

# St Augustine's Federated CE Schools: Primary



## Behaviour Policy

We encourage all community members to be the best that we can be in every aspect of our lives, as we grow in the Christian virtues of Faith, Hope and Love, so that we may live life in all its fullness.

<b>Approved by the Governing Body</b>	October 2024
<b>Review date</b>	October 2025

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## RATIONALE

We are a school which believes in the uniqueness of the individual; where children develop the passion to learn, the skills and knowledge to succeed, and the confidence to take Christian values into our diverse society so that each and every one of us may live life in all its fullness.

As a school, we seek to inspire life in all its fullness for all in the school through:

- ensuring a safe, welcoming and **inclusive** environment for children and adults, where everyone is valued and has the opportunity to contribute and flourish
- a determined desire for each child to make the best possible progress as a result of **high aspirations**, hard work and the development of a personal love for learning alongside the highest-quality teaching and support
- a thoughtful and purposeful curriculum where gaining knowledge and skills enables all pupils to grow in their **wisdom**
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship
- the development and modelling of strong, positive and loving **friendships** with peers, amongst the school community and in the wider community
- the promotion of **respect** and compassion for ourselves and for all others, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be responsible and empowered global citizens

- encouraging all pupils and staff to act with **honesty** and integrity so that we may be the best that we can be
- instilling **courage** and bravery to face the challenges that life has to offer, and see these challenges as opportunities in which we can live life in all its fullness

***“Be the best that we can be in every aspect of our lives as we grow in the Christian virtues of Faith, Hope and Love.”***

## **THE AIM OF THIS POLICY**

At St. Augustine’s we have high standards and expectations of behaviour because we know that this is crucial for children to be able to flourish.

Our vision is that children, through our nurturing support and positive behaviour management strategies:

- are empowered to take control of their own learning and behaviour to persevere through faith in their potential
- have hope to aspire to change themselves and the world for the better through their behaviours
- love through unselfish love for one another, reflecting God’s love for us.

The aim of our behaviour policy is to provide a safe, nurturing environment based on our school vision, Faith, Hope and Love, and the Christian values of Friendship, Respect, Inclusion, Wisdom, Honesty, and Courage, to help children grow into confident, considerate successful learners.

We want them to listen to others and be listened to, to be able to deal with conflict in a reasonable and non-aggressive manner, to be positive members of the community outside school and beyond primary school, and treat themselves and others with dignity and respect.

So that our aims are reached:

- We teach children the importance of forgiveness and reconciliation through Biblical stories in RE and Collective Worship, and how to apply these stories to our everyday life.
- We work from a framework of restorative justice in all our conflict resolution and this works alongside the forgiveness and reconciliation teaching.
- We promote appropriate behaviour, recognising the rights and responsibilities of the whole school community.
- We prevent problems from arising by encouraging positive relationships within the community.
- We foster personal responsibility - each child is helped to feel a sense of belonging to the larger school community.
- We teach pupils to care for their school environment so that it is a pleasant, safe, and happy place to learn and grow.
- We see the children’s education as a partnership between home and school and we, therefore, present this policy as a balance of rights and responsibilities for children, parents and staff.

Good behaviour is essential if children are to feel safe and happy in order to be able to grow, learn and achieve. At St. Augustine’s we aim for children to develop responsible attitudes, self-discipline and make good choices. We expect children to behave well in every aspect of school life, and for all adults working with them in the school and in the wider community.

This policy explains what we expect from children, the ways in which we work to achieve this, and liaison needed between home and school so that children can succeed. Working together, we can achieve the highest standards of behaviour, and so provide the foundations for the highest standards of achievement.

## OUR GOLDEN RULES

St. Augustine's has a set of Golden Rules as the foundation of its behaviour management. These are displayed in every classroom, around the school and in the playground. They are referred to explicitly in collective worship, circle time activities and when dealing with inappropriate behaviour to reflect upon.

We treat others as we would like to be treated and always show respect.
We focus, persevere, and always do our best.
We are kind and caring and we include everyone.
We take care of school equipment and everybody's property.
We move around school quietly and sensibly.

