensure that the details are entered into the log. This log is reviewed by the Headteacher at least once each half term. "Pupil's causing concern" is a standing item on the agenda for the Senior Leadership Team weekly meetings. Staff may request a child to be discussed via their Key Stage Leader and completing a 'Behaviour Cause for Concern Form' Any adults who deal with an incident for a child who does not already have a log must complete a new log and add it to the class folder.

#### **Behaviour – Lunchtime Books**

Each SMSA has a book in which they are able to record any incidents which occur at lunchtimes, they are responsible for communicating this to class teachers. These books are reviewed at least once each half term by the Headteacher. Any individual pupils causing concern or worrying patterns of behaviour will be raised and discussed at the weekly Senior Leadership Meeting.

#### **Policy and Practice**

To ensure consistency the Head Teacher, Deputy Head Teacher, Assistant Head Teacher and Phase Leaders will monitor the implementation of this policy. All members of the school community will be consulted as and when the policy is reviewed.

#### **Reports to Governors**

Regular reports regarding behaviour within the school are made to governors through the termly Headteacher's report. Regular discussions are held at the termly meetings of the Pastoral Committee.

## Appendix 1



### **HOME SCHOOL AGREEMENT**

#### **As a school we will endeavour to: -**

- encourage a caring, safe and welcoming environment
- provide a broad and balanced curriculum, meeting the needs of each individual child.
- model positive behaviours and 'Ready, Respectful, Safe' will be displayed and taught to all children.
- promote high standards and expectations of effort and attainment to ensure your child achieves their potential.
- encourage a supportive atmosphere which respects all members of the community
- keep parents/carers informed about school matters, through our Website, texts, letters and emails
- provide opportunities for parents/carers to discuss their child's progress with his/her class teacher at least twice a year.
- acknowledge all completed homework assignments

#### **As a parent/carer I will endeavour to: -**

- encourage my child to follow the school rules: **Ready, Respectful, Safe.**
- ensure my child attends school regularly and on time.
- ensure the physical well being of my child, so that they may participate in all school activities.
- ensure that my child travels to and from school in safety
- ensure that my child wears the school uniform and is equipped for school
- inform the school of any absences or circumstances which may affect the support of my child
- attend school meetings and support any events
- read school letters, emails and texts and take appropriate action when necessary
- support the school's policy and guidelines for behaviour and co-operate fully with any behaviour procedures should they become necessary.
- support my child in completing their school work and homework, including reading regularly with my child.

#### **As a pupil I will try my best to: -**

- follow our school rules: **Ready, Respectful, Safe**
- ensure that I have everything I need for the school day i.e. uniform, water bottle, book bag.
- let an adult know if there is a problem
- be polite and well mannered
- complete my homework assignments promptly
- complete all my class work as well as I can

### **Working together we will discover, nurture and challenge the champion in all of us.**

Signed ..... (school)

Mrs J Hilton, Head Teacher

..... (parent/carer)

Print Name .....

..... (pupil)

Print Name .....

## **Physical Intervention Policy**

This policy is applicable to all school led activities whether on the school site or on trips to other locations.

In accordance with its caring ethos and values, Ivybridge Primary School aims to use de-escalation techniques and approaches as far as possible to prevent situations occurring in which physical intervention may be necessary. However, the duty of care that is placed on all staff towards all pupils of the school means that in some circumstances it may be necessary to physically intervene and/or use force. It will never be used in anger or as a means of punishment.

Where physical intervention is necessary, staff will act in accordance with the policy as set out below.

### 1) Use of Force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do the following:

- Committing an offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. The use of force should be shown to be reasonable, proportionate and necessary.

### 2) Reasonable adjustments for children with a disability or SEN

The Disability Discrimination Act 1995, places a duty on schools to make reasonable adjustments for disabled children and children with SEN. Certain circumstances may therefore occur where school staff do not physically intervene with children, where they might otherwise do so with children who are not covered by this act, or where they may intervene physically with a child in circumstances where they might not ordinarily otherwise do so.

For example: for children who are hyper sensitive to touch, careful planning and consideration may be required as to when it is appropriate to physically intervene. For children who have significant speech and language difficulties it may be also be necessary to plan how and when to physically intervene.

This consideration will always be made on the basis of the individual child concerned.

### 3) What is 'reasonable' force?

The level of risk determines the level of force that is reasonable. It can range from guiding a pupil to safety by the arm to more extreme circumstances such as breaking up a fight or to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### 4) Who can use force?

All members of school staff have a legal power to use reasonable force as part of their duty of care towards pupils.

Other adults whom the Head Teacher has authorised to have control or charge of pupils also have a legal power to use force in this way. This could include parents on a school trip, or parent volunteers.



Parental consent is not required.

#### 5) When may force be used?

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The 2013 Guidance on the Use of Reasonable Force cites some examples of situations where reasonable force may be used are:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom or school premises where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

All reasonable measures will be employed to intervene non physically where possible, and staff will aim to predict and pre-empt situations where force may otherwise have to be used.

#### 6) When may force not be used?

It is unlawful to use force as a punishment.

Certain approaches will not be used as they put the child at risk of positional asphyxia, such as the 'seated double embrace' (involving leaning a person far forward in a seated position) or the 'double basket hold' (which involves holding a person's arms across their chest)

Force will be used for the minimum time necessary, and be proportionate to size of the child.

