

Revised Oct 2022 (Draft)



## ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

*Everyone Together With Jesus*

### BEHAVIOUR POLICY

Signed: P.McIlroy (Headteacher)

M. Hughes (Chair of Governors)

Supporting Policies:

- Child Protection
- Anti-Bullying
- Health and Safety
- Positive Handling

At St Joseph's we believe good behaviour is based on respect. Our home-school agreement shows the school's commitment in providing a positive and caring learning environment where children are valued individuals, and in dealing with disruptive behaviour in as calm a way as possible. In our school, all children will be helped to develop self-discipline and control. A positive pro-active whole school approach is taken towards behaviour management. All staff share responsibly for supporting the children and managing their behaviour and mutual support will assist the successful implementation of our policy.

It is essential that all the staff are consistent in their approach, that there are clear lines of communication and that any action taken is followed up and brought to a satisfactory conclusion. We believe in the promotion of partnership between parents and school. The school will positively involve parents in all aspects of their child's learning and behaviour via parent/carer meetings throughout each year and whenever necessary. We believe that our Catholic ethos of showing respect, upholding justice and practising forgiveness are the corner stone of our behaviour policy. These aspects will apply equally to every member of the school community - adult or child

In cases of extreme behaviour, such as deliberate physical or verbal attacks on others:

1. The child will be withdrawn from the classroom immediately. If the teacher needs assistance with this, a message should be sent to the Head Teacher, Deputy Head, Learning Mentor or office with a reliable child. If the Head Teacher, Deputy Head or Learning Mentor is not available, the office or other members of the Senior Leadership Team should be called on for help.
2. Assertive verbal language will be used to try and stop violence by clearly stating what needs to happen.
3. If this has no effect, physical restraint may need to be used to prevent a child from harming him or herself, or others. Every effort should be made to ensure the presence of another adult in situations where restraint is the possible outcome.
4. All incidents of physical restraint must be reported to the Head Teacher or Deputy Head Teacher and recorded in line with the school's Positive Handling policy.

5. The Head Teacher / Deputy Head Teacher or other Senior Leader will be responsible for reporting the incident to parents.

## Contents

1. Aims .....	3
2. Legislation and statutory requirements .....	3
3. Definitions.....	3
4. Ethos .....	5
5. Roles and responsibilities .....	5
6. Pupil Code of Conduct.....	6
7. Rewards.....	7
8. Consequences.....	7
9. Off-site behaviour .....	9
10. Malicious Allegations.....	10
11. Behaviour Management.....	10
12. Monitoring and Additional Support .....	11
13. Working with parents .....	12
14. Fixed term exclusions.....	13
15. Permanent exclusions.....	13
16. Breakfast and After School Clubs.....	13
17. Pupil Transition .....	13

# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

# 2. 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 pupils 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 pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

# 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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 pupil)

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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
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

**Bullying** behaviour will not be tolerated and is covered by our Anti-Bullying Policy.

**Sexual violence and sexual harassment** can occur between two children **of any age and sex** from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. At St Joseph's, we believe it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. We acknowledge that sexual violence and

sexual abuse can happen anywhere, and **all** staff are advised to maintain an attitude of '**it could happen here**', should be aware of, and respond appropriately to **all reports and concerns**, including those outside the school or online. See Child Protection Policy for more information on responding to reports and concerns regarding sexual harassment.

### **Child on Child Abuse**

Child on child abuse is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. All allegations of child-on-child abuse will be recorded as a child welfare concern and will be dealt with in line with the school behaviour policy and anti-bullying policy. Where a child has suffered or is likely to suffer significant harm a safeguarding referral will be made into the MASH. (For more details, please see our Child Protection Policy.)

## **4. Ethos**

### **Our principles and values**

In our school we believe that our policy on behaviour is integral to the curriculum because it is as important for our school to be a place where values are learned as well as knowledge and skills.

We believe that fundamental to the success of this policy is the development of positive relationships in minimising conflict and encouraging desirable behaviour. Equal importance is placed on child: adult relationships and child: child relationships.

Staff, children and governors have agreed a set of general principles which promote behaviour. These principles are underpinned by the values of respect, fairness and inclusion.

