



Rushbrook Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Behaviour, Relationships and Attitudes Policy

September 2023
Review: July 2024

AWARENESS • ACTION • ASPIRATION • ATTITUDE

BEHAVIOUR, RELATIONSHIPS AND ATTITUDES POLICY

Rationale:

We believe that a positive Academy climate will enhance teaching and learning.

A positive Academy climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The Academy Family'.

The Academy family is held together through strong relationships and communication skills which are taught during conflict moments and in the classroom through active learning lessons.

Purposes

1. To build connections. Fostering interdependence and connection. Building caring relationships.
2. To improve communication. A two-way process where people feel listened to, understood and can state their own feelings safely.
3. Through specific communication techniques, adults will support children in developing a positive sense of self and to identify with the values that make them who they are.
4. To develop problem solving skills. The ability to identify problems early, focussing on solutions.
5. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.
6. To be able to deal with change. Adaptability to be identified and encouraged. Changes are acknowledged and dealt with openly.
7. To have shared values. Accept the values of others and using positive intent, seeing the best in others.
8. To develop autonomy and recognise choices. Taking ownership of your own feelings and actions.

Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

Education Act 2002

Education and Inspection Act 2006

Equality Act 2010

Education Act 2011

Behaviour and Discipline in Academies – DfE Guidance 2012, 2013

Policy Implementation: Roles and Responsibilities

Pupils	Expected to take responsibility for their own behaviour and follow the Academy Behaviour expectations at all times.
Parents	Work in partnership with the Academy to maintain excellent standards of behaviour and inform the Academy about any changes at home that could impact learning or behaviour in Academy.
All Staff	Responsible for ensuring the policy is implemented in a fair and consistent manner. Act as role models in every interaction.
SLT/Phase Leaders	Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the Academy. Tracking and monitoring rewards and consequences systems, and devising and implementing strategies to improve behaviour where required.
Principal	Responsible for the implementation and day to day management of the policy and procedures Reports records of serious incidents to LGB on a termly basis
Local Governing Board	Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the Academy with ensuring excellent standards of behaviour through the Teaching and Learning Committee and Governor Exclusion Panel (if required).

Home School Links

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasise positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.








School Expectations

- Do your best
- Behave in a safe way
- Handle emotions appropriately
- Cooperate with others
- Show respect
- Be in the right place at the right time
- Communicate politely
- Identify your strengths and developments

Follow the four core values of Rushbrook – **AWARENESS** • **ACTION** • **ASPIRATION** • **ATTITUDE**



Encouragements

We believe that through developing the school family, that children will become intrinsically motivated to display helpfulness, enthusiasm and problem-solving skills. The need for extrinsic motivation through coercion, punishment and external rewards will diminish. The school family develops a sense of belonging. In order to build this, classroom structures are in place throughout school.

-  Safe place. To help the children to remain calm and deal with anger or upset.
-  Visual reminders of qualities and strengths that the children all possess.
-  Meaningful jobs / friends and family & ways to be helpful boards. To create a sense of belonging and responsibility (we are all in this together)
-  Picture rule cards. To empower children to set limits and build will power.
-  Celebration – rewarding children for positive choices
-  Show children that we care
-  Class meetings and circle time. To help children reflect on their choices and change.

Fundamental principles

The fundamental principles which underpin the behaviour policy are:

-  Unconditional positive regard for all pupils
-  A focus on choices and consequences: we refer to positive choices (which lead to good consequences) and the strengths the children would be showing to make such choices. We have open conversations hoping that children see that other choices lead to negative consequences. The main reasons for using a language of choice are:

- self-management of behaviour and reflection on behaviour choices made i.e. there are always different options (even if they are not always choices a child 'likes')
- any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our values and behaviour.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- The use of key values to underpin our choices, actions and on how we reflect on negative choices.

Encouraging good behaviour and high self-esteem

We encourage good behaviour by:

- Good classroom management including well-defined routines.
- Being calm, fair, firm, clear, consistent, positive and understanding. Praising good behaviour as it occurs.
- Empowering children by consistently highlighting their key strengths
- Explaining and role modelling the behaviour we want to see.
- Encouraging the children to use and reflect on their and our core values. Teaching children to use our core values and related values when making decisions on how to act and behave.
- Encouraging pupils to be responsible for their own behaviour and goals.
- Looking beyond the behaviour of a child to identify what is driving that behaviour.
- Empathising, setting clear expectations, then empowering that child(ren) to meet the expectations set.
- Letting families know about their children's positive behaviour.
- Rewarding individuals and groups of pupils for behaving well in the classroom and through assemblies.
- Using 'Circle Time' activities as appropriate.
- Explaining reasons for any sanctions.
- Encouraging pupils to be proud of their Academy.

