Scarcliffe Primary School

Behaviour Policy

(Version 3 – September 2025)

Date policy ratified by governing body/trustees:

Date of original policy publication: February 2023

Author/s of policy: I Marsh / J Horton

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
February 2024	Ian Marsh	Updated to V2 on cover Logo on cover updated Date on Annex 1 changed to 2024		
September 2025	Jack Horton	Updated to V3 on cover Update to vision and values statement Date on Annex 1 changed to 2025 Annex 2 - Progression of SHINE behaviours added	22.9.25	

At Scarcliffe we have adopted a policy of positively reinforcing the standards of behaviour which we are seeking to achieve throughout the school. Our vision and ethos promote a caring, community environment in which we all Strive to Shine. Striving to Shine refers to both academic and non-academic behaviour, both in and out of the classroom. Our mission statement is:

"At Scarcliffe, we nurture a caring community where everyone strives to be their very best — now and in the future."

It is every child's entitlement to feel they are in an environment that is safe, encouraging positive behaviour and correcting unacceptable behaviour fairly but firmly. Children are encouraged to take pride in their school and the way they behave around school.

Our Behaviour Principles

- Everyone at our school has the right to be respected and to feel safe. Nobody else has the right to conduct themselves in a way which makes someone else feel unsafe or not respected.
- We all have high expectations in terms of how children at Scarcliffe should behave and conduct themselves. These expectations are explicitly shared with all pupils.
- Staff understand that all behaviours (positive or otherwise) are a form of communication.
- As staff, it is our role to find out what children are trying to communicate through their behaviour. Questions we might consider include: Are the child's needs being met? Is the work they are doing too easy? Is the work too challenging? Is the child experiencing difficulties outside of class – at home or with their peers? Is this behaviour out of character?
- Children come to school to learn academic subjects, but crucially, they come to school to learn how to behave in order for them to become good citizens. We have a key role in shaping this aspect of our pupils' development.
- The vast majority of people respond to positive praise and reinforcements. This approach also makes classrooms a more positive and supportive environment to be in.
- Much like other aspects of schooling, some children need additional support in terms of their behaviour. As a school, we will endeavour to provide children with the support, interventions and structures they need in order for them to be able to succeed.
- When dealing with a behaviour incident, staff will endeavour to identify the trigger which led to the behaviour and will then work with the pupil to decide on the consequence / repair.
- We believe behaviours are a choice. We help children to understand the alternative choices they can make so they can decide which might be the best one.
- We will support children in making better choices by helping them to recognise triggers.
- When dealing with a behaviour issue, we will work hard to support the victim and the perpetrator.
- We will not make assumptions about what has happened. We will ask key questions:
  1. What happened?
  2. How did that make you feel?
  3. What could you do better next time?
- We will work closely with parents and carers as partners and will keep them informed if significant behaviour incidents occur.
- Staff will promote and demonstrate positive behaviours and will foster a positive culture in school.
- Staff will respond to children with clear boundaries about what is inappropriate, safe and acceptable – both in terms of learning behaviours and pupil conduct. They will focus on this during the establishment phase and will frequently remind their class about their expectations.
- Children need to be given the opportunity to calm down in a safe, calm space before behaviour incidents are addressed.
- Staff will endeavour to understand behaviour triggers for individual children and will use effective de-escalation techniques to maintain high levels of good behaviour.
- We understand that children will make mistakes in terms of their behaviour and we praise them for their honesty in owning their behaviour.

(annex 1)

Acceptable Behaviours

Acceptable behaviours are those which are conducive to maintaining a calm and respectful environment in which everyone feels safe. Children are allowed to question staff about decisions they have made – such as why they have been asked to move to 'stop and think' but this has to be done in a respectful way when the child is feeling calm. Staff will respond to these requests professionally and calmly with a focus on helping the child to modify their behaviour. Children are expected to adhere to the school uniform policy.

Rewarding Positive Behaviours

At Scarcliffe, we like to spend time and effort rewarding and praising the children who consistently behave well. We do this in a wide variety of ways:

Superstar Students

We encourage every child to aim to be a Superstar Student. Every two weeks, class teachers nominate Superstar Students. The teachers decide who they think has behaved amazingly well in all aspects of school life. The chosen children wear a wristband for two weeks and receive a number of rewards – as agreed by the school council. Rewards might include additional break times, sitting on a bench in assembly, having a hot chocolate and eating at the Golden Table.

