



BEHAVIOUR POLICY

Adopted 25th September 2018

Minute Number [FGB/132/18/14](#)

Review date: As required by the Headteacher

This policy has been reviewed on 13th January 2020 and has been impact assessed in the light of all other school policies and the Equality Act 2010

Signed Headteacher.....

Signed Chair of Governor's

BROCKWELL JUNIOR SCHOOL BEHAVIOUR AND EXCLUSIONS POLICY

Every member of our school community is valued and respected – Every Child at Brockwell Matters. We endeavour to develop children who care, who know how to keep themselves safe, healthy and happily achieving. I expect everyone to engage in the business of learning in a climate of mutual trust and respect and make a positive contribution to our community.

All members of staff are expected to consistently and fairly apply this policy which underpins effective education at Brockwell Junior School. Through this policy, I set out measures which aim to: promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and measures which lawfully regulate the conduct of pupils. We must encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. We have a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with this policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

To ensure behaviour is managed successfully in terms of outcomes for an individual child, it is essential that children know that parents and school staff do work closely together. Both partners actively demonstrating respect for our school rules will result in happy, secure children we are all hugely proud of.

Catherine Holmes, Headteacher

Policy Aims

- 1. Provide a set of expectations of which all staff, children and parents are aware and in which children feel secure.**
- 2. For ALL staff to actively emphasise positive behaviour and proportionately respond to poor behaviour when identified.**
- 3. Foster socially acceptable behaviour that allows all to teach & learn.**
- 4. Apply the agreed acceptable code of behaviour positively, calmly and consistently.**
- 5. All to know and staff to use rewards and sanctions agreed in this policy.**
- 6. Staff to know what is lawfully acceptable when disciplining pupils.**

Our Behaviour Policy is an important aspect of achieving our vision:

In partnership with parents, the whole school will deliver excellence at all levels with a clear mission to be Safe, Smile & Succeed.

Everyone is expected to:

Be Respectful
Be Honest
Be Kind
Be Responsible
Be Determined

The Acceptable Code of Behaviour

Children are regularly reminded of the meaning of our school values. Everyone will be expected to behave in accordance with these values.

Being respectful is about politeness, helpfulness, empathy and understanding of other people and their belongings.

Being honest is about integrity and developing trust.

Being kind is about care, tolerance and compassion for others.

Being responsible is about being accountable for our own choices and thinking before we say or do something to consider how it may affect someone or something else.

Children's actions don't endanger or harm themselves or others in any way.

Being determined is about effort, developing resilience, developing a growth mindset and having self-belief to keep trying until we achieve.

Our System

We have a range of options and rewards to reinforce and praise good behaviour. We aim to develop a positive, supportive classroom atmosphere. It is very important that the positive aspects of PRAISE AND REWARD have great **emphasis**. It is agreed that children and adults respond more to praise, thanks, smiles and any other positive input than to negative responses.

It is particularly important to be aware of the differences between children and to reward effort. To promote our School's Values and high expectations of conduct and work, the following strategies are to be adopted:

Rewards

We use 'Class Do Jo', an online communication app that creates a positive culture. Teachers can encourage students for any skill or value — whether it's linked directly to our school values or a class specific target. We reward positive behaviour on an individual, teamwork and whole class/school basis. It is designed to be easily applied so it is consistently recognising all children. Points are calculated each week to reward 'top scorers' and when the class reaches a target score a class treat is planned.

Children may also be rewarded for individual, personal achievement with stickers, stamps, praise, opportunities to show and celebrate success, postcards home and certificates.

Whole school rewards are given when all have contributed to a special achievement – reaching class targets, completing a performance being examples.

Praise

Whenever possible, good behaviour is to be praised rather than undesirable behaviour highlighted (in the class, another member of staff, the Head or Deputy)

A 'note from my teacher' may be sent home – or a 'note from my Headteacher'.

Being added to 'Always Club' for always being a good role model to others.

Showing work

Special effort may be rewarded by encouraging children to show examples of their work.

During this time, children will be expected to stop work, listen and appreciate the work of others.