## BEHAVIOUR IN THE PLAYGROUND

### HOW WE ENCOURAGE AND CELEBRATE POSITIVE BEHAVIOUR ON THE PLAYGROUND

- Raffle tickets linked to the school values
- Prize Draw
- Reported to teacher
- Reported to SLT
- See Appendix X for playground rules

### HOW WE MANAGE AND DEAL WITH UNACCEPTABLE AND INAPPROPRIATE BEHAVIOUR ON THE PLAYGROUND

- SCERTS
- Warnings
- Time Out
- Sent to teacher
- Sent to SLT

## BEHAVIOUR IN CLASS

### HOW WE ENCOURAGE AND CELEBRATE POSITIVE BEHAVIOUR IN CLASS

#### Praise

Praise nurtures a child's self-esteem, confidence and sense of self. By using praise, we are also showing a child how to think and talk positively about themselves.

Descriptive praise is to be used, i.e. when an adult is specific in telling a child exactly what it is that is positive. For example, 'I like the way you've come to the carpet so quietly'. This helps a child understand what an adult means. It is also more genuine than non-specific praise like 'good girl/boy'.

You cannot give too much praise; but praise can lose its impact if it is not specific or if it is used when a child hasn't done anything. This can lead to a child believing that they do not have to do anything to be praised.

Children are more likely to repeat behaviour that earns praise. This means praise should be used to help change difficult behaviour and replace it with desirable behaviour.



Class Dojo will be used in every classroom. This is a simple and consistent system to promote positive behaviour management. It will encompass our school values.

- Each class will have a Class Dojo room set up
- Teachers can award points for any positive behaviours in and out of the classroom: helping others, on task, participating, persistence, team work, working hard, good listening, dining hall (for following the rules), the six school values (friendship, courage, inclusion, wisdom, respect and honesty), and then up to two class specific categories chosen by class teachers for their class
- A Headteacher's certificate will be used to celebrate the collection of Dojo value points. These will be awarded by the Headteacher or Assistant Headteacher in the weekly celebration collective worship. The following certificates will be awarded for points collected:
  - 100 points = Headteacher's Bronze Award
  - 200 points = Headteacher's Silver Award
  - 300 points = Headteacher's Gold Award
  - 400 points = Headteacher's Platinum Award
  - 800 points = Headteacher's Champion Award

### **Wonderful Work and Shining Star**

A weekly certificate will be chosen by the class teacher to be handed out by the Headteacher or Assistant Headteacher during the weekly celebration collection worship. The award will rotate weekly between Wonderful Work and Shining Star.

- A Wonderful Work certificate is awarded to celebrate an excellent piece of work a child has produced in any curriculum subject
- A Shining Star certificate is awarded to celebrate excellent behaviour or contribution in class

### **School Council Certificate**

The School Council will award a half termly certificate to a member of their class for exemplifying the school's vision and values.

### **HOW WE MANAGE AND DEAL WITH UNACCEPTABLE AND INAPPROPRIATE BEHAVIOUR IN THE CLASSROOM**

If a child's behaviour is difficult and disruptive in class, teachers should follow the whole school procedure of stepped sanctions.

- Initially, the class teachers should deal with the behaviour of the child as part of the classroom routine, using positive behaviour management strategies and encouraging the children to make good choices (please see Appendix).
- However, if a child's behaviour continues to be persistently disruptive then teachers should use a stepped series of sanctions.
- The idea is that at each step of the sanction, the child is given the opportunity to modify his/her behaviour.

### **TRAUMA INFORMED SCHOOLS (TIS)**

As a Trauma Informed School, we are able to support children who suffer with trauma or mental health issues and whose behaviour can act as a barrier to their learning. A trauma informed culture means creating a school culture where everyone is aware of trauma and its effects, and where everyone is committed to supporting students who have experienced trauma. To provide care that is trauma-informed in school means to understand how traumatic events shape children or young people's neurological

development as well as other aspects such as psychological health or social behaviour patterns. When students feel safe, they are more likely to behave positively in the classroom. This includes things like paying attention, following rules and cooperating with others.

## SCERTS®

SCERTS® is a comprehensive intervention model for children to help them develop social communication and emotional regulation skills.