- Using 'Pausing to be' and 'Thinking Time' (brain breaks) in class to create a positive climate for learning.

Unacceptable behaviour includes:

- Ignoring reasonable instructions.
- Behaviour which disrupts a group or class activity and prevents others from getting on with their work
- Physical or verbal bullying
- Behaviour which shows disregard for property
- Use of rude or abusive language
- Anti-social or aggressive behaviour directed at others
- Anti-social or aggressive behaviour directed at others on the grounds of race, culture, gender or ability
- The playing of rough or dangerous games
- Leaving the classroom without permission

Supporting pupils with SEND:

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND, in particular, their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. It is particularly important that adults support these children to understand the feelings and drivers behind their behaviour, before empowering the children to see the strengths they have to overcome the challenge they are facing.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure that they have accessed the Child's Personalised Learning Plan, GAS and Pupil Passports and use suggestions on these. Teachers need to use learning plans to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm

and focussing, putting on red as they are not focussing is not appropriate as that is that child's need. There would have to be other steps/approaches in place for that child that should be followed.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their learning plan. A children's triggers for negative behaviour need to be on learning plan so everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure learning plans and adapted approaches are left out and communicated with covering teachers so the approach to managing their behaviour is more consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- 🌍 Work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- 🌍 focussing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they are doing the right thing or that they are liked.
- 🌍 calling out- this might be so they feel noticed and to also feel reassured

Actions for teaching a child with SEND/ potential SEND who is showing challenging behaviours:

- 🌍 Look at previous notes, files and plans for that child to see what has worked before
- 🌍 Evaluate when negative behaviour is happening and why. Identify any key triggers
- 🌍 Seek advice from SENCO and Assistant Principal for Inclusion if needed
- 🌍 Speak to child - What works for them?
- 🌍 Evaluate how much of current behaviour system is working for them.
- 🌍 Research behaviour management strategies that suit that child's needs
- 🌍 Adapt approach to behaviour and record on child's learning plan

- Share approach to behaviour with family and any other adults involved in caring for and teaching that child (after school club, specialist teachers, supply teachers, support staff)
- Adapt behaviour script for that child if needed
- Review approach for behaviour- is the new approach working for the child?

Suggested strategies for supporting children in managing their behaviour:

- Identify what we like about the children – their strengths personality traits and values that make them who they are.
- Talk to the children about when you notice negative behaviour is happening.
- Use conversations to help identify key triggers
- Ensure learning plans with triggers and actions are discussed with children
- Use visual timetables so children are aware of what is happening in school day. Include any change of teacher on the timetable so children are prepared.
- Pre-warn children of changes to timings and routines. Repeat the warning closer to the time so fully aware.
- If the teacher will be teaching the child regularly arrange an introduction/some transition work so the child is more familiar with the adult and anxiety is reduced

Conclusion

A positive approach to discipline is more effective than a negative, confrontational one. Warm, friendly relationships amongst all members of the Academy community are the best incentive to good social behaviour. Boundaries should be set early and kept consistent. Once these are established, positive discipline should be the expectation and generously rewarded with praise.

Procedures

Classroom Management and Traffic Light Structure

- Classroom behaviour is managed through the use of the traffic light system. Each classroom or learning area must display the traffic light system.
- Each child starts the day on the **GREEN**, they receive a dojo point for remaining on green.
- If a child goes 'above and beyond' expectations, they can earn a dojo point each time
- If a child makes an inappropriate choice, they will first be given a look or warning
- If a child continues to make the inappropriate choice, they will be given a warning (refer to **Scripts** for further details - *Appendix 1*)
- Following a choice, if a child continues to make the inappropriate choice they move to **AMBER**. This will automatically trigger 5 minutes of lost learning time at the end of the session and the child will be kept in the classroom by the classteacher and they will discuss why the child moved to amber and how this can be learnt from.
- After the consequence has been completed, the child returns to **GREEN**. It is important that children know each session is a fresh start.
- If the child continues to make the inappropriate choice after they have been moved to amber, then they will move to **RED**.

If a child reaches RED:

- This will automatically trigger 15 minutes of lost learning time. If this happens during the afternoon session.
- No child should be sent to the corridor, any shared area, any other class or any other adult.
- The incident must be recorded on SIMS
- The classteacher informs the family of the perpetrator
- The classteacher informs the family of any victim(s)
- Any conversation with families should be recorded on CPOMS
- After the consequence has been completed, the child returns to **GREEN**. It is important that children know each session is a fresh start.
- Some behaviours will result in being moved directly onto **AMBER** or **RED** depending on the severity and whether they were purposeful actions.

