

BROOMFIELDS JUNIOR SCHOOL



BEHAVIOUR AND ATTITUDES POLICY

2023-2024

DOCUMENT STATUS

| Version | Date | Action |
|---------|----------------|-----------------------------------|
| 1 | September 2009 | Policy Review |
| 2 | November 2010 | Policy Review |
| 3 | December 2011 | Policy Review |
| 4 | June 2013 | Policy Update – DfE Guidance 2012 |
| 5 | December 2014 | Policy Review |
| 6 | December 2015 | Policy Review |
| 7 | September 2018 | Policy Update – DfE Guidance 2016 |
| 8 | September 2019 | Policy Review |
| 9 | September 2019 | Policy Review |
| 10 | September 2021 | Policy Review and update |
| 11 | September 2022 | Policy Update |
| 12 | September 2023 | Policy Update |

Behaviour & Attitudes Policy

The Public Duty of the Equality Act 2010 Protected characteristics in the act include sex, sexual orientation and gender reassignment. Schools have due regard to:

- (a) “eliminate discrimination, harassment, victimisation”
- (b) “advance equality of opportunity”
- (c) “foster good relations between persons who share a relevant protected characteristic and persons who do not share it”

This includes tackling prejudice and promoting understanding.

At Broomfields Junior School we encourage, enable and promote opportunities for pupils to become good citizens who have the skills to choose the correct social behaviours throughout their lives. We encourage all children to ‘be the best they can be’, to be resilient, tenacious and creative individuals.

We expect everyone at Broomfields Junior School to take responsibility for their behaviour and make good choices in order to demonstrate positive, caring attitudes towards one another and towards their environment. We believe that children learn to manage their own behaviour through praise, encouragement and reward. A whole school inclusive approach to behaviour management helps to ensure that every teacher and child becomes aware of the importance of developing good habits around behaviours for learning, and understands that there are consequences for poor choices of behaviour. We strive to work with individuals in a way that best suits their needs. We promote our ‘Fair Vs Equal’ ethos to help all children understand that they are treated fairly as individuals, taking into account their diverse needs.

High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of school life. Collaboratively, all members of the school; staff, pupils, parents, and governors, will set high standards and rules, giving learners clear guidance on what is expected of them. At the beginning of each year, and regularly throughout the year, staff and pupils will introduce or re-visit aspects of the school behaviour policy where the school rules are learnt and followed by all. Rewards and Sanctions will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school’s values become central to the lives of learners. Upon joining Broomfields Junior School and at the beginning of each academic year, pupils and parents will be asked to sign a home-school agreement which outlines the expectations and responsibilities of pupils, parents and the school.

We believe that a positive and structured approach to the management of behaviour will enable children to learn and teachers to teach. Our policy is in line with the 2016 DFE guidance on ensuring good behaviour and discipline in schools.

1. Aims

- *To create an ethos of good behaviour in school, by creating a positive learning environment. This will ensure that children are happy, secure and safe.*
- *To ensure that all children are treated fairly, shown respect and to promote good relationships.*
- *To encourage children to develop the skill of learning and to make positive choices about their own behaviour*
- *To celebrate and reinforce positive behaviour, to ensure that children develop resilience and tenacity which in turn will improve their self-esteem and confidence.*
- *To develop children’s understanding of what it means to be a responsible and respectful citizen in our community.*
- *To promote community cohesion by ensuring that all members of our community feel safe and supported and are not affected by any issues related to bullying.*

2. Delivery

We believe these aims are best achieved in the framework of a relaxed, pleasant atmosphere in which pupils are able to give of their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to their full potential. This means a positive policy of encouraging good attitudes, reward and praise and setting a good example.

Whole staff attitude is of great importance, and as such we:

- a) *determine an environment in which positive staff / pupil relationships can develop based on mutual respect;*
- b) *set the right example in matters of dress, punctuality and caring commitment;*
- c) *are responsible at all times for the behaviour of all pupils, both inside and outside the classroom.*

We recognise that our influence depends on our attitude, character, example, teaching skills and the rapport established with pupils.

