SAFE

* Do pupils risk assess?
* Relationships with peers – self-esteem; self-confidence; at risk of peer pressure?
* Risk of exploitation – safe use of internet?
* Relationship with parents/carers/siblings – are they positive?
* Substance/domestic abuse in the home?

HEALTHY

* Age appropriate physical development – fine/gross motor skills – GET SET GO
* Age appropriate language and communication skills – S&LT?
* Emotional and development needs being met?
* Child’s presentation – regular snack – cleanliness – lunch
* Independence in area of personal care
* Weight within appropriate limits
* Parental stress with regards to child’s development/progress
* Impact of trauma, bereavement and loss

ACHIEVING

* Form 4 targets
* On track for Literacy/Numeracy
* Attendance/latecoming
* Engagement in learning – classroom and specialists
* Growth Mindset – resilience with new challenges/failures/ability to cope with change
* Impact of additional support
* Confidence as a learner – articulation of next steps
* Independent worker – class routines/instructions
* Engagement in wider life of school
* Home learning
* Parental engagement with learning
* Transitions micro and macro

NURTURED

* Appropriate care and guidance from parents/carers
* Emotional warmth/attachment/separation from parents/carers
* Well-developed sense of self-esteem and self-respect
* Sense of identity and belonging
* Our nurturing approaches within school setting
* Impact of our interventions

ACTIVE

* Physically fit and active
* Level of preparedness and participation in PE; Daily Mile – how positive?
* Observations of child’s ability to risk assess when active – PE; Daily Mile; Outdoor Learning
* Sense of achievement; level of competitiveness; ability to cope with defeat?
* Wider community – membership of clubs

RESPECTED

* Children feel valued and listened to; views taken seriously; how do we know that? How do children know that?
* Regular praise and encouragement – child’s response to this?
* Level of participation in planning
* Engagement with restorative conversations
* Understanding/responsibility/acceptance of behaviours and consequences
* Reflection time/personal times – frequency?
* Positive relationships with peers/adults/parents
* Tolerance – opinions; faiths; beliefs; cultures
* Property and belongings – their own and others; school
* Privacy and personal space of others

RESPONSIBLE

* Caring and considerate towards others
* Responsible behaviour – home/school/community
* Work/play co-operatively within school setting
* Understanding of right and wrong – age and stage appropriate?
* Understanding/responsibility/acceptance of behaviours and consequences
* Ability to cope with challenges and difficulties
* Capacity/ability to make positive choices
* Capacity/ability to assess and manage risks
* Travels safely/independently to school

INCLUDED

* Children feel included, valued and listened to; views taken seriously; how do we know that? How do **all** children know that? (Invisible children?)
* Accepted and valued by staff, friends and peers
* Positive peer groups – relationships
* Seclusions/exclusions – noted? Impact of interventions?