Work may be shown to:

- Own class
- Other classes
- Headteacher
- Visitors
- Celebration Assembly

Brockwell Personalised Postcards sent home in the post

These may be awarded to children by all members of staff. These may be awarded for excellent work, consistent effort, consistent good behaviour, sporting / musical achievements or displaying a consistent caring attitude towards others. Postcards are retained in the school office. These are especially effective for pupils who find praise in public difficult.

Star of the Week – a trophy / certificate is taken home to a child making a positive contribution in two of the Year 5 or 6 classes.

Brock the Badger/ Soft Toy – is taken home with his diary, reading book and backpack by a child in Year 3 or 4 making a positive contribution.

Courtesy Spy – each week a member of staff maybe the Brockwell Spy! They present a certificate in assembly to a child with excellent manners.

Lunchtime Supervisors' Stickers – children to stand in assembly if they would like to share the recognition.

Occasional additional playtime or non-uniform day for the whole school or class.

Text messages or slips to inform parents of any special mentions

Teachers may discuss additional positive rewards with the Headteacher such as 'Chance Cards' used in one-year group.

Sanctions

Children feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We must remember that mistakes are normal where children are learning and testing the boundaries of acceptable behaviour and our success is not tested on the absence of problems but by the way we deal with them.

We must also be mindful of our Safeguarding Duty and be aware of the needs of vulnerable individuals. Please consult the Safer Working Practice materials and discuss any concerns with the Designated Person, especially if contact with parents is necessary due to negative behaviour. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Headteacher should consider whether a multi-agency assessment is necessary.

Clear sanctions for when poor behaviour is identified must be proportionate and fair responses. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

We have a range of disciplinary measures that can include:

A verbal reprimand.

Warnings with possible consequences may be given if children behave unacceptably but staff are careful not to threaten any action which they may find difficult to carry out. Consideration must be given to how this is delivered. For example, if it is possible to warn a child without other children hearing this is preferable.

Extra work or repeating unsatisfactory work until it meets the required standard.

If a child fails to complete a realistic amount of work due to poor behaviour or time wasting, we will expect this to be done during playtimes / lunchtimes. This must be done under the supervision of the teacher. Children will not generally be "kept in" for the whole playtime or lunchtime and staff must ensure time is given for the toilet and to eat and drink. Work may also be sent home for completion. This would be accompanied by an explanatory note or phone call from the teacher. Teachers must be clear about children with learning difficulties that slow them down and make reasonable allowances for children with SEN.

Disruptive behaviour in the classroom resulting in moving work position including our support room

Children who disrupt those around them by either talking or through unacceptable behaviour despite any warnings, may be seated away from peers in class, by the classroom or in another supervised space – nurture group or a senior leader's space. If disruptive pupils are placed in an area away from other pupils, for constructive work, for a limited period, staff must act reasonably in all the circumstances. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances – for example as a matter of safety.

Removal of privileges – for example a prized responsibility or right to sit on benches in assembly.

This may result if a child, despite receiving warning, fails to exhibit acceptable behaviour.

Withdrawal from participation in specific curriculum areas should only be carried out as a last resort and if safety is a concern, especially Physical Education. Children who misbehave during practical activities creating potentially dangerous situations would be withdrawn from the lesson for safety reasons.

Unacceptable behaviour in the playground

Children who are disruptive on the playground may spend playtimes away from peers.

- With teacher on duty
- In our nurture room
- In or outside Head's office
- Sent home during lunchtimes (as a last resort and see exclusion policy).

Restorative Time together

Time spent working with someone to build relationships and understanding under supervision. For example, children falling out at football may be asked to run a club together for younger children.

Headteacher or Deputy

Children will be sent to the Headteacher or Deputy when other members of staff feel that sanctions mentioned previously have had no positive effect on a child's behaviour.

Exclusion

The ultimate sanction is to exclude a child either for a fixed period, indefinitely or permanently. This step would be taken in cases of serious or persistent misconduct, disobedience shown to senior staff or where the welfare or safety of other members of school was threatened.

Procedure will follow those outlined in our exclusion policy.

Parents will be contacted and asked to collect children from after school clubs or residential if a child's behaviour is unacceptable.