3. Practice

Children are expected to be courteous and considerate and relate well to each other and to adults. They are expected to take responsibility for their own actions, appropriate to their own age and maturity. They are encouraged to develop self-esteem, self-discipline and self-confidence, and to adhere to high standards of behaviour. They must show through their actions that they know what constitutes appropriate behaviour, allowing for effective learning in the classroom. In doing this they will contribute to the quality of life and functioning of the school as a caring and orderly community. The PSHE curriculum and assemblies address our ethos and expectations directly. The Social and Emotional Aspects of Learning programme offers children the skills, attitudes and understanding that helps them to develop positive relationships with each other. Any unacceptable behaviour will be logged on our school CPOMS system, so that we can track and monitor behaviour.

Golden Rules- displayed in every classroom

- ***Be the best you can be:***
 - ***Be Kind***
 - ***Be Respectful***
 - ***Be Safe***
 - ***Dream Big!***

Children are expected to behave appropriately in and out of school, especially when they are wearing their school uniform or participating in before and after school clubs, or walking to and from school, for example. It is important that the children realise they are an ambassador for Broomfields Junior School and that poor choices could adversely affect the reputation of the school.

4. Implementation

Relentless Routines

We do not assume that children know how to behave; regardless of age, we teach them the rules that operate in the classroom and precise routines for individual activities. We use positive language when drafting rules and routines; identifying the behaviours that we want to see rather than those which we don't.

Children are expected to use the school's relentless routines:

- Lovely lining up
- Wonderful walking

- Terrific transitions
- Excellent eating etiquette

4.1 Rewards

In our school we believe in noticing and celebrating when children make great choices. We encourage staff to use rewards frequently, and all adults in school may give rewards. The Golden Rules should be referred to when giving praise. In order to reinforce positive behaviour children are rewarded for choosing to keep and follow rules. We find the following rewards helpful in achieving our objective:

- **Non-Verbally:** A Look - smile - nod – thumbs up
- **Recognition Board:** teacher has a target for the class for the lesson / day / week and the individual pupil's name or photo is put on the board when they have met the target – the idea is for whole class to get onto the board to achieve a whole class gold star for Golden Time
- **Verbally:** Praise - publicly in commended assembly, in class or individually. Positive comments or written comments on work - shown to class members, other adults or Leadership Team, phone calls home
- **Material Rewards** - Stickers, gold stars, raffle tickets, certificates or e-praise cards home, individual class rewards, SEAL stickers, structured Golden Time (at the end of a week), Star of the Day linked to SEAL, Star Worker Cushion, Golden Table at lunchtime, receive Head teacher or Deputy Head teacher sticker
- **Privileges** - More responsibility - special tasks, School Council, House captain, Play Leader, SEAL Mentor, Eco Warrior, Junior PCSO, PE Monitor
- **Golden Time** - Golden Time at Broomfields Junior School is a time for relaxation and fun as a reward for good behavior and work during the week / half term. This will be structured team games / activities, run by the class teacher
- **House System** - House Captains and Vice Captains from Y6 are voted into position by their peers who encourage their house to win. House points given for good work, politeness, courtesy, etc. The weekly winning team is recognised in Monday's assembly with the half termly winners awarded the House Cup.

4.2 Sanctions

The better the general framework of discipline in our school, the less likely will be the need to have recourse to the more extreme sanctions. It is sometimes necessary, when a child fails to respond to a climate of praise and encouragement, to resort to sanctions which will be implemented by a paid member of staff. However, we endeavour to ensure that our criticism always includes advice on how to improve, and should be constructive in its approach through the use of restorative conversations.

Restorative Conversations:

- We use a scripted response to encourage calm, consistent adult behaviour and a reminder to the child that they are capable of showing good behaviour.
- We deliver the script to the child in private, where possible, and move on to give the pupil an opportunity to rectify their behaviour
- If a child continues to ignore the school rules, then further sanctions will need to be given (detailed below)
- Individual behaviour plans can be used to support children with significant behavioural, social and emotional needs

Restorative approaches teach the behaviour we wish the children to learn. We plan approximately five questions from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should you do to put things right?