Children leaving the classroom without permission

- It is essential for a central part of all classroom discipline plans to be that pupils under no circumstances leave the room without the permission of the teacher.
- Pupils must know that if they leave the room without permission serious consequences will follow (parents being informed as a minimum, exclusion as a significant possibility).
- It is regrettably the case that a very few pupils have developed a method of coping with difficulties which includes simply walking away wherever they happen to be. We cannot be seen to condone this.
- The ethos of every class must be that all pupils belong, are valued and will be included, even though for some pupils at sometimes this may be difficult.
- Teachers have a duty of care for all pupils and are 'in loco parentis'.

Procedure in case of pupil leaving the room (unless this is written in specific individual plans)

- As soon as a child steps out of the classroom without permission they will trigger 5-minutes of lost learning time
- They will be asked to return to the classroom
- For every minute that they do not return, this will be added on to their lost learning time.
- They will make up this time during their breaktime, lunchtime or in extreme circumstances after school (permission will be sought via the family)
- If they have spent a significant amount of time out of the classroom then this could result in an internal exclusion in our reflection centre.
- The teacher should not leave the classroom in pursuit of a child except in exceptional circumstance – imminent danger to self or others, for example.
- If a teaching assistant is present in the class, he/she should be asked to attempt to retrieve the child.
- If this is not immediately possible, call the school office (Principal/Assistant Principals) explaining the situation.
- The teacher's responsibility is, in these circumstances, with the class; responsibility for the missing child passing to other staff.
- One or two staff will search the building if necessary

- If the child is found, the Assistant Principals or Principals will talk to the child and coax him/her back to class;

Physical Intervention

In extreme circumstances where a child is a danger to themselves or others, physical intervention procedures will be implemented for the health and safety of others, other pupils and staff. This is always a last resort when all other strategies have been exhausted. The actions that we take are in line with government guidelines on the physical intervention of pupils. (see Physical Intervention Policy).

Recognising, Acknowledging and Praising Behaviour

- We use our superpower language to identify the positive choices that children have made. This enables them to understand the strategies and skills that they have used which supports them on their journey to independence.
- Daily dojo points are awarded to children linked to the class traffic light system. They will receive a daily dojo point by staying on Green.
- Dojo points are also linked to the 12 superpowers so that when a child displays one of these, they can be rewarded with a dojo.
- Head Teacher awards are given to individuals when they achieve a certain number of dojo points. Bronze award (100 dojos), Silver award (200 dojos), Gold award (300 dojos), Platinum award (400 dojos).
- Weekly, Star Leaders in each class will count the dojo points. The class totals will then be added together, and totals will be shared in phase assemblies.
- A child from each class will be nominated as a Star of the Week in each phase assembly. This will encompass one of the 4 Rushbrook Values.
- A child from each class will be nominated for demonstrating the Superpower behaviour.
- A child from each class will be chosen to share their excellent work in the phase assembly.
- Classes may set up their own family reward time to recognise when the class has worked together for a common goal e.g. marbles in a jar, additional time etc.

Levels of behaviour and connected actions

Step	Step 1	Step 2	Step 3	Step 4	Step 5
Number of Reds	5	10	15	20	25
Who is involved?	Class teacher Child	Phase leader Class teacher Child	Assistant Principal Class teacher SENCO Child Parents	Principal Assistant Principal Class teacher SENCO Child Parents	Principal SLT SENCO
What happens next?	Behaviour review meeting to reflect on behaviour and agree future actions	Behaviour review meeting to reflect on behaviour and agree future actions. A self-monitoring behaviour agreement should be established. (Phase leaders will arrange for learners in their class to meet with another team leader in school).	Behaviour review meeting to reflect on behaviour and agree future actions. Parents invited. A behaviour recovery plan in discussion with the SENCO and class teacher will be agreed for all learners	Behaviour review meeting to reflect on behaviour. Parents invited. Behaviour plan reviewed. External support considered and SEN level reviewed.	SLT minuted discussion. Review all options with consideration of change of setting or permanent exclusion. Parents informed of outcome. Multi agency meeting called if permanent exclusion agreed.
When does behaviour review meeting take place?	In school time, break or lunch times	In school time, break or lunch times	After school	In school time	After school
Copies of minutes of meeting and behaviour log to:	Parent Phase leader Behaviour log file Record on CPOMs	Parent Phase leader Behaviour log file Record on CPOMs	Parent Assistant Principal Phase leader SENCO Behaviour log file Record on CPOMs	Principal Assistant Principal Parent Phase leader SENCO Teacher Behaviour log Record on CPOMs	Parent Principal Assistant Principal SLT SENCO Other agencies Record on CPOMs
Next action	Move onto step 2 Actions agreed at behaviour review meeting implemented	Move onto step 3 Self-monitoring sheet established	Move onto step 4 Behaviour recovery plan established	Move onto step 5 Actions agreed at behaviour review meeting implemented External support considered	Consider change of setting or permanent exclusion (if appropriate)