Malicious Accusations Against School Staff

Disciplinary action if accusations are found to be malicious will depend on the nature and severity, the individual concerned and the impact on the employee. Moving class, groups and possible exclusion would not be ruled out.

Informing parents

The best outcome for a child is usually reached when parents and school work closely together and the child can sense this partnership is strong. We believe that parents should be informed if their child continually exhibits unacceptable behaviour. The decision to inform parents will be made by the teaching staff or Headteacher. Parents will be contacted by the school as soon as we feel the situation requires such action

and their support requested. Regular updates in person or by phone may be organised between parents and school staff to support the child.

Outside help

If it is felt that specific children require help / support from outside agencies, this will be arranged by the Headteacher, Senior Staff or Special Needs Co-ordinator.

Prohibited items in school

School accepts no responsibility for valuable items brought into school by children. Some items have no place in school and are considered prohibited.

Examples include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).
 - other items banned by Brockwell Junior School include mobile phones, smart watches devices with internet capability deemed 'smart' (note some activity trackers have smart technology which results in them being considered a smart watch / device), hair dye or similar.

School staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

If a child arrives at school and hands a prohibited item to the office before the start of the day, it will be locked in the office until it can be collected by the child or parent (Headteacher / Deputy Headteacher to determine). If a child has a prohibited item and does not hand it in prior to the school day starting, it will be confiscated, locked in the office and collected by the parent. This will be considered an act of disobedience / deliberate act of bringing a prohibited item to school to use during the school day.

Weapons and knives and extreme or child pornography must always be handed over to the police.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (see physical intervention policy).

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Playtime Supervision

Children are supervised from 8.50am. Parents are fully responsible for their child until this time.

Morning play 10.40 - 10.55
Afternoon play as directed by the teacher

1. Class teachers ensure all children leave the building
2. Children staying in to complete work / doing jobs must be supervised by staff at all times.
3. Children staying in for illness or disciplinary reasons should report to the classteacher or Headteacher.
3. Coats should be worn in cold / damp weather. This will be at the discretion of those on duty.
4. Children must play on the hard playground areas / track. During dry periods, children may be allowed to play on the grass. This will be at the discretion of the staff on duty.
5. Children must not leave the school grounds for any reason without permission
6. When on the field children are allowed to bring skipping ropes, cars etc. Toys considered to be unsuitable i.e. cricket bats, tennis rackets would not be allowed. This decision may require staff using their own discretion. When on Yard 1 children are encouraged to skip, use chalk or play games – the only balls allowed are basket balls to practise shooting. Exchanges of 'toys' or swaps are discouraged and if loss of curriculum time settling disputes is caused they will not be permitted.
7. When disputes arise all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
8. Bullying – Bullying, including cyber-bullying, is unacceptable and dealt with following our additional anti-bullying policy which is available on request. Sanctions within this policy may apply to situations involving incidents of bullying.
9. Healthy snacks brought specifically for playtimes are allowed.

10. The whistle will be blown at 10.55 a.m. / 1pm. Classes then make their way into class in an orderly fashion and are required to WALK.

No Go Areas

Children must always be in view:

They may not play;

- behind the school (near boiler house)
- beyond the slope on the field but they can go around it when accessing the track.
- in flower beds (unless working in the garden)
- in the car park

Wet lunchtimes

The procedure for wet lunchtimes is as outlined under playtime supervision. During wet lunchtimes, children will be supervised by mid-day supervisors. Mini Leaders may go to classes in lower school to help, wearing their high visibility uniform.

Pupils' conduct outside the school gates

Teachers dismiss children from the classrooms at 3.25pm. Children are expected to remain onsite and go to the school office or classroom if a parent or the expected responsible adult has not come to school. Parents may liaise with teachers to agree collection at the main door or classroom if required.

If non-criminal bad behaviour and bullying which occurs off the school premises is identified and is witnessed by a staff member or reported to the school, the class teacher or Headteacher will conduct an investigation and respond appropriately. For example, parents may be contacted; restorative meetings held (see anti bullying policy) or police contacted to provide workshops or advice. Punishments imposed on pupils will fall within our usual list of sanctions.