- How can you do things differently in the future?
We try to listen and prompt.
We continually monitor our practice to avoid negativity and whole class punishments.

Possible sanctions may include:

- **Verbal reminder** – *to be used to prompt children to keep on track*
- **Amber: Name logged in teacher's book = 5 mins off whole class Golden Time for brief restorative conversation with teacher for:**
 - *Talking over teacher or children*
 - *Talking to others when supposed to be listening or working independently*
 - *Wandering around class as work avoidance or to distract others*
 - *Late from break/lunch*
 - *Homework not complete – school ping to be sent to parents*
 - *Uniform not worn correctly*
- **If repeatedly doing the above:**
 - *Pupil will lose all of Golden Time and take part in a further restorative conversation with the teacher*
- **Red: Name logged in teacher's book = reflection time at lunchtime, restorative behaviour think sheet:**
 - *Aggressive behaviour*
 - *Shouting at peers or adults*
 - *Inappropriate language*
 - *Refusal to follow an instruction*
- *Repeated or extra work where the presentation or content of the work is clearly below the pupil's potential;*
- *Movement to another class for a period of time to be discussed with Mrs Morris Brown, for example, a lesson or a morning;*
- *Loss of privileges;*
- *Confiscation of pupil's property*
- *Imposition of a task – such as clearing up mess made deliberately, removing any graffiti, tidying*
- *Restitution and repair of wilful damage and/or payment for it;*
- *Referral to the Year Leader, Deputy Headteacher or Headteacher*
- *Parental consultation;*

N.B.: Any child who has had reflection time at lunchtime will come home with a 'Behaviour Think Sheet' to discuss with parents at home. This will need to be signed by a parent or carer and be sent back into school the next day.

When children make choices which affect their learning or safety, or the learning or safety of other people within school, they choose to accept a sanction as consequence.

If the above procedures do not have the desired impact upon the behaviour of the child over a period of time, or for incidents of a more serious nature, staff may use the following options:

- Further referral to Year Leader / Deputy Head / Headteacher (progressively)
- Further contact with parent/s
- Set up a contract of behaviour supported by parent/s e.g. Individual Behaviour Plan, daily diary, weekly behaviour log, or weekly report home
- Refer to other agencies for support
- Initiate an internal exclusion to another team for a specified period of time.
- Initiate formal exclusion procedure

We will do all we can to avoid exclusion but dependent on the severity of the behaviour(s), fixed term suspension and permanent exclusion are always available at the discretion of the head teacher at any point in this process.

4.3 Support Systems

Children with Special Educational Needs and Disabilities

As already mentioned at the beginning of this policy, we strive to work with individuals in a way that best suits their needs. We promote our 'Fair Vs Equal' ethos to help all children understand that they are treated fairly as individuals, taking into account their diverse needs. We operate a 'Waved Approach' to behaviour management, detailed above and value the importance of working alongside parents in ensuring that every child is supported to learn to the best of their ability. Where a child is placed on an IBP, all staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach through the school day. If the behaviour continues, we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers (circle of friends, peer buddies, mentors etc).

Trauma Informed Approaches - The school responds to behaviour and bullying with an awareness of the impact of trauma. We accept that behaviour is a form of communication and that there is a significant co-occurrence of social, emotional and behaviour disorders in children who have experienced unmitigated adverse childhood experiences.

Staff Support

The staff are supported in dealing with their pupils' behavioural needs in a variety of ways. Meetings are an opportunity for staff to discuss children who are experiencing difficulties, to inform each other of any issues and to seek advice from colleagues. The SLT / Safeguarding team also discuss children whose behaviour is a concern. Appropriate training is planned and delivered to staff when necessary. Early Career Teachers are offered support in behaviour management through professional reviews and with their tutors. Teachers with a child with particularly complex needs can request to go on training courses to help them to support those children.

Parents and Carers

School has an open-door policy where parents and carers are encouraged to visit school and make an appointment to discuss any relevant issues.