Appendix 1 – Scripts

4 E's

I understand you might be bored Fred (Empathy)

I want you to try to answer the first question (Expectation)

You'll need determination, independence and focus to do this (Empowerment)

Like yesterday when you struggled with that tricky maths but you never gave up (Evidence)

Assertive Discipline and the Language of Choice

Script 1: Statement of reality (tell them what you see)

Fred, you're tapping your pencil.

Never ask a child why they are doing what they are doing. It's confrontational, you don't need to know why – they just need to know that you've noticed it.

After hearing your statement of reality, (add empathy here – *I wonder if you're tapping your pencil because you're bored?*) many children will quickly change their behaviour without any sanction or need to move further down the script. Remember you need to give them take-up time to make the positive change rather than causing further confrontation.

Praise them when they positively change their behaviour, acknowledging the positive change

Thanks, Fred, for putting your pencil down

Should a child not change their behaviour after a reasonable amount of take-up time, script 2.

Script 2: Tell them the behaviour you want to see, 'I need you to', ending with 'a thank-you'

Fred, I need you to put your pencil down – thank you.

Be assertive and avoid starting or ending your expectation with please. Use I need you to and a thank you instead. This carries an expectation that they will do as you have asked them to.

Remember to use these scripts with a firm, calm voice.

Acknowledge the positive change in behaviour with a thank you, or gesture.

Should a child not change behaviour you need to use the language of choice script, script 3

Script 3: Statement of choice

Empathy – *I understand you're bored.*

Choice – *What can you do now?* (If child doesn't know, you would highlight all of the choices – including what you might believe to be the 'wrong' choice)

Child goes for 'wrong' choice – *Ok that is one of the choices you can make. What do you think are the consequences of that choice?* Then support the child in identifying consequences.

Child goes for the ‘right’ choice – *Yes you could do that. And to do that you’ll be showing* (insert appropriate Superpowers that the child would show in making the choice).

This gives the child the responsibility for the consequences that you will carry out (and you must deliver the consequences, or the child will learn that you do not follow through consistently). Avoid the threat of sending them to someone else – you empower yourself

Script 4: Reinforce and depersonalise

You can also repeatedly refer to whole school expectations (Values and Superpowers) which reminds of the rules, or our Values, which never change.

Fred, at Rushbrook we are polite and caring.

This implies that the school has a system and that our expectations are fair and consistent rather than personal ‘against’ them.

Positive Behaviour Scripts

Actively recognise and specifically praise children when they show strengths, skills and qualities (Superpowers) especially linked to their learning and how they treat each other. Recognise what values they are demonstrating.

Well done Fred for showing empathy by noticing Sam was upset and seeing if she needed company or help.

Thank you, Sarah, for showing the value of respect by asking the lunchtime organiser how they were today and if they needed help to clean the table.

Encourage members of the class to recognise the positive use of school values.

I can see a child/children in this class who is/are doing reflection on their work by admitting mistakes they have made and working out where else they need to work hard to make progress. Who can see someone showing this core value?

Appendix 2 – Red Behaviour Think Sheet

Staff Involved:
Adult's Summary of incident:

Location (tick):

<input type="checkbox"/>	Classroom	<input type="checkbox"/>	Shared space	<input type="checkbox"/>	Playground	<input type="checkbox"/>	Toilets	<input type="checkbox"/>	Off-site
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Role of child & others involved (tick and names):

<input type="checkbox"/>	Aggressor	<input type="checkbox"/>	Target	<input type="checkbox"/>	Participant	<input type="checkbox"/>	Witness	<input type="checkbox"/>	Bystander

Behaviour type (tick):