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.

Staff must refer these matters to the Headteacher.

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.

Assessment and Record-keeping

Assessment of behaviour is on going and built into our teaching. Both acceptable and unacceptable behaviour is discussed with the child. Attitude to work and general behaviour is commented on during consultations and written in the end of year report. Staff may keep informal logs of behaviour. The Headteacher records incidents on the school reporting system flagging them as behaviour matters. As such she reports to the Governing Body and can monitor behaviour matters in school.

Equal opportunities / Special Educational Needs

Teachers must ensure that all children regardless of race, gender or ability conform to our agreed acceptable code of behaviour. Care is taken to apply rewards and sanctions consistently and fairly. It is important however, to be aware of the difference between children and to reward effort.

All staff will be made aware of children with potential behavioural needs or of those being monitored by a behaviour programme. They will also be informed of strategies for dealing with potential problems.

It may be appropriate to have behavioural plans and assessments in place to support individuals. If required, this would take place with the support of other services.

Health and Safety

Inappropriate behaviour can often be dangerous. Such dangers will be highlighted and the inappropriate behaviour dealt with firmly in accordance with our agreed sanctions.

Parental involvement

It is very important that all parents are aware of the school's Behaviour Policy and every effort will be made to convey the policy to parents. We aim to work in partnership with parents in order to promote the school values and acceptable code of behaviour. Good communication between school and home is very important and can often alleviate problems.

Transition

We acknowledge the importance of progression. Our policy intentionally builds upon that in operation at Brockwell Nursery and Infant Schools and aims to prepare our children for life at secondary school. Our expectations, for example of completed homework, increase as children get older to prepare them for the demands of secondary school.

Staff training.

Staff training in management behaviour is made available to all staff as and when this is felt to be required or when requested. Behaviour Support can deliver Proact Skip Training when a risk assessment for an individual highlights a need.

Reasonable Force –

Physical intervention should only be used as a last resort, the final element of a process aimed at the prevention and management of behavioural difficulties. However, if physical interventions need to be used then the full Physical Intervention Policy and associated guidance should be followed.

Physical interventions using reasonable force having considered all the circumstances of the situation can legitimately be used to prevent pupils from doing or continuing to do any of the following:

- Committing any criminal offence (or for a young person under the age of criminal responsibility what would be an offence for someone older)
- Causing serious damage or injury to property, equipment or persons. (Damage will always be serious if it provides a person with a weapon or potential weapon, involves self-harm or harm to others, exposes conditions which could cause a safety risk, or involves arson or potential arson). Damage to easily replaceable items such as pencils should not be considered serious. Serious would include items that are not easily replaced or that damage may cause further harm for example throwing an object may cause harm to others or break a window.
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The statutory powers confirmed by the specific pieces of legislation are in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence or to prevent another person from being injured or committing a criminal offence.

Dissemination.

This policy is issued on our website with a summary in annual newsletters. Any new members of staff will be given the opportunity to discuss all issues contained in this policy during induction.

A full copy of the policy will be available to parents on request and available to view on our website www.brockwell-jun.derbyshire.sch.uk

Any questions may be forwarded to the Leadership Team in school through the web link above or by phoning 01246 278 542.

Behaviour Incident Form

Aggressor Name(s): **Target Name(s):**

Date: **Person Completing Form:**

Type:

| | |
|--|-------------------------------------|
| Non-Prejudice - Emotional | <input type="checkbox"/> |
| Non-Prejudice - Physical | <input checked="" type="checkbox"/> |
| Non-Prejudice - Sexual | <input type="checkbox"/> |
| Prejudice - Age | <input type="checkbox"/> |
| Prejudice - Disability | <input type="checkbox"/> |
| Prejudice - Gender Re-assignment | <input type="checkbox"/> |
| Prejudice - Marital Status/Civil Partnership | <input type="checkbox"/> |
| Prejudice - Pregnancy | <input type="checkbox"/> |
| Prejudice - Race | <input type="checkbox"/> |
| Prejudice - Religion/Belief/Non Belief | <input type="checkbox"/> |
| Prejudice - Sex or Gender | <input type="checkbox"/> |
| Prejudice - Sexual Orientation | <input type="checkbox"/> |