- We believe that with every right comes a responsibility.
- When each of us takes responsibility for what we do, we make our school a better place.
- We believe that 'we are what we do' and together we can make big changes to our school, our community and our world.
- We believe that all children and adults have the right to be listened to and the responsibility to listen to others.
- We believe that all children have the right to learn and all staff have the right to teach.
- We promise to support, praise and reward good behaviour.
- We will be fair and consistent when we apply sanctions for poor behaviour choices.
- We believe that adults who work in our school should model good behaviour and should never denigrate children or colleagues.
- We will promote positive behaviour by helping children to develop their social, emotional and behavioural skills.
- We will keep parents informed about their child's behaviour, positive as well as negative.
- We will consult children, staff, parents and governors about our behaviour policy.
- We will not tolerate violence or threatening behaviour by pupils or parents.

Our school rules underpin these principles. The policy seeks to reach a balance between rights and responsibilities, rewards and sanctions.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## **5.2 The head teacher**

The head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy and will be responsible for publicising it, in writing, to staff, parents and pupils at least once a year.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

The senior leadership team will use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day.

## **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

# **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **6.1 Rules**

We have adopted the following school rules which are displayed in classrooms as well as in communal areas of school:

- Be kind
- Be well behaved
- Be hard working
- Be proud
- Be in school, on time, every day

Playground Rules:

1. Stop when the whistle blows
2. Walk to the line silently when called or when the second whistle is blown
3. Stay off the grass (unless allowed by a member of staff)
4. Ask an adult if you want to come in to the building
5. Only sit on the amphitheatre (Key Stage 2 Children)

## 7. Rewards

Rewards can be as simple as positive recognition e.g. smiles, thumbs up signal, encouraging comments or a sticker.

Children are encouraged to strive for individual rewards and to work towards group and whole school rewards developing team spirit and an understanding of the importance of working co-operatively with others.

Rewards:

- House points
- “Smilies”
- Bronze, Silver and Gold Awards presented in assemblies
- Certificates in weekly key stage assemblies
- Work submitted for special mention in weekly celebration assembly
- Stamps and comments on work
- Good attendance class party
- Key Stage 2 Class Points. The class with the most points will receive extra playtime on a Friday.

## 8 Consequences and Sanctions

**8.1** It is sometimes necessary to respond to unacceptable behaviour using one or more of the following sanctions:

Sanctions:-

- A verbal reprimand
- Missing part of break time in increments of 5 minutes
- Repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as a punishment, such as writing lines or a letter of apology during sanction at break time and/or lunch time
- Inform parents
- Loss of privileges – for instance the loss of a prized responsibility or not being able to attend a party or special activity
- Regular reporting including early morning reporting to a senior member of staff or being placed “on report” for behaviour monitoring
- Support from an individual Personal Provision Plan In more extreme cases, temporary or permanent exclusion may be used.

This list does not have to be followed in order, the sanction applied should be appropriate to discourage specific unacceptable behaviour.

## 8.2 Other Sanctions

Children are encouraged to reflect on their unacceptable behaviour. However, children who continue to cause concern may be:

- directed to have lunch away from their peers
- asked to work under the supervision of the Assistant Head teachers or Head teacher
- encouraged to work in another class and earn the right to return to their own class
- set specific targets to improve behaviour
- asked to sign a behaviour contract
- monitored on a 'Behaviour Record Card'
- kept in at playtime / lunchtime
- be subject to a Pastoral Support Plan
- asked to go home at lunchtime
- excluded from from off-site trips, competitions and residential
- in extreme cases excluded from school for a fixed period of time or permanently excluded

## 8.3 Lunchtime Supervisors

Lunchtime supervisors will award class points, house points, smiles and stickers to children they see behaving well.

If a child is misbehaving they will be given a warning. Children may also be asked to go to a designated time out area for 5 minutes. Any further misbehaviour will warrant reporting to the class teacher or SLT. Severe misbehaviour will mean contacting the SLT immediately. Aggressive behaviour or swearing is not tolerated and children who choose this behaviour are brought in from the playground immediately.

At the end of lunch-time, the lunchtime supervisor reports back to the class teacher who determines whether any additional sanctions should be imposed.

## 9 Off-site behaviour

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

The range of sanction and consequences will apply in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The School has a statutory power to discipline children for misbehaving outside the school premises.



A teacher may use any of the disciplinary sanctions covered by this policy in connection with poor behaviour and bullying which takes place off the school premises and which is witnessed by a member of staff or reported to the school.

## 10 Malicious allegations

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

Please refer to our Allegation Management Policy for more information on responding to allegations of abuse.