Staff have agreed on criteria about what constitutes a Superstar Student and this has been shared and discussed with children, both in class and in assemblies.

Learning Behaviours

We have FIVE key rules in school to help children have positive learning behaviours – S.H.I.N.E. These five rules are displayed around school and all children are aware of what they are and what they mean. When a child is not behaving as we expect, they are reminded of the rules. Our five rules are:

1. Stick at it
2. Help others
3. Independent
4. No distractions
5. Explain your learning

Assemblies teach and reinforce these rules. A breakdown and progression of these behaviours can be found in Annex 2.

Good to be Green

We hope that all children will follow the S.H.I.N.E. rules as well as meeting the criteria for becoming a Superstar Student. To help children stay on track in terms of their learning, we use the 'Good to be Green' chart. All children start the day with a green card which is displayed (but not prominently) in each class. The aim is for children to remain green all day. Where their behaviour does not meet our expectations, staff will follow the following process:

1. Verbal reminder and warning that if they continue there will be a consequence.
2. 'Stop and Think' card. The children will go to the behaviour chart and place a 'Stop and Think' card in front of their name. There is no consequence to 'Stop and Think', it just gives the children a chance to reflect and refocus.
3. Warning Card – These orange warning cards are used when a child continues to not meet our expectations in terms of behaviour. The consequence for this will be that the child will have to move their card to an orange card. Once an orange card is issued, the staff member will then make time (at their convenience) to talk to (and coach) the child to support them in modifying their behaviour. Most often, these discussions take place at break or dinner time.
4. Consequence Card – The red cards mean that the child has continued to misbehave after getting a Warning Card. They move to this card which indicates that they will need to spend some time talking to the head teacher about their behaviour.

At any point, if staff decide that the children have modified and improved their behaviour, they may move them back to Green.

As stated above, children are responsible for moving their own cards and should only take interest in their own– rather than worrying about what other children have. Children are reminded about this.

Class Dojo Points

At Scarcliffe, we use Class Dojo to reward children. The children have ownership over the class behaviour system as they can sometimes nominate peers for Dojo points and also have a say in what they are awarded points for. During celebration assembly each week, the class with the most Dojos is celebrated.

Once a child earns 100 Dojo points they achieve a Bronze award. 200 Dojos results in the awarding of a Silver Award and 300 results in Gold.

The school council have rewards councillors. These councillors have the responsibility to organise an end of year Class Dojo Day. During the day, children can use their earned Dojo points as a currency. There are a range of stalls and activities for the children to choose from. We promote democracy by asking the school council to talk to the rest of the school about what they would like as prizes and stalls.

Parents can see the number of Dojo points their child has received that week and are alerted each time a Dojo is awarded.

Golden Book & Celebration Assembly

All members of staff are keen to celebrate achievements with children and often send them to another member of staff to do this. The Headteacher keeps a 'Golden Book' system for SHINE work/work that both the member of staff and pupil are very proud of in relation to progress and/or outcome. The child shares their work with the Headteacher, receive a 'Headteacher award' sticker and a note is put in the 'Golden Book' to be read out in

Celebration Assembly. Once entered in the book, the child is awarded Class Dojo points. Golden work is reserved for work completed in school. Class teachers and teaching assistants are free to determine their own systems to reward homework and home learning within their own classes.

Class teachers will award two Superstar Student certificates for in Celebration Assembly one week. The following week pupils in the class nominate peers for a certificate due to them demonstrating particularly outstanding behaviours.