Against an Adult (Y or N): **N**

Form of Bullying:

| | |
|--|--------------------------|
| Actual Physical Assault | <input type="checkbox"/> |
| Comment general | <input type="checkbox"/> |
| Cyber - text, email, social networking | <input type="checkbox"/> |
| Damaging, Hiding or Stealing Property | <input type="checkbox"/> |
| Displaying Badges, Slogans or Propaganda | <input type="checkbox"/> |
| Excluding from Group | <input type="checkbox"/> |
| Extortion | <input type="checkbox"/> |
| Graffiti | <input type="checkbox"/> |
| Indirect (ignoring) | <input type="checkbox"/> |
| Name Calling or Similar | <input type="checkbox"/> |
| Physical Contact | <input type="checkbox"/> |

Session (Time):

| | |
|----------------|-------------------------------------|
| After School | <input type="checkbox"/> |
| Before School | <input type="checkbox"/> |
| Breaktime | <input checked="" type="checkbox"/> |
| During Lessons | <input type="checkbox"/> |
| Lunchtime | <input type="checkbox"/> |

Who Reported:

| | |
|----------------------------------|-------------------------------------|
| Parent/Carer | <input type="checkbox"/> |
| Pupil at the receiving end | <input type="checkbox"/> |
| Witness - Pupil(s) | <input checked="" type="checkbox"/> |
| Witness - Teacher or other adult | <input checked="" type="checkbox"/> |

How Reported:

| | |
|----------------|-------------------------------------|
| Correspondence | <input type="checkbox"/> |
| Email | <input type="checkbox"/> |
| In Person | <input checked="" type="checkbox"/> |
| Telephone | <input type="checkbox"/> |

Location:

| | |
|-----------------------|-------------------------------------|
| Classroom | <input type="checkbox"/> |
| Corridor | <input checked="" type="checkbox"/> |
| Dining Room | <input type="checkbox"/> |
| On Bus to/from School | <input type="checkbox"/> |
| Outside School | <input type="checkbox"/> |

| | |
|------------------------------|-------------------------------------|
| PE Changing Rooms | <input type="checkbox"/> |
| Playing Fields | <input checked="" type="checkbox"/> |
| School Grounds or Playground | <input type="checkbox"/> |
| Toilets | <input type="checkbox"/> |
| Walking to/from School | <input type="checkbox"/> |

OFFICE USE

Outcome:

Action Taken:

| | |
|----------------------------------|--------------------------|
| Fixed Term Exclusion | <input type="checkbox"/> |
| Group Work | <input type="checkbox"/> |
| Individual Work | <input type="checkbox"/> |
| Internal Sanction | <input type="checkbox"/> |
| No Further Action Required | <input type="checkbox"/> |
| Parent/Carer Aggressor Contacted | <input type="checkbox"/> |
| Parent/Carer Target Contacted | <input type="checkbox"/> |
| Permanent Exclusion | <input type="checkbox"/> |
| Restorative Meeting | <input type="checkbox"/> |

| | |
|----------------------------------|--------------------------|
| Resolved - Bullying | <input type="checkbox"/> |
| Resolved - Not Bullying | <input type="checkbox"/> |
| Resolved - Prejudice | <input type="checkbox"/> |
| Resolved - Not Prejudice | <input type="checkbox"/> |
| Resolved - Aggressor Withdrawn | <input type="checkbox"/> |
| Resolved - Target Withdrawn | <input type="checkbox"/> |
| Unresolved - Bullying | <input type="checkbox"/> |
| Unresolved - Prejudice | <input type="checkbox"/> |
| Unresolved - Aggressor Withdrawn | <input type="checkbox"/> |
| Unresolved - Target Withdrawn | <input type="checkbox"/> |
| LA Involvement | <input type="checkbox"/> |
| Progressed to Other Agency | <input type="checkbox"/> |
| Police Involvement | <input type="checkbox"/> |
| Section 47 (Child Protection) | <input type="checkbox"/> |

Incident Number

Staff Member responsible for

Date:

Details:

Please retain a copy in office file.