SCERTS provides specific guidelines for helping pupils to become competent and confident social communicators and active learners. By following this model, we hope that it enables pupils to the most available they can be for their learning, and to prevent problem behaviours. SCERTS is designed to help families, educators and therapists collaborate in a carefully coordinated manner.

A unique aspect of SCERTS is that the most significant challenges are addressed while identifying and building upon strengths. This is accomplished through family professional partnerships, and by prioritising the abilities and supports that will lead to the most positive long-term outcomes. This ties in well with our Trauma Informed Schools Approach (TIS).

### The acronym “SCERTS” refers to the focus on:

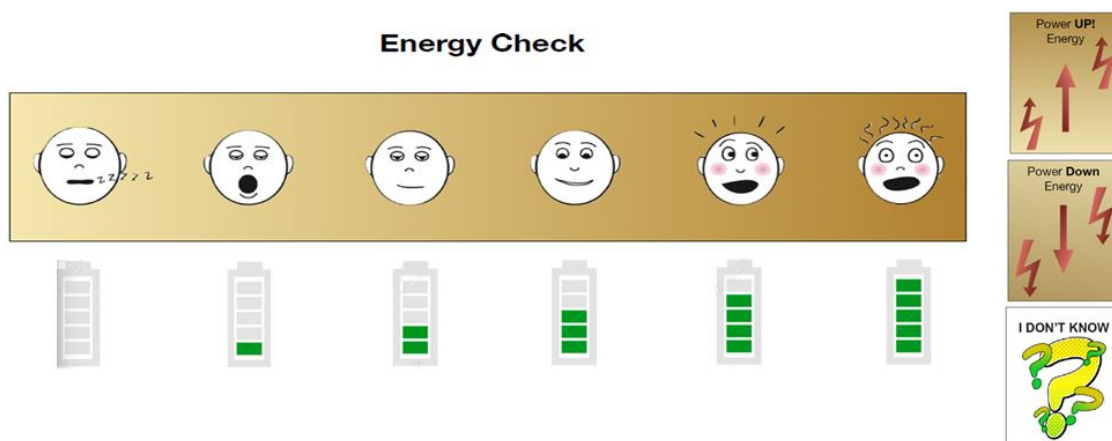
**“SC” - Social Communication** – the development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults.

**“ER” - Emotional Regulation** – the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting.

**“TS” – Transactional Support** – the development and implementation of supports to help partners respond to the person’s needs and interests, modify the environment, and provide tools to enhance learning. Specific plans are developed to provide educational and emotional support to families, and to foster teamwork among professionals.

In practice, we look at how different situations and activities require different levels of energy. Children are guided to understand what different energy levels can look like in their own minds, bodies and behaviours. We then work with children to help them ‘power up or power down’ where necessary. A change in energy levels will often require different strategies and that is what we aim to teach our pupils.

Each class has ‘Energy Check’ posters and table aids. Our staff refer to energy levels when speaking with children or working through issues.



## THE TRAFFIC LIGHT SYSTEM



- The traffic lights will be displayed in all classrooms, from Nursery to Year 6
- Each child's name is displayed on the green section at the start of each day

### Process towards a 5-minute Time Out

1<sup>st</sup> incident: An oral warning (stating clearly and calmly what behaviour you expect to change)

2<sup>nd</sup> incident: A visual warning (move to yellow on traffic light)

3<sup>rd</sup> incident: The child's name is moved to red. They are sent to the Time Out table in their classroom for 5 minutes to allow them to reflect on their behaviour.

### Process towards a 15-minute Time Out

- A further incident following a 5-minute time out triggers a 15-minute Time Out
- The child is given a "Reflection Sheet" and goes to the neighbouring (or most appropriate) classroom, and they move their name to the 'thought bubble' on the traffic light display
- The receiving teacher directs the child to their Time Out table
- The child is expected to complete the Reflection Sheet, detailing the reason they have been sent out
- The child returns to their class after 15 minutes and hands the Reflection Sheet to their teacher
- The teacher, or supporting adult, then reinforces that positive behaviour choices can be made from that point on