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

## 11. Behaviour management

### 11.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning.
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 11.2 Physical restraint

In some circumstances, authorised members of staff may use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence (including behaving in a way that would be a criminal offence if the child were not under the age of criminal responsibility);
- Injuring themselves or others (including members of staff);
- Causing damage to property (including the pupil's own property);
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere on any authorised out of school activity

Incidents of physical restraint must:

- **Always be used as a last resort – staff will always seek to de-escalate the situation**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## 11.3 Confiscation

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2. **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

**Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.**

## 12 Monitoring and Additional Support

We adopt a proactive approach to behaviour management. Children's behaviour is reviewed regularly by the Learning Mentor and the Head teacher/Assistant Head teachers as part of the school monitoring cycle. Visits to the classroom are made to ensure procedures are adhered to and are consistent throughout.

Behaviour incidents are recorded on CPOMS. This allows trends and patterns to be extracted. This information enables staff to support children and identify those in need of support. The details also enable staff to establish accurately the types of behaviour that a child is exhibiting including identifying triggers. Behaviour is regularly discussed at staff meetings and meetings of the Governing Body.

Occasionally it may be appropriate to implement additional intervention strategies. The Learning Mentor can support children causing concern.

With parental permission, we may consult the Central Area Support Team, Educational Psychologist or other behaviour specialists to obtain further support and advice. For example:

- An Educational Psychologist assessment via a classroom observation, discussion with school and parents may be considered
- 1:1 targeted support from an Educational Psychologist or Behaviour Outreach Team
- Early Help support for the family may be offered (if criteria is met.)

### 12.1 Behaviour Support Plan

For pupils who continue to exhibit exceptionally challenging behaviour, the school will organise a multi-agency meeting with a representative from the Local Authority with the purpose of formulating a Behaviour Support Plans (BSP).

Behaviour Support Plans (BSP) are intended for those pupils who do not respond to intervention and who are therefore **"putting themselves at serious risk of permanent exclusion, disaffection or criminal activity."** It is a short term intervention designed to support pupils in mainstream schools.

The BSP must identify:

1. Those behaviours which are persistent, and problematical.
  2. The cause for concern and what is reasonably required for the pupil to remedy the situation.
  3. Precise and realistic behaviour outcomes the pupil is to work towards. The targets should be clear and specific.
  4. The rewards that can be achieved for meeting the targets and specify the sanctions that will come into force if specific behaviour occurs.
  5. The staff members who are to oversee the BSP.
  6. The nature and extent of parental involvement.
- Once agreed the BSP should be discussed with all the members of staff teaching and supervising the pupil and an agreement reached on the common strategy for managing the pupil over a specified period. All staff are made aware of the targets.
  - The BSP sets targets broken down into specific tasks and is reviewed regularly throughout its duration.
  - In constructing the programme the school is aware of and has access to range of support available from Social Care, Health, Careers, Probation, Youth and Leisure, Housing and voluntary agencies.
  - In most cases, the programme should have a time limit of 16 working weeks. The school is thereby notifying the authority that if the proposed interventions are not effective within that time, the pupil may come before the governing body as a proposed permanent exclusion or begin following the 'Local Authority (LA) Options for Change' protocol (see below.)

In designing a BSP pastoral staff should:

- Review any learning issues, particularly literacy difficulties, which may cause the pupil's difficulties and trigger poor behaviour. If there are such issues these need to be addressed by the BSP.
- Consider dis-applying the national curriculum.
- provide guidance for staff on behaviour management specific to that pupil within the group
- Identify whether the pupil needs specialist counselling e.g. for bereavement etc

Primary school pupils should ideally be supported and their behaviour managed in their school, however if this behaviour gets to 'crisis point' and all support has been exhausted, the school will access the Knowsley Behaviour Intervention Framework which will look at future options regarding a child's educational future at Hope Primary.

### **13 Working with parents**

It is essential that the school benefits from working closely with parents with the aim of improving the behaviour of all pupils, while addressing a pupil's emotional needs.

Parents are kept informed about their child's behaviour using telephone calls and meetings.

Parents may be invited in to school to meet with the Head teacher/Assistant Head teachers to discuss their child's behaviour, the setting of improvement targets and how the school will support the pupil's behaviour.

It may also be pertinent and appropriate to create an Individual Behaviour Programme (IBP), Behaviour Contract or look to external agencies for advice, support or assessment at any time.

If the child continues to behave inappropriately, the parent will then be invited to a meeting with the Head teacher. The school may consider a BSP or modifying the curriculum in order to bring about an improvement in the child's behaviour.