Name
Success Chart



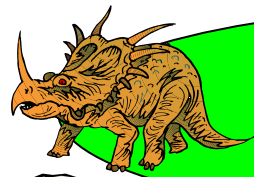
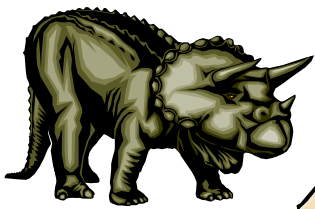
My targets:

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------------|---------------|----------------|------------------|-----------------|---------------|
| Week One | | | | | |
| Week Two | | | | | |
| Week Three | | | | | |
| Week Four | | | | | |
| Week Five | | | | | |
| Week Six | | | | | |
| Week Seven | | | | | |

Colour the football in green if you have achieved your targets!

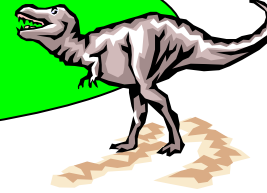
Colour the football in yellow if you've had to be reminded more than twice about your targets.

Colour the football in red if you have not achieved your targets.



Name

Success Chart



My targets:

To follow instructions.
To go to agreed safe space
when time out needed.

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|------------------|-------------|-------------|-------------|-------------|----------------------|
| English | | | | | |
| Assembly | | | | | |
| Maths | | | | | |
| Lunchtime | SETT | SETT | SETT | SETT | SETT IPAD |
| Lesson 3 | | | | | |
| Lesson 4 | | | | | |

Colour the dinosaur egg in green if
you have achieved your targets!

Colour the dinosaur egg in red if
you have not achieved your
targets.

HOME REWARD IF:

15 Achieved=
20 Achieved =
25 Achieved=

Week beginning 29th February 2016

WEEK



My targets:

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-----------------------|---------------|----------------|------------------|-----------------|---------------|
| Numeracy | | | | | |
| Morning play | | | | | |
| Literacy | | | | | |
| Lunchtime | | | | | |
| Topic/PE/Art | | | | | |
| Afternoon Play | | | | | |
| | | | | | |

Colour the basketball in green if you have achieved your targets!

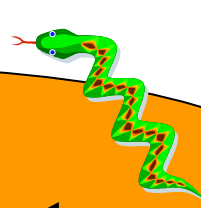
Colour the basketball in yellow if you've had to be reminded more than twice about your targets.

Colour the basketball in red if you have not achieved your targets.

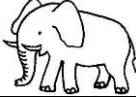
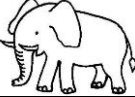
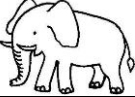
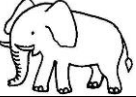
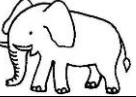



















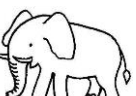










WEEK



Name
Success Chart



My targets:

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|------------------|---|--|---|---|---|
| Assembly |  |  |  |  |  |
| Numeracy |  |  |  |  |  |
| Literacy |  |  |  |  |  |
| Lesson 3 |  |  |  |  |  |
| Lunchtime |  |  |  |  |  |
| Lesson 4 |  |  |  |  |  |
| Lesson 5 |  |  |  |  |  |

Colour the elephant in green if you have achieved your targets!

Colour the elephant in yellow if you've had to be reminded more than twice about your targets.

Colour the elephant in red if you have not achieved your targets.



Attitude & Behaviour Matters

Values we show to... be Safe, Smile, Succeed

Being *respectful* is about politeness, helpfulness, empathy and understanding of other people and their belongings.

Being *honest* is about integrity and developing trust.

Being *kind* is about care, tolerance and compassion for others.

Being *responsible* is about being accountable for our own choices and thinking before we say or do something to consider how it may affect someone or something else. Children's actions don't endanger or harm themselves or others in any way.

Being *determined* is about effort, developing resilience, developing a growth mindset and having self-belief to keep trying until we achieve.

Be Respectful

Be Honest

Be Kind

Be Responsible

Be Determined