#### 7) Positive Handling Plans

Once it has been necessary to physically intervene or use force for a child, it becomes a known risk that physical intervention may need to be used again in future. In this instance a Positive Handling Plan will be written for the child, noting environments and triggers, de-escalation techniques that have proved effective, the level of risk his/her behaviour poses and what behaviours may be seen, the preferred handling strategy to employ, as well as any staff who may be known to help the situation. The positive handling plan is a working document shared with child's parents, which may be adapted and added to.

#### 8) Help protocol

Should the need for physical intervention be necessary and only one adult is present, the adult in question will always send a message for a further adult to be present by sending a pupil to the school office. The member of staff present may still physically intervene without a further staff member present, in order to exercise their duty of care towards the child and in line with their legal power to use force.

#### 9) Recording

When physical intervention has taken place, an incident report will be completed. Staff will record it concisely, noting the circumstances surrounding the event, where and when it took place, what type of physical intervention was used and why. The staff member who intervened will write the account ensuring that their name is clearly on the record.

An incident log, on the staff-shared drive, will be kept noting the time, date, staff/pupils involved and where/when the intervention took place. Records are required to be kept for at least 10 years.

## 10) Reporting

The school will aim to speak to parents about serious incidents involving the use of force as soon as possible and reasonable afterwards, either by phone or in person. We will follow up with a written account of the incident where this is appropriate.

School staff will decide whether it is appropriate to report the use of force to parents, staff members will use their professional judgement to determine what constitutes a serious incident. In this decision, teachers will consider the pupil's behaviour and level of risk presented at the time of the incident, the degree of force used, the effect on the pupil or member of staff and the child's age, i.e. having to 'escort' a child would not generally constitute a serious incident.

## 11) Complaints

All complaints made about the use of force will be thoroughly, quickly and appropriately investigated through the school's complaint procedure in line with guidance documents.

In accordance with the 2013 Guidance on the Use of Reasonable Force, the person making the complaint is responsible for proving that his/her allegations are true, not for the member of staff to show that s/he has acted reasonably.



## Appendix 4: Example of Scripted Conversations:

### Assertive Discipline and the Language of Choice

#### Script 1: Statement of reality (tell them what you see) (REMINDER)

*Ben, you're tapping your pencil.*

Never ask a child why they are doing what they are doing. It's confrontational, you don't need to know why – they just need to know that you've noticed it

After hearing your statement of reality, many children will quickly change their behaviour without any sanction or need to move further down the script.

Remember you need to give them take-up time to make the positive change rather than causing further confrontation. Praise them when they positively change their behaviour, acknowledging the positive change Thanks Ben for putting your pencil down

Should a child not change their behaviour after a reasonable amount of take-up time,

#### Script 2: (CAUTION) Tell them the behaviour you want to see,

'I need you to', ending with 'a thank-you'

*Ben, I need you to put your pencil down – thank you.*

Be assertive and avoid starting or ending your expectation with please. Use I need you to and a thank you instead. This carries an expectation that they will do as you have asked them to.

Remember to use these scripts with a firm, calm voice. Acknowledge the positive change in behaviour with a thank you, or gesture.

Should a child not change behaviour you need to use the language of choice script,

Script 3: (LAST CHANCE) Statement of choice This gives the child the responsibility for the consequences that you will carry out (and you must deliver the consequences or the child will learn that you do not follow through consistently). Avoid the threat of sending them to someone else – you empower yourself

*Ben, I need to be ready for learning and put that pencil down, if you choose to continue to tap your pencil, then you'll force me to move you to .... It's your choice.*

Continue to be assertive rather than aggressive. Remain calm, showing no sense of agitation or lack of control. If the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made the right choice.

Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside.

*Well done Ben, you made the right choice.*

Ignore all secondary behaviour – stomping around, back-chat, grumbling (you can make a note of it and discuss later if you need to)

Should the child choose not to do as you have asked, then you follow through with the consequences you started. Don't cave in to protests or remove/reduce the consequence – when you are consistent, the scripts will work.

Script 4: (TIME OUT) Reinforce and depersonalise You can also repeatedly refer to whole school expectations (Ready, Respectful, Safe)

*Ben, at Ivybridge we need to follow our rules of 'Ready, Respectful, Safe'. I have asked you 4 times now to put down your pencil, I know need you to.....*

This script implies that the school has a system and that our expectations are fair and consistent rather than personal 'against' them.

**Pause & Reflect** – If step 4 is unsuccessful, the child will be asked to leave the room to work in another classroom nearby under a pre-existing agreement between colleagues.

It is essential that all children who reach this step have an opportunity to attend a restorative meeting at an agreed time (Lunch, break or briefly at the end of the day).

**It is vital that this incident is logged on the child's behaviour log on staff shared.**

**Parents/carers must be spoken to by the class teacher if this happens more than twice in one week**

Positive Behaviour Scripts Actively recognise, praise and thank children for making good choices especially liked to their learning and how they treat each other. Recognise what values they are demonstrating.

Well done Mohamed for showing the value of empathy by noticing Sam was upset and seeing if he needed company or help.

Thank you Sarah for showing the value of respect by asking the lunchtime supervisor how they were today and if they needed help to clean the table.

Encourage members of the class to recognise the positive use of school values.

I can see a child/children in this class who is/are doing reflection on their work by admitting mistakes they have made and working out where else they need to work hard to make progress. Who can see someone showing this core value?