

| Flourishing DNA | Flourishing students show fantastic attitudes. They are: | Students who are Demonstrating great attitudes. They are: | Students who we are Nurturing to show good attitudes. They are: | Students who are Avoiding adopting positive attitudes. They are: |
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| Self-Regulation Conduct and manners | <p>Considered a mature role model due to how they always conduct themselves.</p> <p>Conscious and deliberate of the way in which they communicate, both verbally and non-verbally, and what impact this will have on others.</p> <p>Proactive and use their initiative, taking actions that are needed automatically and willingly to support themselves and those around them.</p> | <p>Able to conduct themselves with great integrity, particularly when someone is watching.</p> <p>Able to demonstrate great communication skills, both verbally and non-verbally, but not always able to consider the impact this will have on others.</p> <p>Able to take appropriate actions willingly to support themselves and those around them, but may need occasional reminders.</p> | <p>Able to conduct themselves appropriately when being observed but struggle to maintain these standards when monitoring is not in place.</p> <p>Able to communicate effectively, both verbally and non-verbally, but may need occasional reminders on the impact of their language and actions on others.</p> <p>With guidance, able to take appropriate actions unenthusiastically to support themselves or those around them.</p> | <p>In constant need of reminding to behave and act appropriately, despite knowing what is expected.</p> <p>Choosing to communicate, both verbally and/or non-verbally without considering the potential negative impact on others.</p> <p>In need of direction and are generally unwilling to support themselves or thoughtless towards others.</p> |
| Stickability Active participation | <p>Conscientious, professional and always take pride in everything that they attempt or achieve.</p> <p>Able to take personal responsibility for their own development by being curious and taking opportunities to ask, answer and investigate questions, both in and out of the classroom.</p> <p>Constantly striving to achieve more by challenging themselves, taking risks and are prepared to grapple with information to find better and more complex answers.</p> | <p>Conscientious and take pride in all they achieve, but often need reminding that the perseverance and resilience shown is also of value.</p> <p>Able to take responsibility for their own development when opportunities are presented to them, and will ask or answer questions, both in and out of the classroom.</p> <p>Striving to achieve their best and will take risks and challenge themselves with support, though often are satisfied with their initial "correct" answers.</p> | <p>Prepared to attempt all things in a positive manner, but often do not see the value in their own attempts or achievements.</p> <p>Able to develop their own learning through set tasks and challenges set by their teachers. They are prepared to answer questions when asked but will only ask questions when they require support to complete a task.</p> <p>Striving to complete tasks with the maximum correct answers, rather than ensuring full understanding of the concept or topic.</p> | <p>Imprecise and show a carelessness or negative attitude towards things that they are expected to achieve or attempt.</p> <p>Unwilling to take responsibility for their own learning and expect teachers to spoon feed or accept their refusal to engage with questioning.</p> <p>Unresponsive to the teacher's support and guidance, preferring to not participate properly in work set.</p> |
| Reflection Acting on and responding to advice and criticism | <p>Honest and willingly review their own self and learning, and independently aim to develop any weaknesses and exploit strengths.</p> <p>Proactive in seeking out further feedback or clarification and take responsibility for actively responding to any advice given.</p> <p>Considerate and make sound ethical choices based on evidence and good self-awareness, therefore taking responsibility for the impact of their choices.</p> | <p>Willing to review and develop their own self and learning when considering strengths, but find analysing weaknesses harder and often need some guidance.</p> <p>Responsive to advice and feedback given by teachers to enable them to make self-improvements.</p> <p>Thoughtful and make the good choices that would be expected of them, as they want to be seen to do the "right thing."</p> | <p>Able to review their own self and learning with scaffolding, but often their appraisal lacks some precision and accuracy. There is also a reluctance to work hard to develop these outcomes.</p> <p>Able to respond to advice and feedback when presented in a framework which gives clear actions and assigns time for these to be completed.</p> <p>Mostly aware of the right choices and expectations, but often need encouragement to do the "right thing" and need support to reflect on the impact of these.</p> | <p>Unwilling to review their own self or learning honestly, and will avoid attempting to make any changes to strengths or weaknesses, unless it suits their purposes.</p> <p>Unlikely to consider advice or feedback given and will often avoid taking responsibility.</p> <p>Often aware of the "right choices" but will choose to follow the course of action that is easiest or best suits them.</p> |
| Aspiration Independence and potential for life | <p>Developing a sense of individuality by seeking and taking positive opportunities which will unlock their potential for life.</p> <p>Striving constantly to be their "best" regardless of the circumstances or difficulties they may face; they respect that some choices are difficult but do not shy away from challenge.</p> <p>Actively embracing additional learning which develops their cultural capital, supports their personal ambitions and goals, and challenges their minds and perspectives.</p> | <p>Enthusiastic and willing to take positive opportunities presented which will unlock their potential of life.</p> <p>Craving recognition for trying to do their best, and therefore will often rise above difficult choices or challenges.</p> <p>Accepting of additional learning which is asked of them or develops their own personal interests, ambitions or goals.</p> | <p>Willing to take positive opportunities when encouraged and are supported to see how these will unlock their potential for life.</p> <p>Wanting recognition for doing well, but will often need nurturing through difficult choices or challenges to accomplish this.</p> <p>Reluctant to engage with additional learning without great support or instruction from the teacher; unless there is seen to be a personal reward.</p> | <p>Unwilling to take positive opportunities when presented to them unless they feel it benefits them.</p> <p>Taking the easiest options, regardless of support or guidance, rather than face difficulties or challenges.</p> <p>Lacking independence with regards to additional learning despite teacher expectation and would rather choose sanctions than participate.</p> |
| Empathy Member of the KLS community | <p>Proud of being a Kings Langley student, and are proactive in supporting the community and leaving a positive legacy.</p> <p>Positively promoting a caring environment by demonstrating kindness, and challenging prejudice or inequality.</p> <p>Helping to shape and support the school or local community, leading by example through good stewardship and social action.</p> | <p>Happy to be a Kings Langley student, and will support the community when invited to do so.</p> <p>Caring and show kindness to others, as would be expected of them, and will not demonstrate prejudice or inequality.</p> <p>Willing to support the school or local community when opportunities arise and are encouraged to get involved with social action or fundraising.</p> | <p>A Kings Langley student who, when targeted and encouraged, will generally engage with the community.</p> <p>Kind and caring for their friends, but often need to be reminded about others. They will generally not demonstrate prejudice or inequality, but may need reminding in more complex situations.</p> <p>Willing to support fundraising efforts, particularly when there is a personal motivation, however they are less willing to give up time for social action.</p> | <p>Unaware of their role in the community, and think of themselves and their own personal gain.</p> <p>Often inconsiderate of others, apart from their current friends and can demonstrate varying standards of prejudice and/ or inequality.</p> <p>Unaware of community spirit and do not generally engage with fundraising or social action unless there is some personal gain.</p> |