## CPOMS

- The information from the Reflection Sheet is recorded as a behaviour incident on CPOMS
- If anything needs following up on, then this is recorded as an action on the CPOMS incident
- Class teacher uses CPOMS to keep track for arranging parent meetings. If a child gets three Reflection Sheets in two weeks the teacher will set up a parent meeting

## BEHAVIOUR PLANS

- SLT to monitor the Reflection Sheets entered on CPOMS. If a child gets a further three Reflection Sheets in the following two weeks, a meeting is held with a member of SLT, the class teacher and parent
- After the meeting between SLT and parent, a behaviour plan is created through Provision Map
- This is immediately implemented and is reviewed on a fortnightly basis
- The aim is for pupils to come off the behaviour plan within a half-term

## CALL FOR ASSISTANCE

- Following on from using the 5-minute Time Out and 15-Minute Reflection Sheet, if you need further assistance or the situation is unmanageable/not safe then you are to call a member of the SLT using the internal phone system and they will provide support.

## **STRAIGHT TO SENIOR LEADERSHIP**

Some behaviour bypasses this step-by-step system and need to involve the Head of Primary or Assistant Headteachers. When this is not possible, a senior member (phase leaders) should be sought. Behaviours which go to SLT include:

- Bullying
- Racism
- Homophobia
- Gender Questioning (previously referred to as Gender questioning)
- Religious Intolerance
- Theft
- Swearing – at an adult
- Serious physical fighting with someone resulting in injury
- Seriously damaging property
- Graffiti
- E-safety violations, internally and externally

N.B. Staff, children and parents/carers are made aware that it is the school's policy that racial, homophobic, or gender questioning will not be tolerated from children and adults.

All incidents are dealt with promptly and effectively with parents/carers being informed. Following these incidents, a relevant entry should be made on CPOMS with the appropriate tag completed (behaviour/ racism/homophobia, etc.). Automatic alerts will be generated for the SLT.

Children are made aware of the importance of reporting all incidents whether the incident was directed at them or not. Children are expected to look out for one another and be alert to signs of racial, homophobic, or gender questioning. Staff need to be alert to any incidents these kinds also and follow the procedures for reporting and recording incidents as outlined above for bullying.

All members of the St. Augustine's CE Primary community are to be treated with dignity and respect as they are individuals made in God's image.

## **SLT ROLES**

Head of Federation: Eugene Moriarty

Head of Primary: Ruth Vince

Assistant Head - Inclusion: Catrin Cunnington

Assistant Head - Curriculum: Emily Bettoni

Senior Leader – DSL; EYFS Lead: Carla Sorbello-Bali

Senior Leader (Upper School Phase Leader): Mark Rasem

Senior Leader (Lower School Phase Leader): Deborah Toussaint

## **BULLYING**

Bullying may be distinguished from other unacceptable forms of aggressive behaviour in that it involves dominance or exclusion of one person by another or a group of others. It may be pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

At St. Augustine's, bullying of any form will not be tolerated from children or adults. Please refer to the Anti-Bullying Policy and Valuing All God's Children document for further information for how we deal with bullying at St. Augustine's CE Primary School.

Children are encouraged from the moment they join the school to recognise the importance of reporting incidents, whether the incident was directed at them or not. Children are expected to look out for one another and be alert of signs of bullying.

Staff are asked to be alert to any incidents of bullying and are required to follow the school procedures as listed below:

- The Leadership team must be informed of the incident/s and they must be recorded on CPOMS
- Class teacher/s must be informed
- The children involved must be spoken to and the appropriate action taken
- Parents/carers will be informed of the strategies the school are using to deal with the situation
- Procedures for unacceptable behaviour are followed

### **CHILD-ON-CHILD ABUSE**

In cases where peer on peer abuse is identified, we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Up-skirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the anti- bullying policy, child protection policy, and online safety policy.

### **FIXED TERM SUSPENSIONS AND PERMANENT EXCLUSIONS**

We do not wish to suspend any child from school, but sometimes this may be necessary. The school therefore follows the guidance by the Department for Education. The standard guidance can be found in 'Suspensions and exclusions from maintained schools, academies and pupil referral units in England' <https://www.gov.uk/government/publications/school-exclusion>.