4.4 Exclusion

An occasion may arise when a pupil's behaviour repeatedly falls very far short of what is regarded as acceptable. In this instance, the ultimate sanction is exclusion from the school.

Only the Head teacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. Please see the school exclusion policy for further details.

Fixed Term Suspensions:

Should incidents occur to warrant fixed term exclusion the Head teacher must inform the parents in writing of the length and type of exclusion and of their right to make representation to the governors Pupil Discipline committee. A fixed term suspension is never lightly undertaken but will be made if a child's behaviour warrants time out of school so that both the child and the school may reflect on how to make things better for all.

Permanent Exclusions:

A child will only be excluded from school as a last resort but, exceptionally, severe offences can result in an automatic exclusion. A pupil may be permanently excluded if:

- They have been seriously or persistently badly behaved

- They would seriously harm the education and welfare of themselves or other pupils if they stayed in school.
- a) *As stated earlier, the school adopts a positive approach to discipline, exclusion only being actively considered after every other avenue of resolving the problem has been followed.*
 - b) *The Head teacher may, after consultation with the Chair of Governors, exclude pupils for a fixed term or permanently.*
 - c) *The parents will be informed of the exclusion as soon as possible. They will at the same time be informed of the reason for the exclusion and of their right to make representations to the Governing Body and the Education Office.*
 - d) *Notes will be taken of any further meetings with the parents.*
 - e) *The Governing Body will review all exclusions as soon as possible after the exclusion has taken place. All verbal and written reports from teachers, parents, Head teacher etc. will be considered.*
 - f) *If the Governing Body confirms a permanent exclusion the parents will be informed of their right to appeal to Warrington Local Authority's Schools' Appeals Committee.*

Anti-Bullying: *(See Anti-Bullying Policy for further details)*

Bullying involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour. At Broomfields, we take bullying extremely seriously and we work together to create a climate where bullying is not accepted by anyone within the school community.

4.5 Behaviour when not on school premises:

The Governors and the Head teacher reserve the right to sanction any pupil whose behaviour may adversely affect other individuals, or affects the reputation of the school, even whilst the pupil may not be on the school premises.

At Broomfields Junior School we have adopted the **DfE 2015 guidance to heads and governors.**

5. Monitoring and Evaluation

This policy and the procedures it outlines are subject to constant monitoring and evaluating through the Leadership Team and the governors. Governors and the Leadership team will secure the availability of continuous professional development which ensures that all staff understand good behaviour management. CPD needs will be addressed in line with the school development plan, or in response to individual staff appraisal.

6. Resources

The Department for Education have advised governors on further policies to support good behaviour in schools. These are included on the school website www.broomfieldsjunior.co.uk

The school's Exclusion and Anti-Bullying policies may also be found on the website

The following may also be useful:

Link to A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to the Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff’:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Appendix 1

Roles and Responsibilities

Governors

Governors have a responsibility to:

- *Endorse and support the School Behaviour and Discipline Policy;*
- *Offer support to the Headteacher in the management of the Behaviour Policy;*
- *Carry out their statutory responsibilities with regard to behavioural issues and exclusions according to DfE and LA guidelines.*

Head teacher

The Head teacher has responsibility:

- *For the overall day-to-day implementation of the Whole School Behaviour and Attitudes Policy;*
- *To support all the teaching staff and other members of the school community concerning behavioural issues;*
- *To make decisions regarding temporary and permanent exclusions;*
- *To determine the interpretation of the school's rules;*
- *Making decisions to involve parents;*
- *Attending meetings involving parents;*
- *Liaise with Year Leaders and teachers regarding behavioural issues;*

Deputy Head teacher

The Deputy Head teacher has responsibility to:

- *Help implement the Whole School Behaviour and Attitudes Policy;*
- *Offer support and advice to teaching staff and other members of the school community with regard to behavioural issues;*
- *Liaise with Year Leaders regarding behavioural issues;*
- *Make decisions to involve parents;*
- *Attend meetings with parents;*
- *Make decisions to involve the Head teacher;*
- *Support mid-day assistants in their role with regard to behavioural issues during the lunch time period;*
- *Take overall responsibility for the implementation of the policy in the absence of the Head teacher.*