Teaching Behaviour in the Curriculum

As stated in Our Behaviour Principles, we understand that children come to school to learn how to behave. With this in mind, we actively teach behaviour through our curriculum. This helps children to develop an understanding about what is right and wrong so they can take charge of (and responsibility for) their own behaviour. Through our PSHE scheme, PSHE Matters, we teach many aspects of behaviour – including celebrating differences, bullying matters and respecting others. Through RE, children learn about more about the beliefs of others and learn to be tolerant of other people. During topics, we build in many opportunities for children to become critical thinkers about what is right and wrong.   Staff build in regular opportunities for children to work, learn and play collaboratively so they can practise positive behaviours – which are modelled by staff effectively. We have high expectations in all classes, so that children learn that listening to other people and sharing for example are positive behaviours. We also use stories to help us teach children how to behave. We tackle some difficult issues through stories – such as misogynistic views, bullying and racism. The books often provide a platform for staff to talk about and tackle such issues.

Teachers have the licence to change their timetable to deal with any issues which arise – for example, if children are having difficulties with peers online, a class discussion might be deemed to be the most appropriate way to deal with this.

We acknowledge that often children behave differently online to the way they would in real life. We teach weekly lessons to all classes using Project Evolve to help children learn how to behave and conduct themselves online.

Unacceptable Behaviours

Unacceptable behaviours are any behaviours which are likely to result in anyone getting hurt – physically or emotionally – or which might make somebody else feel uncomfortable or unsafe.   Unacceptable behaviours include:

- Any form of bullying
- Any unwanted physical contact with another pupil
- Name calling
- Deliberately excluding someone from a group or activity
- Any form of racist, misogynistic or homophobic language or act
- Use of inappropriate language
- Discussing content which is not aimed at primary age children – such as talking about age-inappropriate games or films
- Sexualised language or discussions
- Damaging property – include their own
- Spitting
- Dishonesty
- Use of technology which is not inline with the acceptable use policy
- Any other behaviours which the head teacher deems to be inappropriate or offensive.

All homophobic, racist and misogynistic incidents are recorded and are kept in the behaviour file. When dealing with these incidents, the intention is to ensure the pupil is educated so there is no repeat of the negative behaviour. We ensure the child fully understands the possible impact of their actions before deciding on a suitable sanction. Children are taught about these issues through PSHE and a whole school approach and culture. The headteacher uses the behaviour file to look for patterns of behaviour or repeat incidents. This can be used to inform decisions about sanctions or steps needed to be taken. Reports about behaviour are made to the governing body in the Headteacher report.

Sanctions

Low level behaviour incidents are dealt with by staff so that they have minimal impact on learning. Children are given verbal reminders about school expectations – using the Good to be Green system. When these reminders are heeded, no further action is taken. When a child continues to be disruptive in class, they may be expected to complete their work elsewhere – often in a neighbouring class or during lunch or break time. **Low-level behaviours are those which are likely to impact on a child's own learning or might have some negative impact on other people.**

Following a higher-level behaviour incident (or after a series of low-level incidents), children are given a chance to explain their point of view. Once facts are established, children are given clear reminders about making the right choices. The conversation with children does not focus on 'why' they did something. Instead, it focuses on how they felt and how they could have responded in a healthier way. The aim of these discussions is to help children make better choices in the future. On occasions, children may then receive sanctions, such as

loss of privileges, breaktime or lunchtime. These sanctions are at the discretion of the head (or senior leader in his absence) who will ensure that parents are kept informed. **Higher-level behaviours are those which deliberately cause harm or upset to other people.**

Incidents of physical or verbal assault will be recorded and may result in the loss of free time. If repeated incidents are occurring, a discussion will be held with the Headteacher/SLT and parents may be informed. Parents (and the child) may be invited to a meeting in order to establish the root cause and to put plans in place to rectify the problem.

Serious incidents of verbal or physical assault, dangerous behaviour, property damage or bullying will result in the parents being informed immediately and a meeting with the Headteacher/SLT and class teacher may be arranged.   In extreme cases, a child may be suspended from school at the Headteacher's discretion – although this is usually something that we would work very hard to avoid. As a last resort, the headteacher may need to consider a permanent exclusion. The relevant guidance and policies would be followed in this instance.

Supporting Pupils who are Struggling with their Behaviour
We try to engage learners who are struggling to engage with school by making lessons engaging and by creating a culture of mutual trust and respect. Where a child is not engaging in school life, we make efforts to talk to the pupil to understand the issues they are having so barriers can be removed or reduced. We look in to using our Early Help offer (and other agencies) to meet the needs of individual children so we can get them reengaged in school.

Where a need is identified, we may put a behaviour plan / contract in place to support a pupil and to ensure there is a consistent approach. The plan will be bespoke and designed to meet the needs of the child. It will be agreed between staff, the pupil and parents and carers.

When school staff need additional help to support a child, a multi-agency assessment would be considered for pupils who display continuous disruptive behaviour.

SEND and Behaviour
We have high expectations for all children, but we also understand that some children have particular needs which have to be considered when implementing the behaviour policy. Through negotiation with the SENCO, staff, children and parents and carers, a plan will be put in place to support children with SEND when they are struggling with their behaviour. This might mean agreeing on a plan to support the child which may not fully align with this behaviour policy. We will work in line with our SEND Policy and the SENCO would take the lead role in ensuring that the child is receiving the appropriate support.

Physical Contact/Intervention
Staff will always endeavour to use de-escalation techniques to resolve situations in school. However, school staff have the power to use reasonable force or make other physical contact where a child is a risk of hurting themselves or others or if they are damaging school property. Any physical intervention must be reported to the headteacher. A physical intervention report will be written and stored. Staff might also use physical intervention if it is the best interests of a child – for example, they might grab a child's wrist if they are about to walk on to a road when a car is coming. School leaders understand that this sort of intervention requires staff to make dynamic risk assessments and would always expect them to act in the best interests of the child.

Items which are Allowed
As a general rule, children only need to bring a small number of items to school. These include:
- A book bag
- A reading book
- A PE kit
- A packed lunch – if needed
- A healthy snack – if required
- A water bottle
- A watch (not one which can take photos, access the internet or make calls/send messages)
- Children may bring in work completed at home, or artefacts of interest / linked to their topic – although this should be agreed with staff in the pupil's class prior to bringing them in.
- Medication – taken to the school office by an adult along with a completed medical form.

Items which are not allowed or Banned
Other items are not allowed in school. This includes collectible cards or stickers and toys. Living things should not be brought in to school for a show and share session.
Pupils may not have their mobile phones on them (or in their bag) when they are at school. When a child needs to bring a phone to school – such as, if they are going to a different house after school – they must hand the phone in at school office where it will be locked away until the end of the day.

Items which are banned are those which could be harmful to anyone in school. This includes:
- Alcohol
- Drugs
- Weapons
- Stolen property
- Cigarettes and lighters (including e-cigarettes)
- Matches
- Inappropriate materials – such as books or magazines with unacceptable content.

Searching, Screening and Confiscation

Where there is a reasonable suspicion that a pupil has a banned item, the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The school follows the latest DfE Guidance and advice around searching, screening and confiscation.

The guidance issued to schools covers the following sections:
- Before a search
- During a search
- The extent of the search
- After a search.

The guidance also includes information about strip searches – which may only be conducted by the police. The guidance sets out clear processes the police must follow and the headteacher or the Deputy DSL would take the lead role in ensuring that this guidance was strictly adhered to by the police.

We would always try to avoid the need to search any pupil and would aim to reach a satisfactory outcome by encouraging children to co-operate with staff.

How we Prevent and Respond to Bullying – including Cyber Bullying

Bullying at the Scarcliffe Primary School – in any form – is not tolerated. Staff take reports of bullying very seriously and make it a priority to investigate and deal with them quickly and effectively. Any prejudice based and discriminatory bullying is taken extremely seriously and actions and sanctions would reflect this.

We aim to prevent bullying by teaching an effective PSHE curriculum and by having clear rules and high expectations about behaviour. We have anti-bullying ambassadors who are trained to support children and to ensure everyone knows what bullying is and how to report it. We also have constant, open communication channels with parents and carers so they can raise any concerns they have about their child.

Our school vision is that the school is a happy, safe learning community and this is something that we expect every member of the school community to support us in creating.

Child-on-Child Abuse

Child-on-child abuse is not tolerated and all staff have an understanding that it could be happening at our school. Staff act in line with the school safeguarding policy as well as the child-on-child abuse policy to ensure child-on-child abuse can be spotted and dealt with quickly and effectively.
We have key messages in school to help children feel safe:

1. No means no.
2. Kind hands – including asking permission before making physical contact with people.

Children have a number routes to report incidents in school. We have an open and supportive culture in school. We also have Bubble Time in all classes which gives children a chance to request 1:1 time with an adult in class. We have worry boxes which are monitored by trained anti-bullying ambassadors.

Mental health and behaviour

We understand the importance of good mental health and well-being for our pupils (and all members of the school community). When dealing with behaviour incidents, consideration is given to the impact of the behaviour on the victim, as well as considering the perpetrator. We have a number of avenues we can explore to support a young person's mental health needs – including supporting a child in school and making referrals to external agencies.

The school has a mental health lead who is trained in Mental Health First Aid.

Conduct Outside the School Gates

Disciplining beyond the school gate covers the school's response to all non-criminal, negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The head teacher may deal with issues in which a child is:
- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

The school will follow the same principles as those set out in Our Behaviour Principles when dealing with incidents which take place outside of school. The headteacher is most likely to take the lead in dealing with behaviour that has happened outside of school – although this is not always the case. It is likely that the Headteacher will liaise with parents and carers about behaviour which takes place out of school so there can be a collaborative approach to resolving issues.

In all of these circumstances the headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal, or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the safeguarding policy.

Staff Training and Induction

All staff, volunteers and students are given an induction when they arrive at school. Through the induction process, the behaviour systems and policy are explained. We talk to staff about their role and ensure they are clear about how positive behaviours are rewarded and how challenging behaviours should be dealt with.

Equal Opportunities:

The staff and Governors of Scarcliffe Primary School will strive to ensure that all children, irrespective of any of the protected characteristics, can realise their potential while feeling safe, valued and respected.

Parent/school liaison:

Parents are informed of our behaviour policy on the school website as well as receiving a hard copy annually; in this way they are advised of procedures should they have any queries about behaviour issues. Certificates sent home inform parents of achievements and we are keen to share the achievements our pupils have outside of school — these are celebrated in class and in celebration assemblies. We also use technology, such as Class Dojo to share successes. Sometimes school may deem it appropriate to establish a report card for pupils. These cards inform the child, and their parent, whether their behaviour has been acceptable for each lesson that day. Once a report card has been implemented and we see a sustained improvement in behaviour, children may no longer need one. Parents are requested to support the school in applying the behaviour policy and will be informed of any concerns the school has regarding their child's behaviour.

School Policies to Support this Behaviour Policy

This policy should be read in conjunction with the following school policies:

- Acceptable Use Policy
- Antibullying Policy – including child-friendly version
- Safeguarding Policy – including child-friendly policy
- Online safety policy – including child-friendly policy
- Harmful-sexual behaviours policy
- Staff Code of Conduct Policy
- Mental Health and wellbeing Policy – child friendly

Publishing and reviewing the Policy

The behaviour policy will be reviewed and published annually. This will include sending a hard copy home with every child as well as sharing it on the school website.

Scarcliffe Primary School

Our Behaviour Principles 2025

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- Children come to school to learn academic subjects, but crucially, they come to school to learn how to behave in order for them to become good citizens. We have a key role in shaping this aspect of our pupils' development.
- The vast majority of people respond to positive praise and reinforcements. This approach also makes classrooms a more positive and supportive environment to be in.
- Much like other aspects of schooling, some children need additional support in terms of their behaviour. As a school, we will endeavour to provide children with the support, interventions and structures they need in order for them to be able to succeed.
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- We believe behaviours are a choice. We help children to understand the alternative choices they can make so they can decide which might be the best one.
- We will support children in making better choices by helping them to recognise triggers.
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Progression of SHINE Learning behaviours

<u>S</u> – *Stick at It!*

	Class 1	Class 2	Class 3	Class 4
Positive attitude	I can say something I enjoy about different aspects of school.	I can speak positively about my learning and can explain what I do well.	I enjoy learning – especially when work is challenging.	I have a positive attitude towards new learning and can trust the process of learning.
Resilience / Being in the learning pit	I keep trying when I think things are tricky.	I keep trying when I think things are tricky and often enjoy a challenge.	I keep trying when I think things are tricky and enjoy the challenge.	I can use a range of strategies to solve a problem and can reflect on the effectiveness of my strategies.
Learning from mistakes or failures	When I get something wrong I don't mind trying again.	If I make mistakes I try to learn from them.	I know how I learn best and understand that making mistakes may help me improve my learning.	I take risks and understand that failing is a part of learning and use this to make better progress.
Reflecting on my own learning	I read back through my work and check it makes sense.	I can use a green pen to make independent corrections.	I look for mistakes in my own work and correct my own errors.	Editing and improving my work is part of my daily learning.
Challenging yourself	I like to try new activities.	I often make the right choices about the level of challenge I need in my work.	I can independently select the right level of challenge for myself in lessons.	I prefer to choose difficult tasks as I enjoy a challenge.

<u>H</u> – *Help others!*

	Class 1	Class 2	Class 3	Class 4
I co-operate with a variety of people	I can work with a partner chosen by an adult.	I can work with different people.	I can work with different people and remain focussed on a task.	In my leadership role, I work effectively with a variety of people to achieve a high-quality end goal.
I listen and respond to others	I listen to others and respond appropriately.	I can hold a conversation by both listening and contributing.	I can participate in a group discussion – listening and contributing.	I can reflect on what others say and respond appropriately.
I challenge others' ideas constructively	I can say what is good about others' work.	I can say what is good about others' work - linked to the success criteria.	I can say what is good about others' work and suggest what could be improved.	I can challenge others' ideas sensitively and justify my reasons.
I recognise the contribution that others can make to my learning	I can ask other people what they think of my work.	I can use others' ideas in my work.	I can use others' ideas to improve my work.	I seek out others' expertise to support my learning.
I am willing to take on different roles and responsibilities.	I like the responsibility of carrying out a class role.	I can carry out the role given to me.	I can try out different roles and responsibilities in a group.	I commit to a wider-school leadership role. (E.g. school council, play leader, Reading Allowed)
I show kindness and respect to others	I can say kind things to others. I can follow class rules and listen to adults.	I can show kindness through my actions. I treat others how I would like to be treated.	I notice when others need help and offer it. I respect different opinions and beliefs.	I show kindness consistently, even when it's not easy. I model respectful behaviour and help others the same.

I – *Independence!*

	Class 1	Class 2	Class 3	Class 4
I make my own choices and decisions	I independently choose activities and resources within the classroom.	I can make choices from a range of options.	I can make sensible decisions independently and begin to explain my thinking.	I can justify my choices and decisions.
I apply the knowledge and skills I have learnt	I use knowledge and skills I have learnt in my independent play.	I can use the knowledge and skills I have learnt in different areas of the curriculum.	I can identify skills and knowledge I have learnt that can be applied in other areas.	I can consistently apply the knowledge and skills I have learnt across the curriculum.
I am organised	I know where to get the things I need and I put them away when I have finished with them.	I independently bring the things I need for school so that I am ready for the school day.	I manage my own equipment and property – taking responsibility for it.	I organise my time, equipment and work for efficiency.
Seeking support	I can ask an adult if I get stuck.	I can look for some help before asking an adult.	I have some strategies to use before asking an adult for help.	I can choose from a range of strategies to avoid needing adult support too often.
Life Skills	I can wash my own hands properly.	I can tie my shoes and get myself ready for tasks.	I can tell the time and organise myself.	I can deal with a common conflict by finding a resolution.

<u>N</u> – *No distractions!*

	Class 1	Class 2	Class 3	Class 4
Rehearsed routines	I follow structured routines with adult support and reminders.	I follow routines with occasional reminders.	I follow routines independently and make good choices.	I demonstrate routines with minimal instructions and support others to follow them.
Established expectations	I can explain what is expected of me in class.	I follow expectations with reminders.	I follow expectations independently.	I help others understand and follow expectations.
I am involved in my learning	I join in with group activities.	I contribute to class discussions.	I listen and respond to others in learning.	I actively listen and build on others' ideas.
Transitions between lessons	I move between activities with adult support.	I transition calmly with some independence.	I transition independently and quickly.	I help others transition smoothly and stay focused.
Rewarding good choices	I feel proud when I make good choices.	I understand why good choices are rewarded.	I make good choices even when no reward is given.	I encourage others to make good choices.
Personal targets	I know what I'm working on.	I can talk about my targets.	I work towards my targets independently.	I reflect on my progress and set new goals.
Self-regulation	I can stay focused with adult reminders.	I can stay focused for short periods without reminders.	I can stay focused and ignore distractions.	I help others stay focused and manage distractions independently.

E – *Explain your learning!*

	Class 1	Class 2	Class 3	Class 4
Partner talk	I can listen to others and take turns when speaking	I can build on a partner's answer using sentence stems (e.g. *I agree because… / I would like to add…*).	I can ask questions to clarify or extend discussion.	I can listen carefully and respond thoughtfully to others, synthesising ideas from group talk and presenting them clearly.
Vocabulary	I can use simple vocabulary to describe what I am doing.	I can use key vocabulary from lessons to talk about my learning.	I can use subject-specific vocabulary accurately to explain my thinking.	I can use reasoning, evidence, and precise vocabulary to explain and justify my answers.
Pupil nominations	I can celebrate others' achievements.	I can nominate someone who has worked hard.	I can explain why someone deserves recognition.	I nominate peers based on how they demonstrate learning behaviours and contribute to group success.
Talk Roles	I can be encouraged to use Challenge / Support / Take a Risk in group discussions	I begin to independently use Challenge / Support / Take a Risk in group discussions	I independently use Challenge / Support / Probe / Summarise / Take a Risk in group discussions	I routinely use Challenge / Support / Probe / Summarise / Instigate / Take a Risk in group discussions
Writing	I can join in with oral rehearsal before writing	I can orally rehearse ideas to plan my writing.	I can use oral rehearsal to improve the quality of my written work.	I can orally draft and edit ideas before writing, showing how talk improves the final product.
Responding to questions	I can use full sentences to share my ideas when prompted.	I can explain my ideas in full sentences without always being prompted	I can organise my talk so that my ideas are clear and logical	I can refine my answers by listening to feedback and saying it again, better.
Audience / Purpose	I can talk about my work to an adult.	I can share my learning with a group.	I can change how I speak depending on who I'm talking to.	I adapt my language and tone for different audiences and purposes.

Class 4 – Learning Behaviours Summary

Stick At It	Help Others	Independence	No Distractions	Explain Your Learning
I have a positive attitude towards new learning and can trust the process of learning.	In my leadership role, I work effectively with a variety of people to achieve a high-quality end goal.	I can justify my choices and decisions.	I demonstrate routines with minimal instructions and support others to follow them.	I can listen carefully and respond thoughtfully to others, synthesising ideas from group talk and presenting them clearly.
I can use a range of strategies to solve a problem and can reflect on the effectiveness of my strategies.	I can reflect on what others say and respond appropriately.	I can consistently apply the knowledge and skills I have learnt across the curriculum.	I help others understand and follow expectations.	I can use reasoning, evidence, and precise vocabulary to explain and justify my answers.
I take risks and understand that failing is a part of learning and use this to make better progress.	I can challenge others' ideas sensitively and justify my reasons.	I organise my time, equipment and work for efficiency.	I actively listen and build on others' ideas.	I nominate peers based on how they demonstrate learning behaviours and contribute to group success.
Editing and improving my work is part of my daily learning.	I seek out others' expertise to support my learning.	I can choose from a range of strategies to avoid needing adult support too often.	I help others transition smoothly and stay focused.	I routinely use Challenge / Support / Probe / Summarise / Instigate / Take a Risk in group discussions
I prefer to choose difficult tasks as I enjoy a challenge.	I commit to a wider-school leadership role. (E.g. school council, play leader, Reading Allowed)	I can deal with a common conflict by finding a resolution.	I encourage others to make good choices.	I can orally draft and edit ideas before writing, showing how talk improves the final product.
	I show kindness consistently, even when it's not easy. I model respectful behaviour and help others the same.		I help others stay focused and manage distractions independently.	I can refine my answers by listening to feedback and saying it again, better.
			I reflect on my progress and set new goals.	I adapt my language and tone for different audiences and purposes.

Class 3 – Learning Behaviours summary

Stick At It	Help Others	Independence	No Distractions	Explain Your Learning
I enjoy learning – especially when work is challenging.	I can work with different people and remain focussed on a task.	I can make sensible decisions independently and begin to explain my thinking.	I follow routines independently and make good choices.	I can ask questions to clarify or extend discussion.
I keep trying when I think things are tricky and enjoy the challenge.	I can participate in a group discussion – listening and contributing.	I can identify skills and knowledge I have learnt that can be applied in other areas.	I follow expectations independently.	I can use subject-specific vocabulary accurately to explain my thinking.
I know how I learn best and understand that making mistakes may help me improve my learning.	I can say what is good about others' work and suggest what could be improved.	I manage my own equipment and property – taking responsibility for it.	I listen and respond to others in learning.	I can explain why someone deserves recognition.
I look for mistakes in my own work and correct my own errors.	I can use others' ideas to improve my work.	I have some strategies to use before asking an adult for help.	I transition independently and quickly.	I independently use Challenge / Support / Probe / Summarise / Take a Risk in group discussions
I can independently select the right level of challenge for myself in lessons.	I can try out different roles and responsibilities in a group.	I can tell the time and organise myself.	I make good choices even when no reward is given.	I can use oral rehearsal to improve the quality of my written work.
	I notice when others need help and offer it. I respect different opinions and beliefs.		I work towards my targets independently.	I can organise my talk so that my ideas are clear and logical
			I can stay focused and ignore distractions.	I can change how I speak depending on who I'm talking to.

Class 2 – Learning Behaviours Summary

Stick At It	Help Others	Independence	No Distractions	Explain Your Learning
I can speak positively about my learning and can explain what I do well.	I can work with different people.	I can make choices from a range of options.	I follow routines with occasional reminders.	I can build on a partner's answer using sentence stems (e.g. *I agree because… / I would like to add…*).
I keep trying when I think things are tricky and often enjoy a challenge.	I can hold a conversation by both listening and contributing.	I can use the knowledge and skills I have learnt in different areas of the curriculum.	I follow expectations with reminders.	I can use key vocabulary from lessons to talk about my learning.
If I make mistakes I try to learn from them.	I can say what is good about others' work - linked to the success criteria.	I independently bring the things I need for school so that I am ready for the school day.	I contribute to class discussions.	I can nominate someone who has worked hard.
I can use a green pen to make independent corrections.	I can use others' ideas in my work.	I can look for some help before asking an adult.	I transition calmly with some independence.	I begin to independently use Challenge / Support / Take a Risk in group discussions
I often make the right choices about the level of challenge I need in my work.	I can carry out the role given to me.	I can tie my shoes and get myself ready for tasks.	I understand why good choices are rewarded.	I can orally rehearse ideas to plan my writing.
	I can show kindness through my actions. I treat others how I would like to be treated.		I can talk about my targets.	I can explain my ideas in full sentences without always being prompted
			I can stay focused for short periods without reminders.	I can share my learning with a group.

Class 1 – Learning Behaviours Summary

Stick At It	Help Others	Independence	No Distractions	Explain Your Learning
I can say something I enjoy about different aspects of school.	I can work with a partner chosen by an adult.	I independently choose activities and resources within the classroom.	I follow structured routines with adult support and reminders.	I can listen to others and take turns when speaking
I keep trying when I think things are tricky.	I listen to others and respond appropriately.	I use knowledge and skills I have learnt in my independent play.	I can explain what is expected of me in class.	I can use simple vocabulary to describe what I am doing.
When I get something wrong I don't mind trying again.	I can say what is good about others' work.	I know where to get the things I need and I put them away when I have finished with them.	I join in with group activities.	I can celebrate others' achievements.
I read back through my work and check it makes sense.	I can ask other people what they think of my work.	I can ask an adult if I get stuck.	I move between activities with adult support.	I can be encouraged to use Challenge / Support / Take a Risk in group discussions
I like to try new activities.	I like the responsibility of carrying out a class role.	I can wash my own hands properly.	I feel proud when I make good choices.	I can join in with oral rehearsal before writing
	I can say kind things to others. I can follow class rules and listen to adults.		I know what I'm working on.	I can use full sentences to share my ideas when prompted.
			I can stay focused with adult reminders.	I can talk about my work to an adult.