Classroom Management	
– Red Letter to Parents	
<input type="checkbox"/>	Disrespectful 1 - not following instructions from adult, rude to adult
<input type="checkbox"/>	Disruptive 1 - stopped others from learning, walked out of room
<input type="checkbox"/>	Emotional 1 low – unkind words toward child, leaving out of group
<input type="checkbox"/>	Emotional 2 medium – bad language, swearing at child, family cussing, dishonesty/shifting blame
<input type="checkbox"/>	Physical 1 low – hurting through repeated snatching, pushing
<input type="checkbox"/>	Physical 2 medium – hurting through spitting, trip, mark/pain to body, throwing objects
Serious Misbehaviour	
– Red Serious Behaviour Letter to Parents	
<input type="checkbox"/>	Physical 3 high – hurting an adult, punch/kick/wilful or repeated hurt to child
<input type="checkbox"/>	Emotional 3 high – bullying, threats, racist comments, swearing directed at adult, lying
<input type="checkbox"/>	Disruptive 2 – wilful or repeated disruptive behaviour
<input type="checkbox"/>	Disrespectful 2 – repeated refusal
<input type="checkbox"/>	Stealing/Theft/Damage
<input type="checkbox"/>	Leaving school site

Parent Informed

Parents informed of incident Yes / No (please delete)
Parents views:

Pupil feedback:

Pupil's views

Appendix 3 – Red Behaviour Parent Letter

Child's Name _____

Date _____

Dear Parent/Carer,

I am sorry to inform you that your child has behaved poorly in school today. They made choices which have broken our Golden Rules. Your child has:

	used unkind words towards another child
	stopped other children from learning
	not followed instructions
	used bad language, which may have included swearing or offending another child
	walked out of the room
	hurt another child
	thrown things in class or broken things
	been rude to an adult

Further information (if relevant)

As a result of their behaviour your child missed part of their break or lunch time at school today. If a total of 5 red incidents occur, I will be arranging to meet you.

We know that all families support the Academy and want the best for their children. Please discuss their behaviour at home. You may also wish to sanction them at home.

Please contact me if you wish to discuss this further. Thank you for your support.

Yours sincerely

Class Teacher

Appendix 4 – Letter to Victim’s Family

Child’s Name: _____ Date: _____

Dear Parent/Carer,

I am sorry to inform you that your child has been hurt or upset as a result of another child’s inappropriate behaviour today. The other child’s family have been notified of their child’s behaviour and the child has received consequences, including missing break or lunch play.

The other child:

	used unkind words towards your child
	used bad language including swear words towards your child
	was rude about your family
	left your child out of a group or play
	hurt your child
	threw things at your child

Further information (if relevant)

I will continue to monitor the situation and support your child through discussion and checking in with them over the next week. If the other child continues with their poor behaviour, I will apply further sanctions, meet their parents and talk to senior staff.

Please contact me if you wish to discuss this further.

Yours sincerely

Class Teacher

Appendix 5 – Behaviour Issues Identification Sheet

1. Child completes sheet, independently or with adult support.
2. Teacher and child discuss responses. Teacher clarifies answers.
3. Teacher, parent and child discuss. Identify and prioritise key issues. Teacher takes key issues and writes up to 3 associated targets (for Class Behaviour Chart)

Child's Name:		Class:	Date:
Teacher:			
In the classroom			
Lessons are	okay	too hard	boring
In class	I stay in my seat	I walk around	I disturb others
On the carpet	I listen	I call out	I distract others
Using resources	I have the things I need	I take things from other children	I throw or flick things
School property	I look after things	I break things sometimes	I take things that aren't mine
School is	a happy place for me	okay	an unhappy place for me
Getting on with other children			
When I'm with other children	I call them names or swear at them	they call me names or swear at me	I join in name calling with others
If I choose to behave poorly	I'm the one who starts it	I copy or follow others	I laugh when others are naughty
Think about the words you use	I say unkind words	others say unkind words to me	I don't get involved in horrible words
Think about the things you do	I hurt other children when I'm angry	other children hurt me	I walk away when things get cross
Working with adults			
When other adults help me	I prefer working in class	I prefer working out of class	I don't like any extra help
I follow instructions from adults	all the time	most of the time	I ignore adults
Adults	listen carefully to me	listen to me sometimes	never listen to me
I am treated	fairly by all adults	fairly by some adults	unfairly by adults
I accept consequences for my poor choices	straight away	with some fussing and complaining	with lots of fuss

Appendix 6 – Class Behaviour Monitoring Chart

Name:	Class:	Starts:	Ends:
My targets. I am going to improve:			
1.			
2.			
3.			

Insert or draw picture

My achievements. Morning break or 15mins of Lunch Break are LOST until at least 1 😊 and no ☹️:

Report to Class Teacher

	Lesson 1	Lesson 2	See CT (initials)	Break	Lesson 3	See CT (initials)	Lunch	Lesson 4 & 5	See CT (initials)	Achievements:
Monday										Fully - excellent 😊
Tuesday										Partially - okay ☹️
Wednesday										Not enough ☹️
Thursday										Earned break/lunch ☑️
Friday										Lost break/lunch ☒

Teacher report to parent at end of week. Date & Initials:

Teacher update:

