



‘Striving together for excellence and enjoyment’

**Positive Behaviour for
Learning
Policy**

Policy updated: January 2021
Policy Review: January 2024

Signed (Headteacher)

Signed (Chair of Governors)

Introduction

Everyone at Pirton School has a shared responsibility and a part to play in promoting and maintaining a high standard of behavior. Through a very positive approach and individual-based expectations of all members of the school community, we set out to promote and nurture moral and spiritual values within a happy environment where everyone feels valued and secure. All staff, regardless of role or nature of employment, should feel confident that the decisions taken by them are consistent with this policy and will be supported by colleagues. We recognise that we have a collective responsibility to promote good behaviour.

At Pirton School we work together to develop confident successful and enthusiastic children, encouraging and supporting them to make good choices, whilst being able to care for each other and enjoy working hard to their full potential. We want to enable children to develop a good sense of self worth and respect for others and believe that children will learn best if they have high self-esteem. We believe children will make positive choices if there is an expectation and a climate of positive behaviour. We achieve this by all of our community remembering three fundamental values – be **respectful**, be **safe** and be **kind**.

Our school Positive Behaviour for Learning Policy establishes agreed ways in which all members of the school community will contribute to our learning environment and promote positive behaviour choices and good relationships, through a **reflect, repair, restore** approach.

Aims

- To encourage a calm, purposeful and happy atmosphere in Pirton School.
- To foster positive caring attitudes of respect towards everyone where achievements at all levels, in and out of school, are acknowledged and valued.
- To encourage increasing independence and self discipline so that each child learns to accept responsibility for his/ her own behaviour.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and the behaviour choices of a pupil
- To encourage consideration, empathy and understanding for others in the community
- To ensure that appropriate behaviour is encouraged and recognised
- To develop pupils' pride in the school, in learning, in their effort as well as achievement

Relationship to other policies

This policy has close links with other cross curricular policies such as:

- PSHE
- Anti-Bullying
- Child Protection
- Equality & Accessibility
- Health and Safety
- Home / School Agreement
- SEND Policy

Rights and Responsibilities

Each and every individual is valued within our school community and we encourage their contribution to forming and maintaining welcoming, safe and fair learning opportunities for all. Throughout our curriculum, we aim to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone; it is not acceptable for other people to make it unfair or unsafe. ***We all have the right to feel safe all of the time.***

<u>Children's Rights</u>	<u>Children's Responsibilities</u>
To be able to learn in a friendly, secure, supportive, safe and positive environment	<ul style="list-style-type: none"> ▪ To be respectful, be safe and be kind at all times. ▪ To use the Pirton 6 Rs to achieve their full potential. ▪ To work to the best of their ability. ▪ To co-operate with other children and adults. ▪ To treat people with respect and show good manners to everyone in our school.
To have a safe environment in which to learn	<ul style="list-style-type: none"> ▪ To take care of property and the environment in and out of school. ▪ To act in a safe and responsible manner for themselves and others
To be supported to know what is acceptable behaviour and the consequences of unacceptable behaviour choices	<ul style="list-style-type: none"> ▪ To follow instructions of all the school staff. ▪ To follow all class rules that they have contributed to. ▪
To be heard and be able to express opinions	<ul style="list-style-type: none"> ▪ To speak out but also listen ▪ To use kind words ▪ To take turns to listen and speak

Pupils who display positive behaviour will realise they are rewarded for this and their actions can be acknowledged by the whole school. Pupils who demonstrate unacceptable behaviour choices should be aware that their actions are taken seriously and there will be consequences to their choices made.

<u>Staff rights</u>	<u>Staff responsibilities</u>
To work in a pleasant and safe and respectful environment and to be able to enjoy working at Pirton School	<ul style="list-style-type: none"> ▪ To make clear expectations of good behaviour ▪ To thoughtfully provide a challenging interesting and relevant curriculum of learning opportunities. ▪ To create a safe, pleasant and stimulating environment, physically and emotionally. ▪ To identify unsafe things and practices.
To have support from within the school community, including other members of staff if required.	<ul style="list-style-type: none"> ▪ To provide that support both informally and formally ▪ To raise children's self-esteem and develop their full potential. ▪ To recognise that each child is an

	<p>individual.</p> <ul style="list-style-type: none"> ▪ To use rewards, rules and sanctions clearly and consistently. ▪ To offer a framework for social education. ▪ To follow up poor behaviour choices with 'reflect, repair, restore' approach.
To be involved in a collaborative decision-making model within the school (curriculum and organisation).	<ul style="list-style-type: none"> ▪ To consult with each other and reach agreement. ▪ To make an effort to be involved.
To be treated with respect and kindness by all.	<ul style="list-style-type: none"> ▪ To treat all members of the school community equally, with respect and kindness.
To contact, and have back up and co-operation from parents/carers. To be informed of family situations and home problems where they may affect behaviour and attitudes at school.	<ul style="list-style-type: none"> ▪ To contact the parents/carers if there is a problem. ▪ To be approachable, to listen, to make the time, to act on information. ▪ To record these conversations appropriately using the school's systems, such as CPOMS.

Parent/carer rights	Parent/carer responsibilities
To have information on school processes and curriculum.	<ul style="list-style-type: none"> ▪ To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	<ul style="list-style-type: none"> ▪ To make the time to be involved. ▪ To make the effort.
To receive and offer information about their children's education and behaviour.	<ul style="list-style-type: none"> ▪ To be open, encouraging and willing to listen. ▪ To develop with staff, workable solutions to problems. ▪ To encourage independence and self-discipline
To expect consistent approaches to codes of behaviour used by staff throughout the school.	<ul style="list-style-type: none"> ▪ To make children aware of appropriate behaviour in all situations. ▪ To let the school know of concerns about behaviour issues.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	<ul style="list-style-type: none"> ▪ To treat all members of the school community with respect. ▪ To not discriminate or to accept others doing it.

Curriculum and learning

We believe that a carefully structured curriculum and effective learning play a significant contribution in ensuring appropriate behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback, all help to support pupils in making the best behaviour choices. Throughout our curriculum we endeavour to develop a learning community where social, emotional and behavioural skills can flourish.

Classroom management and environment

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages about the extent to which the children and their efforts are valued. Relationships between adults and children, strategies for

encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative; they should be arranged to aid accessibility and reduce uncertainty. Classroom environments should help develop self-esteem through demonstrating the value of individual's contributions to learning. Overall the classroom should provide a welcoming and affirming environment.

Pirton Behaviour for Learning Values

In addition to the three fundamental values of be **respectful**, be **safe**, be **kind**, at Pirton School we have a set of six principles which form the scaffolds of a good learner and good learning. These are known as the **Pirton 6Rs** and it is expected that all members of Pirton School try their best to uphold these values in their behaviour for learning (See appendix).

The 6Rs are displayed in and around school.

The Reflect, Repair and Restorative approach

We work hard to develop a therapeutic view of children's behaviour. We recognise negative experiences create negative feelings; negative feelings create negative behaviours. Conversely positive experiences create positive feelings; positive feelings create positive behaviour. We make effective use of P.S.H.E. lessons to help children understand this view.

We use **Zones of Regulation** to help children understand, recognise, communicate and moderate their emotional responses. This is a whole school approach to help children manage their emotional literacy. It is not a discipline model but helps children to understand their level of alertness for learning.

Individuals are impacted by different things and thus have different responses. Our task is to help individuals to regulate themselves into the 4 optimal zones:

Blue zone:

Emotions in this zone are sad, tired, sick or bored

Green zone: optimal zone

Emotions in this zone are happy, calm, feeling okay, focused, ready to learn Yellow zone: heightened stage of alertness.