### **STAFF RESPONSIBILITIES**

Effective behaviour management is the responsibility of the whole school and can only have maximum impact when staff work as a team to support each other and practice an agreed, consistent approach.

It is vital that all members of staff are consistent in all the strategies outlined in this policy. Consistency from all at St. Augustine's will instill a sense of trust, stability and calm in our children. This is essential to promoting a positive learning environment. If we are not consistent this will bring confusion, stress and mistrust to our pupils. This is not conducive to learning and can lead to staff feeling de-skilled in managing the behaviour of pupils.

All staff are expected to be proactive when dealing with behaviour, and that minor behaviours are dealt with swiftly and calmly. Staff are expected to deal with inappropriate behaviour of ALL pupils, not just those in their own class. Know your children as individuals, get to know what strategies they best respond to.

The Adult is the decisive element in any classroom and the school promotes the approach of Positive Correction.

*Positive Correction:* the basic premise that teachers adopt a non-confrontational approach to discipline, based on positive teacher-pupil relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for student self-discipline.

*Prevention:* planning for good behaviour; teaching the routines and the rules.

*Consequences:* have a clear structure that students understand and use to inform the choices they make.

*Repair & Rebuild:* the imperative to work hard to build and repair the damage that is done when things don't work out.

## **PARENTAL INVOLVEMENT**

Working in partnership with parents is central to the school's policies and ethos. It is important to keep parents and carers informed of their child's positive achievements. Involving parents is equally important in matters of poor behaviour.

Parents should be informed at the earliest opportunity when there are concerns about behaviour. They may be seen by the class teacher or a member of the senior leadership team or, where necessary, may be sent a letter from the Headteacher or Assistant Headteachers.

The school contacts parents/carers as soon as a serious behavioural issue occurs. In some cases, where a child has special educational needs which may cause inappropriate behaviour, the identification of these needs and the involvement of parents in the process is important.

Developing relationships with parents – before issues arise - can be done in several ways:

- Positive phone call home
- Positive letter home
- Meeting after school
- Invitation to see child's work
- Home visit (EYFS)
- Workshops
- Coffee Mornings
- Early involvement of parents when pupil concern arises
- If any injury is sustained it must be recorded on CPOMS and a cover letter sent home

For children who need extra support a behaviour plan will be used. Class teachers need to meet daily with child and discuss progress. Parents updated weekly on child's progress. Once targets are consistently met children move off the behaviour plan. Ensure all parent contacts are recorded in CPOMS. Developing positive communication with pupils and parents improves their co-operation and enhances your classroom management.

## **EQUALITY**

St. Augustine's CE Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

This means that schools cannot discriminate against pupils or their families, or treat them less favorably, because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity, age, or marriage/civil partnership.

### **LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS**

The school's objective is to provide integrated high quality, holistic support focused on the needs of the child. Such support will be based on mutual understanding and agreement between all agencies working with the child and the family.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for certain pupils.

When it is considered necessary, colleagues from the following support services will be involved with supporting a pupil with identified behavioural need:

- Educational Psychologists
- The Local Authority – Westminster; Camden; Brent; and Barnet LAs
- Education Welfare Officer
- CAMHS
- Early Help
- Social Services
- Intervention and Inclusion Service
- MIND

### **LINKS WITH OTHER POLICIES AND DOCUMENTS**

This policy links to our policies on:

- Anti-Bullying Policy
- Mental Health and Wellbeing (N.b. includes more on SCERTS and Trauma Informed Schools)
- Equality Information and Objectives
- Safeguarding and Child Protection
- SEND Policy and Report

### **EVALUATING THE SUCCESS OF THE BEHAVIOUR POLICY**

Success will be judged by a calm and purposeful school environment, where children feel happy, secure and engaged with their learning. For this to be achieved the behavior systems need to be followed consistently by all school staff and children need to fully understand them.

Longer term, a successful behavior policy should lead to fewer high level behaviour incidents and a greater sense of wellbeing for children, staff and parents.

### **COMPLAINTS PROCEDURES**

If you have a complaint, this should first be discussed with the class teacher who will listen to the issues and address them where appropriate.