Year Leaders

As part of their role Year Leaders will act as a support to Class Teachers in managing behaviour by one or more of the following:

- *Helping to implement the Whole School Behaviour and Attitudes Policy;*
- *Discussing the pupils' difficulties;*
- *Giving advice and encouragement;*
- *Attending meetings with parents;*
- *Making decisions to involve the Deputy Headteacher;*
- *Reinforcing the behaviour management of the Class Teacher;*
- *Making time on the agenda to discuss pupils at Year meetings when necessary;*
- *Informing Class Teachers of behavioural concerns regarding pupils in their Year, especially new entrants;*
- *Ensuring that rules, rewards and sanctions are explained to all pupils both at the beginning of, and during the school year;*

Special Education Needs and Disabilities Co-ordinator

It is the responsibility of the SENCO to monitor children with emotional and behavioural difficulties. She should provide support and encouragement for Class Teachers and Year Leaders in the form of:

- *Helping to collect data;*
- *Liaise with the Educational Psychologist;*

- *Support the Class Teacher in implementing the 'Waved Approach to Behaviour'*
- *Supporting the Class Teacher in understanding the needs of the child;*
- *Helping to set up Individual Educational or Behaviour Plans;*
- *Involving outside agencies;*
- *Attending meetings with parents.*

Class Teacher

Class Teachers have direct responsibility for behaviour management within their class and are responsible at all times for the behaviour of all pupils both inside and outside the classroom. They should ensure that rules, rewards and sanctions are established at the beginning of the year and understood by all the children in their class. Rules, rewards and sanctions will be in line with school policy as detailed in the policy. This is the framework in which the daily classroom management takes place.

In order to promote positive behavior, Class Teachers would be expected to adopt the following strategies:

- *Help implement the Whole School Behaviour and Attitudes Policy;*
- *Refer to the school rules regularly;*
- *Give rewards for positive behaviour;*
- *Use circle/discussion time positively;*
- *Give a high level of verbal praise to both individuals and to the whole class in order to highlight appropriate behaviour;*
- *Liaise with support staff.*

In the event of inappropriate behaviour, Class Teachers may use one or more of the following strategies:

- *Talk one-to-one with the pupil concerned;*
- *Restorative Conversations*
- *Isolate the pupil from the group;*
- *Detention at lunchtime under the supervision of the classteacher of a senior member of staff;*
- *Provide appropriate work for the pupil to complete during detention as well as the Restorative behaviour think sheet;*
- *Discuss difficulty and liaise with the Year Leader if necessary;*
- *Email or telephone parents informing Head or Deputy of intended action if necessary, liaising with Year Leader if appropriate;*
- *Set targets/use contracts, liaise with Year Leader and SENDCo for strategies;*
- *Ensure that all pupils are made aware of acceptable behaviour;*
- *Work towards IEP / IBP where appropriate;*
- *Keep records and collect data regarding pupils' behaviour when necessary.*

Mid-Day Assistants

Mid-day Assistants have a responsibility to:

- *Support the aims of the Whole School Behaviour and Attitudes Policy;*
- *Liaise with the Head/Deputy/Class Teacher regarding behavioural issues;*
- *Implement the Whole School Behaviour and Attitudes Policy during the mid-day period.*

Office Staff

Office administrative staff have a responsibility to:

- *Support the aims of the Whole School Behaviour and Attitudes Policy;*
- *Use the agreed referral procedures if faced with behavioural issues.*

Parents

Parents have a responsibility to the school to:

- *Support the aims of the Whole School Behaviour and Attitudes Policy;*
- *Work in partnership with the school staff to promote good behaviour through reinforcing the school's expectations;*

- *Support the principles laid down in the Home School Agreement.*

Parents are requested to contact the school office in the first instance in order to make an appointment to discuss any difficulties that might be affecting their children's behaviour and/or learning.