Yellow zone:

Emotions in this zone are frustrated, worried, silly, excited and loss of some control

Red zone: intense and extreme

Emotions in this zone are mad, angry, terrified, elated, out of control

Staff should model which zone they are in, e.g. I am in the yellow zone because I'm looking forward to something; I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise which zone they are in and how they can choose a different behaviour choice to move into a positive feeling zone if needed.

Nurturing ethos

In line with our nurturing ethos, we understand, 'All behaviour as communication'. We are a nurturing school and this approach underpins our PSHE curriculum. In addition, we offer specific nurturing interventions for specific children as necessary. Sometimes, this may also follow advice from external professionals.

Recognising good behaviour choices:

In recognising good behaviour, we endeavour to foster intrinsic motivation and the importance of good choices. Children who demonstrate Pirton School values and behave appropriately will be recognised in the following ways:

- ✓ positive verbal praise (publically and privately);

- ✓ nonverbal recognition (e.g. thumbs up);
- ✓ housepoints;
- ✓ ClassDojo points and personal communication from class teacher
- ✓ sharing work with the class, other classes and other adults, including the Headteacher or Deputy Headteacher
- ✓ displaying work in communal areas;
- ✓ direct praise to parents/carers at the end of the day;
- ✓ sharing work with parents/carers;
- ✓ rewarded with responsibility or jobs;
- ✓ class marble jars
- ✓ table points

Good effort and behaviour is acknowledged and celebrated by the whole school in a weekly 'Golden Ticket' achievement assembly. Children are applauded by the rest of the school; they are presented with a golden ticket and sticker from the Head and invited with a friend to the Headteacher's Golden Tea Party.

Each half term, class teachers will choose a child who has shown consistent use of the Pirton 6 Rs values and is seen to 'always make the best behaviour choices'. A personalised 'golden' letter from the Headteacher will be sent home, in a golden envelope, to acknowledge the exemplary attitude to learning and behaviour.

The school house with the most house points will be given a 'dress in house colours' day as a reward at the end of each term.

Children who demonstrate exemplary behaviour in assembly are invited to sit on chairs as positive role models.

The midday supervisory staff acknowledge positive behaviour at lunchtimes and award the 'Class of the Week'. The children are rewarded with an extra break time in the following week with their class teacher.

We have a set of expectations, which are in line with the school fundamental values of be respectful, be safe and be kind. These guide children to make best behaviour choices during playtimes and lunchtimes. Individual behaviour targets may be set up to help support pupils establish patterns of appropriate behaviour.

Promotion of self-esteem and social skills

At Pirton School we use a range of strategies to encourage and promote positive self-esteem.

- All staff recognise the importance of positive relationships with the children and look for opportunities to acknowledge differences and individual worth.
- All children have representation at a school council where their views are invited, valued and acted upon.
- Oral and written comments are used positively to recognise achievement and encourage the children to develop learning further.
- Children participate in evaluating their own progress and achievement, as well as that of each other when appropriate.
- The school has a policy of inclusion; the curriculum is adjusted to provide successful experiences for every pupil. Teachers will differentiate through activities which support responsive and adaptive learning.
- Teaching styles and strategies used across the curriculum, promote group work discussion and effective decision making, leading to expectations and ability to make appropriate behaviour choices.

- The school participates in community and charitable activities throughout the year, developing an understanding of respect for all.

How inappropriate and unacceptable behaviour choice is discouraged:

- We clearly describe any unacceptable behaviour and ask children to stop.
- We focus on identifying and describing the behaviour, explaining its effect and asking for acceptable behaviour and any necessary remedial action necessary.
- Where necessary we discuss incidents with all the children involved.
- Where possible, we encourage and support children to try and resolve disagreement themselves using this model.
- The use of a 'Reflection Sheet' with the adult who dealt with issue enables the children to focus on the unacceptable behaviours, possible causes or triggers, how the situation could have been avoided and how it can be resolved through restorative behaviour.
- Problems with behaviour are dealt with initially by the member of staff who sees the problem and children may then, if needed, be sent to a member of the SLT.
- A record of the unacceptable behaviour is logged onto the electronic recording system, CPOMs, by the adult who witnessed and dealt with the incident. This is also linked to any other pupils involved.