Parents and their child may be asked to attend a Governors' Behaviour Panel if a pupil persistently breaks the school rules and is not responding to serious sanctions and consequences.

The Head teacher may also consider undertaking a managed move for the pupil resulting in the pupil attending another school. Also, the Head teacher may refer the pupil to the Governing Body.

## **14 Fixed Term Exclusions**

Children whose behaviour is continuously deemed unacceptable they will be closely monitored and supported. However, if a child's behaviour does not improve following a programme of intervention support, then the school will write to the parent informing them that if their child's behaviour does not improve, the school will consider undertaking fixed-term exclusion.

If the exclusion fails to bring about an improvement in the pupil's behaviour, the Head teacher may consult the Local Authority – Exclusions & Admissions Department, with a view to assisting the child in a move to a more suitable school (via the LA Options for Change Protocol).

## **15 Permanent Exclusions**

If the offer of a managed move to a more suitable school is rejected, the Governing Body of the school may reserve the right to consider a permanent exclusion. The Governing Body also reserve the right to permanently exclude a pupil following:

- 15.1 Ongoing exceptionally challenging behaviour that is impacting on the emotional well being and learning of other pupils in the school
- 15.2 A severe 'one off' incident as deemed appropriate by the Head teacher and the Governing Body.
- 15.3 Malicious allegations against school staff.

## **16 Before and After School Clubs**

Children who attend Before and/or After School Clubs will be managed under the same behaviour system that operates during the school day. Class teachers will be kept informed when children in their class are causing a concern during their time at these clubs.

Persistent breaking of the school rules and undesirable behaviour at these clubs may result in a child being asked to reduce their attendance for a period of time, suspend their attendance for a period of time and in extreme circumstances, the Head teacher would decide that a child is no longer allowed to attend for their safety and wellbeing and the safety and wellbeing of the other children.

## **17. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **18. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Child Protection policy
- Anti-bullying policy

## Home - School Agreement

Parents are a child's first educators. Learning happens throughout every day of a child's life. We all learn best by doing and having someone interested in what we are doing and learning.

### The School's Commitment

We shall provide a positive and caring learning environment by:

- Valuing children as individuals.
- Celebrating achievements of all children.
- Encouraging children to achieve their potential in all aspects of school life.
- Providing a broad, challenging curriculum.
- Letting children know how well they are doing
- Encouraging good behaviour and hard work

We shall communicate with parents by:

- Preparing an annual report on each child's progress, including targets for future development.
- Holding regular meetings for parents where children's achievements, school life and any other issues can be discussed.
- Sending out regular newsletters.
- Encouraging parents to come in, at a mutually convenient time, to discuss issues of concern. We shall manage discipline by:
- Keeping a daily record of the child's attendance and punctuality, and informing parents if there are any issues for concern.
- Dealing with disruptive behaviour in as calm a way as possible in line with the school's behaviour policy.
- Contacting parents if it is felt that their child's behaviour is causing concern and working with them to help the child improve.

### The Parent's/Carer's Commitment

I/we will support the school in educating my/our child by:

- Sharing and valuing the school's Catholic ethos.
- Getting my child to school on time (before 8:50am) each day
- Encouraging my child to take his/her school work seriously.
- Taking an interest in my child's homework and encouraging him/her to complete it on time.
- Attending parents' meetings and other events that are arranged to discuss my child's progress.
- Reading with my child each day.

I/we will support communication with the school by:

- Contacting the school as soon as possible if my child is unable to attend.

- Reading all letters that are brought from school and responding if necessary.
- Informing school of any changes to address, contact details, medical conditions or any other important information as soon as possible.

I/we will help the school's routine to run smoothly by:

- Making sure that my child attends school wearing the correct school uniform and is properly equipped for the day.
- Making sure that my child has the correct PE kit/swimming things when needed.
- Making sure that my child is not wearing any make up or jewellery (other than stud ear rings and a watch)
- Making sure that the appropriate arrangements are made for my child to leave school promptly at the end of the day.
- Respecting road markings and the safety and convenience of other families and the school neighbours.
- Sending in any money on the appropriate day.
- Support the school in maintaining a high standard of behaviour and in not tolerating bullying, racism, sexism or violence.

### The Child's Commitment

I will:

- Be kind
- Be well-behaved
- Be hard-working
- Be proud
- Be in school, on time, every day

I will remember that **Only My Best Will Do** at all times and in all places where I represent my school.