Pupils

Pupils have a responsibility to:

- *Support the aims of the Whole School Behaviour and Attitudes Policy;*
- *Respect the school rules;*
- *Keep standards and uphold the image and reputation of the school;*
- *Co-operate with and support teachers, teaching assistants, visitors, mid-day assistants, office staff, caretaker, cleaners and each other;*
- *Work diligently;*
- *Support the principles laid down in the Home School Agreement.*

Maintenance Officer, Assistant Caretaker & Cleaners

Caretaking and cleaning staff have a responsibility to:

- *Support the aims of the Whole School Behaviour and Attitudes Policy;*
- *Use the agreed referral procedures if faced with behavioural issues.*

External Agencies

External agencies have a responsibility to:

- *Support the aims of the Whole School Behaviour and Attitudes Policy*
- *Provide necessary resources, support and training;*
- *Offer support to the school in reference to individual pupils with emotional and behavioural difficulties*



Broomfields Junior School

Behaviour Think Sheet



Name:

Date:

Reason for detention:

Our School Golden Rules

Be the best you can be:

- Be respectful
- Be safe
- Be kind
- Dream big

Why was your behaviour unacceptable? What happened? How did you feel?

What school rule did you break? Who was affected? How did they feel?

What can be done so this doesn't happen again? Who can do this?

Signed (child)

Signed (teacher)

Please could you read and discuss the incident recorded above with your child. We would appreciate if you could talk about appropriate actions and the importance of making good choices.

Sign below and please return to school.

If you wish to discuss this further with the class teacher, then please do not hesitate to contact school either through the office or email.

Signed (Parent/Carer) Date:




Positive Behaviour Blueprint

Teach the behaviour we want to see consciously, explicitly and repeatedly

Be the best you can be:

- Be kind
- Be respectful
- Be safe
- Dream Big!

| Adult Behaviour | Over and above recognition | Rules |
|--|--|--|
| Calm, consistent and fair Give first attention to best conduct Relentlessly bothered Meet and greet with a smile Recognise over and above | Praise Housepoints Commended Star of the Day SEAL commended SEAL stickers E Praise card home Phone call home Recognition board/display <ul style="list-style-type: none"> - Linked to gold stars and build- up of Golden Time | Be the best you can be: <ul style="list-style-type: none"> • Be kind • Be respectful • Be safe • Dream Big! |
| Stepped Sanctions (private if possible) | | Micro script (private if possible) |
| Reminder of rule Warning Last chance – using micro script  Amber given to pupil (teacher / TA to note down in class book) 5 mins off Golden Time <ul style="list-style-type: none"> - If pupil repeats and continues to make a wrong choice, pupil will not take part in Golden Time Red given straight away for particularly severe actions (teacher / TA to note down in class book) Time out (in another classroom – needs to be an adult present) Restorative conversation (verbal is fine, does not need to be all written down every time, it depends on what it is) | | <i>I've noticed that.....</i> <i>You know the school rules: be kind, be respectful, be safe, dream big (choose the rule they are challenging)</i> <i>Can you remember when you (give an example of positive behaviour)</i> <i>and how that made you feel?</i> <i>I expect you to ... (calmly explain what you expect from them)</i> <i>Thank you for listening.</i> |

Relentless Routines

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| Fantastic walking | Lovely lining up | Terrific transitions | Excellent eating etiquette |
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Restorative Questions if needed:
(Use when calm, after situation, at break time/lunch time)

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

Recognition Board

The aim of a recognition board is to create a climate of celebration – a collaborative strategy - working together for a common goal. All children need to try and get themselves onto the board (photo or name) by the end of the lesson / day linked to what you have set for them to achieve. The recognition board fosters a positive interdependence in the classroom

Change the focus as often as you need or want (lesson by lesson / daily / weekly or when you need to):

- Themes to focus on based on the needs of the class or particular children or the lesson:
 - Be the best you can be:
 - Be kind
 - Be respectful
 - Be safe
 - Dream Big!
 - Handwriting
 - Being an active learner
 - Being a great friend
 - Amazing collaborator in group work
 - Great presentation
 - Super sentences
 - Vocabulary
 - Listening brilliantly
 - Hands and feet to yourself
 - Speak politely