If you feel your complaint has not been resolved, please refer to our Complaints Policy which can be found on the school website: <https://www.st-augustines-primary.co.uk/policies/>

### **MONITORING ARRANGEMENTS**

This policy and information report will be reviewed by the SLT annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## Appendix 1: Verbal cues for adults to manage behaviour

<b>Thank you not please</b>	Concluding your statement with a 'thank-you' closes the dialogue.
<b>Catch them being good</b>	Focus first on pupils who are being compliant, 'I really like the way you are sitting.'
<b>Physical presence</b>	Stand near the pupil and they will usually stop misbehaving.
<b>One to One</b>	Approach child from the side or front and whisper, 'you're doing really well today John, now try and sit up straight.'
<b>Use body language (Non-verbal communication)</b>	A glance, a stare, a point, a gesture to communicate your desired intention for their behaviour.
<b>Diversion</b>	'You alright there Jack? Come down off the roof thank you.'
<b>Refocus</b>	'Adam, what should you be doing?'
<b>Use of role models</b>	'Do you notice how well the rest of the group put their hands up? Can you do the same thank you?'
<b>Depersonalisation</b>	'I like you, but four times now you have been fiddling with your pencil case'.
<b>Rule reminder</b>	'Tom, what's our rule about talking when I am talking? (Answer comes from Tom) 'Please do so thank you.'
<b>Assertive instruction</b>	'Amy – pen down – thank you. (Establish eye contact, mean business)
<b>Partial Agreement</b>	'I hate you Mr. Bangbala!' 'Maybe you do, but.....', (Agree and diffuse)
<b>Choice and consequence</b>	'If you choose to do X, then Y will happen.'
<b>Smile therapy</b>	Simply smile at the child misbehaving.
<b>Humour</b>	'I've told you 3,334,001 times to tuck your shirt in. One more time and you will be on the next stage of the consequences chart.'

## Appendix 2: Reflection Sheet for KS1

<h2 style="margin: 0;">KS1 Student Reflection Sheet</h2>		Date: _____
Student Name: _____		Year Group: _____
<div style="text-align: right;"> </div>		
<p><b>Q1. Think about your learning this week. Write a sentence about what you have done well or something that made you feel proud.</b></p> <p>.....</p> <p>.....</p>		
<p><b>Q2. For each value below, write or draw an example of where you have shown each value this week. If you have not got an example for each, write or draw what you could do next week.</b></p>		
<u>Inclusion</u>	<u>Courage</u>	<u>Friendship</u>
<u>Wisdom</u>	<u>Respect</u>	<u>Honesty</u>
<p><b>Q3. What do you think might have gone wrong this week? What might not have been the best version of you? Write or draw what you can do better next time.</b></p> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div>		

**Q4. When things are going wrong, where are you on the energy check? Circle your answer.**



**Energy Check**



**Q5. What can you do to help you get your energy to a place where you are ready to learn? Have a look at some of the examples below to help you. Circle what you can do next time to help your energy.**



**Ask for Help**



**Count to 10 or 20**



**Talk to Someone**



**Close Your Eyes**



**Take 5 Deep Breaths**



**Say Something Kind About Yourself**

### Appendix 3: Reflection Sheet for KS2

## KS2 Student Reflection Sheet

Date: \_\_\_\_\_



Student Name: \_\_\_\_\_

Year Group: \_\_\_\_\_

**Q1.** Look back at all of the learning you have completed this week. Think about what you have learnt in those lessons and what has gone really well. Write some sentences below on what you have learnt for at least three subjects and what has been successful this week.

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**Q2.** During this week, think about where you have shown or demonstrated our school values. For each value below, give an example of where you have shown each value. If you have not got an example for each, write down what you could do next week.

**Inclusion** 

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**Courage** 

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**Friendship** 

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Wisdom 

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Respect 

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Honesty 

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Q3. What do you think might have gone wrong this week? What might not have been the best version of you this week? Explain what you can do better next time.

.....

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.....

Q4. When things are going wrong, where are you on the energy check? Write the emotions you are experiencing.

Energy Check



.....

Q5. Write down what you can do next time to help you get back to a ready to learn and listen energy?

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