Inappropriate behaviour – low level

We understand that children may not always make the right choices. In lessons, low-level disruption should be dealt with quickly and in a low-key way, so learning is not adversely affected.

- ✓ **First warning** – the child is told why their behaviour is unacceptable and is redirected.
- ✓ **Second warning** – as above. Some children may need a visual reminder on their desk.
- ✓ **Think Time** – the child moves to the thinking table within the classroom for a set period of time. Here they continue with their work or take 10 minutes to 're-set' their behaviour.

Every class has a thinking table, which is kept clear. Displayed by the table is a feelings thermometer, protective behaviours statements (We all have the right to feel safe all of the time. We can talk with someone about anything, even if it feels awful or small.) and four key questions (below).

- ✓ What did I do?
- ✓ Why did I do it?
- ✓ How do I feel?
- ✓ How can I fix it?

For most children this process will be successful and children will learn to reflect upon their choices and self-regulate their behaviour. This process should be followed consistently by all adults, during which time adults may use strategies such as:

- ✓ tactical ignoring;
- ✓ spotting good behaviour;
- ✓ non-verbal cues and privately understood signals;
- ✓ being firm, fair and consistent;
- ✓ take-up time;
- ✓ reducing noise/distractions;
- ✓ conditional directions (When...then...);
- ✓ value and expectations reminders;
- ✓ partial agreement;
- ✓ bespoke visual cues using communication in print.

Inappropriate behaviour – disruptive and/or aggressive

If a child refuses to leave the classroom/playground/area (despite take-up time), is becoming extremely disruptive or is aggressive, an adult should send a red 'help needed card' to the school office. A member of the senior leadership team will then come and support as deemed

necessary. If no member of the senior leadership team is available, any member of staff should assist as required.

The following de-escalation script (displayed in the staffroom and on school name lanyards) will be followed:

- ✓ Child's name
- ✓ I can see something has happened
- ✓ I am here to help
- ✓ Talk and I will listen
- ✓ Come with me and...
- ✓ Thank you

Adults will avoid recounting what the child has done in front of them, especially if the child is agitated. If the adult feels their account of the incident needs to be heard, they will need to initiate a conversation when (e.g. break time) and where (e.g. head teacher's office) appropriate. It may be more appropriate to write it down and hand it to a senior leader. In recounting an event, staff will be careful to separate fact from opinion.

Reflect, repair, restore

Once the situation has been made safe, the following procedure will be followed:

- ✓ The child will be given time away until they calm down, in the classroom, outside with supervision or in a suitable, safe space (usually takes at least 20 minutes);
- ✓ An adult, who may or may not have been part of the original incident, should then try to find out why an inappropriate choice has been made and children should be helped to understand why their behaviour is not acceptable;
- ✓ Strategies will be used to encourage the child to reflect upon their behaviour and recognise other choices they could have made.
- ✓ Adults should stress it is ok to make mistakes as long as you learn from them;
- ✓ Consequences should be timely, fair and reparative (e.g. write an apology letter, put right learning environment affected, repair or replace damaged resource). This may result in the loss of playtime or lunchtime. Such behaviour should be recorded on CPOMs

Restorative questions include (suggested order):

- ✓ What happened?
- ✓ What were the people involved thinking and feeling at the time?
- ✓ Who has been affected? And how?
- ✓ How can we put right the harm?
- ✓ What have we learned so as to make a different choice next time? *Next time I'm... I will...*
- ✓ What would you like to happen next?
- ✓ How can we make things better for... (you)?
- ✓ If everything was going to be alright what would need to happen?
- ✓ How can you help put this right?
- ✓ How can we make it ok for you to go back to lessons/activities?
- ✓ What do you think... might need?

Exclusion

We recognise that children will not make good choices and this sometimes results in extreme negative behaviour. The head teacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. Instead they carry out their learning activities in a secluded place. In extreme situations the head teacher may decide that **fixed term exclusion** is appropriate. Any decision made of this nature is never taken lightly. As part of a fixed term exclusion, parent/carers will receive a letter (with official wording). The child will be invited to attend a reintegration meeting with their parent/carers. This discussion and agreed actions will be minuted.

We work hard to use strategies other than exclusion. However, in some cases, where behaviour is extreme, persistent, reoccurring or violent, permanent exclusion may be necessary. In this situation, LA and DfE guidelines are followed and the head teacher and parents/carers are involved.

Links with Home.

At Pirton School we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school.

This information is shared by:

- ✓ newsletters and through awards which are sent home and published on the website;
- ✓ the procedures as laid out in this policy;
- ✓ ensuring parents/carers are involved in supporting the school in managing their child's behaviour;
- ✓ parental feedback at consultation evenings;

Informal contact between parents and the class teacher happens frequently under a wide range of circumstances, including for positive feedback. If the class teacher becomes concerned at behaviours demonstrated by a pupil, informal contact will be made with the parents in order to share concerns and to explain the systems being implemented in order to encourage the child to make more appropriate behaviour choices. If the concerning behaviour continues, a more formal communication system is established with parents which includes a face to face meeting, regular communications to keep parents updated as to progress and in more extreme cases, formal documentation such as a Pastoral Support Plan (PSP) may be established. This documents the areas of need of the child, targets for them to work towards in order to improve their behaviour, strategies to support progress in these areas and the expected successful outcomes of the targets set. This document would be reviewed on a regular basis with parents and the pupil. Such documentation and systems would support referral to external agencies if progress in behaviour choices is not made.

If a parent is concerned at behaviours they are seeing, then the first point of contact is the class teacher. Parents are welcome to share concerns they have regarding the behaviour of their child at home and / or at school and strategies and support will be implemented as appropriate. Support from external providers may also be sought or recommended. Open communication between the class teacher and parents will be maintained until such time that the parents and / or class teacher feel that the matter is resolved.

Procedures for Review and Evaluation

The policy review will be led by the Head, Deputy Head and SENCo in conjunction with consideration of feedback from all stakeholders.

Complaints procedures

The school's procedures for dealing with complaints about behaviour are a part of the school's procedures for handling all complaints. (Please also see Pirton School Complaints Policy).

Appendix 1 – Useful behaviour management strategies

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel told off too. Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal (a smile, a thumbs-up or a values sticker). Expand your vocabulary for praise.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Being aware of the child's feelings can pre-empt them resorting to other ways to get your attention. Remember all behaviour is a language and the child is only trying to communicate his/her feelings.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Develop systems

Very clear systems help to minimise disruption. Consider how children line up, where they sit, who gives out and collects in equipment, how children move around the school, how they change for PE, what happens at home time, how they use the cloakroom/toilets etc.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually

become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- ✓ your position in the class;
- ✓ your proximity to disruptive children;
- ✓ your facial expression and the use of eye contact;
- ✓ your posture;
- ✓ your tone of voice and choice of words.

Address the behaviour, not the child

Give an “I” message. State clearly “I do not like....” rather than criticising the child. This ensures behaviour is addressed, and models assertive behaviour.

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Use positive language

Instead of saying, “will you stop talking” say, “I’d like everyone listening, please”. Instead of “John, stop turning around and distracting Mike” say, “John, I’d like you facing this way and getting on with your work... thanks.”

Choice, direction and ‘when...then’

1. “Jamil, you can either work quietly by yourself or you can come and sit with me”.
2. “Richard, you can do what I’ve asked or you will get a warning”.
3. “When you have finished tidying up your area... then you can sit wherever you want....”

Pause Direction

Children are in the bubble of their own a lot of the time. Just because you start talking, doesn’t mean they hear you. Make a deliberate pause between gaining a child’s attention and a direction, to ensure they have had sufficient ‘take up’ time, e.g. “Michael (*pause*) ...David (*pause*) ...could you face this way and listen, thanks”. Gain their attention, with eye contact.

Take-up Time

Simply, “Michael... (*pause to gain attention*) come here a sec.” Then look away and talk to someone else. Michael will come. It also works in the corridor. “John, come over here for a sec”, then walk away to a private area. John will follow. You can then have a quiet word about the behavior.

Appendix 2:

A Good Learner and Good Learning – What They Look Like

<p style="text-align: center; font-size: 24pt; color: red;">Ready</p> <p><i>Adults are prepared and confident. Children are motivated to learn and know what is expected of them. There are high expectations and a shared vision for the school.</i></p>	<p>Good Learner:</p> <ul style="list-style-type: none"> • Organised and ready to learn • Hydrated/nourished • Arrives on time • Attends regularly • Listens attentively • Reads at home • Asks questions about the learning <p>Good Learning:</p> <ul style="list-style-type: none"> • Resources prepared • Pupils on task • Manipulatives easily accessible • Adults have a shared understanding • Effective parent – school partnership
<p style="text-align: center; font-size: 24pt; color: purple;">Responsible</p> <p><i>Adults and children look after each other and themselves in order create an atmosphere of trust. Everyone speaks politely and looks after school property.</i></p>	<p>Good Learner:</p> <ul style="list-style-type: none"> • Demonstrates behaviour for learning • Looks after property • Takes responsibility in class or around the school • Applies the British values • Honest and trustworthy • Self - motivated <p>Good Learning:</p> <ul style="list-style-type: none"> • Engagement and participation • Learners know targets and their next steps • Resources being used to support learning • Reflects the community and encourages citizenship
<p style="text-align: center; font-size: 24pt; color: blue;">Reflective</p> <p><i>Adults reflect on own practice and demonstrate life-long learning. Children are given opportunities to think and develop a mindful approach to school.</i></p>	<p>Good Learner:</p> <ul style="list-style-type: none"> • Thinks about themselves as a learner • Applies prior knowledge and skills • Explains thinking • Uses past experience to solve current problems • Develops a sense of awe and wonder <p>Good Learning:</p> <ul style="list-style-type: none"> • Looking back at prior learning (back track) • Making links to own experience • Experiences at home are applied in school • Pupils and adults engaged in the learning • Learning is of a high standard • Immediate feedback is specific

Respectful

Pupils and adults interact politely and with regard for the other person. Feelings and emotions are expressed clearly with the desire to seek a resolution.

Good Learner:

- Positive attitude to learning
- Speak politely
- Express worries and concerns clearly
- Demonstrates compassion
- Listens to others opinions
- Follows instructions
- A role model to others
- Shows respect to peers and adults
- Respects property and environment

Good Learning:

- Pupils on task
- Celebrates difference
- Collaboration
- Cooperation
- A sense of mutual respect
- Promotes an attitude of 'Fair for All'

Resourceful

Adults model resourcefulness and children use strategies and past experience in current lessons. Challenges are overcome in a calm and purposeful manner.

Good Learner:

- Demonstrates Independence
- Uses different strategies to overcome barriers
- Uses resources to support learning
- Confident in ability
- Demonstrates curiosity and asks questions
- Good basic skills and knowledge

Good Learning:

- Pupils are challenged in learning
- Pupils work things out for themselves
- Mistakes are seen as learning opportunities
- Problems are solved efficiently
- Children and adults work collaboratively
- Uses resources/ learning walls support learning
- Develops Mindfulness

Resilient

Adults and children to show determination at times of challenge. There is a sense of unity and purpose in learning that is inclusive and celebrates all achievements.

Good Learner:

- Enthusiastic to learn and seeks challenge
- Overcomes difficulties
- Perseveres
- Open to new approaches and ideas
- Recognises feelings and can name them
- Enjoys learning and school

Good Learning:

- Pupils work attentively on extended tasks
- Trial and error applied
- Can recognise feelings and regulate themselves
- Mistakes are part of the learning process.
- Learning is high ceiling and low threat
- The atmosphere is purposeful, fun and challenging