

Behaviour Support Policy

Policy Statement:

At Tregolls Academy, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding good behaviour, effort and progress. We understand the importance of 'feeling safe' in prompting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

Parents and carers are integral part of our school community and play a vital role in supporting, modelling and reinforcing our expectations. We work in partnership to ensure inform and consult with parents and carers in order to support acceptable behaviour both in school and the home.

We believe that relationships are the key to ensuring a safe, supportive and engaging learning environment. They are an essential part our behaviour approach. Positive relationships allow us to set secure boundaries and high expectations for our children. Our adults understand the impact that Trauma can have on pupils and our staff are training to respond and support appropriately. Fundamental to our behaviour policy is the assertion that '**all emotions are acceptable, but not all behaviours are acceptable**'. We support children in developing their emotional literacy from nursery upwards so they can communicate their needs in positive ways.

Our School Rules: (See Appendix 1)

1. **Be Ready to Learn**
2. **Be Respectful**
3. **Be Safe**

Aims of the policy

- To create a culture of exceptionally good behaviour; for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, celebrates uniqueness and encourages respect.
- To promote community cohesion through improved relationships. To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural expectations.
- Positively reinforces behavioural expectations.
- Promote self-esteem and self-discipline.
- Explicitly teach appropriate behaviour through positive interaction, PHSE curriculum and TIS work.

We Consider that:

- Children have the right to learn and play in a friendly, helpful and safe environment
- Parents have a right to feel welcome and that their children are safe and well cared for
- Staff have the right to feel safe and to be treated with courtesy and respect

We believe that:

Consistency is the key to ensuring effective positive behaviour. Within our consistent culture of excellent behaviour management, our staff will ensure:

- Consistent language and consistent response, with simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up, ensuring certainty at classroom and school level, all staff taking responsibility for behaviour interventions. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement, with routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences which are defined and applied by all staff as well as following established structures for more serious behaviours.
- Consistent, simple expectations promoting appropriate behaviours.
- Consistent respect from the adults
- That they demonstrate consistent levels of emotional control i.e. to model and not just teach.
- Consistently reinforced routines for behaviour around the site.
- A consistent environment which displays our core values
- That we consistently develop and share our school rules

"The best institutions have absolute consistency. I don't care whether the system they use is behaviourist or whether the system they use is extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message: "This is how we do it here"

Paul Dix – When the adults change

All staff will:

- Meet and greet at the door.
- Refer constantly to 'Ready, Respectful, Safe'
- Establish relentless routines within the classroom setting
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use an approach that recognises positive behaviour throughout the day.
- Be calm and talk through the behaviours we would like to see and establish how we can achieve this.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore, or walk past, behaviour that falls below the standard expected. The management of behaviour is everyone's responsibility. All staff will engage, use positive reinforcement and support where appropriate.

Senior leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Develop and insist on a consistency in school that ripples through every interaction on behaviour.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Support staff in managing learners with more complex needs, support restorative, reflective conversations.
- Use behaviour data to target and assess school-wide behaviour policy and practice.
- Consistently follow up any reported behaviour incidents (My Concern)
- Ensure 'consistency' runs through all levels of the school.
- Ensure induction of new staff in this policy.

Supporting pupils with SEND: Expectations for managing behaviour of pupils with SEND:

For pupils 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 their provision and something that we can help them understand and manage.

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 they have accessed the child's learning education plans (IEPs) and use suggestions on these. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they are getting physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour steps should be adapted to suit the needs of individual pupils. Equity is the aim for these high-needs pupils. Their individual plan and adapted expectations for behaviour should be on their Pupil Profiles which will be monitored by the SENDCO. A child's triggers for negative behaviour need to be on their individual plan so that everyone can be aware of these.

Supporting children with Social Emotional and Mental Health difficulties

Where there is a need due to an emotional difficulty or trauma in a child's life, we may refer to additional intervention such as Trauma Informed Schools practitioners, appropriate outreach or groups focusing on social skills and emotional literacy. This may also result in a need for a personalised approach to supporting behaviour that will follow the overall principles but be differentiated in outcome.

Rewards and sanctions overview:

- Pupils must be aware of the rewards system that is in place and the consequences which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school. This is underpinned by the Be Ready, Be Respectful and Be Safe.
- These should be clearly displayed in each classroom.
- Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour.
- Our system is flexible to take account of individual needs of the pupils.
- The emphasis of the policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Recognition of rewards for effort:

General rewards for individuals who manage to consistently meet our high expectation:

- Quiet word of personal praise.
- Public recognition in class or assembly.
- Sending good work to the Head of School (HOS) or another member of SLT.

General rewards for individuals who go 'above and beyond' expectations:

- Stickers
- Lighthouse points (1 at a time).
- Weekly certificates/ awards/nominations – newsletter publication
- Gold award (surprise and public)
- Parents informed (text, phone call, secret post card)
- HOS 'gold stickers'

Sanctions Overview:

- Pupils will have 2 warnings before a sanction is enforced. Firstly a Verbal warning. Followed by the movement of their name to Amber. At this point the child can change their behaviour without loss of break time.

- When the child moves to white (Repair) they must miss a minimum of 10 minutes of their break or lunch period. Lunch period sanctions can last up to 20 minutes.
- Teachers will be responsible for supervising the loss of break time. A duty rota of leaders will cover the loss of lunch times through a centralise 'Repair Room.'
- If pupils reach the 'Repair' phase 4 times in a week, the parent will be invited in and the child will be placed on a 'Behaviour Transformation Plan.' (See appendix 3).

In class systems for reinforcing positive behaviours;

'Our Behaviour Horizon'.

Within each class, similar to the below scale will be displayed. All children will start on green at the beginning of each lesson. Dependent upon behaviours they will move left or right. It is crucial that this is displayed in a horizontal manner to avoid the negative connotations associated with moving 'down'

Repair	Amber	Green	Purple	Blue	Gold
Reflect! Time in to repair and reflect with the class teacher. Name removed from board.	Refocus! We can turn this around and get you back to green	Aim for gold! All start here	Well Done! You are moving in the right direction!	Great! You earned a lighthouse point!	Amazing! You've earned a gold award!
	Regulate: take some time to calm down Reflect: what went wrong? What can I do differently? Act: now it's time to do it and get back to green				
Persistent breaches of the Schools rules Physical or verbal aggression to others or directed towards the environment Leaving the classroom without permission Any behaviour that compromises the safety of others within the classroom Bad language	Leaving seat repeatedly Disrupting the learning of others Shouting out, interrupting the calm environment of the class Disengagement with own learning	Ready Respectful Safe	Showing consideration and support for others, Seeking support appropriately Consistent effort, attention and concentration	Exceeding expectations of learning Persevering when learning is challenging Demonstrating care and concerns for others	Showing behaviour that is continually above and beyond the expectation Consistently being in the right place, at the right time doing the right thing

Gold Awards:



 <u>Number of Golden awards</u>	 <u>Reward achieved</u>
25 Awards	Name in the frame of fame
50 Awards	We will buy you a book of your choice.
75 Awards	You will be invited to a special event
100 Awards	You have a £25 voucher to spend on your class.

Lighthouse Points – House Rewards

Each term the winning house with the most points will spend the afternoon

Term 1 – Extra forest school KS1 - Swimming for KS2

Term 2 – Scooter, Skateboard or Bike event

Term 3 – Cinema in School

Term 4 – Visit the park

Term 5 – Dress to impress – Non-Uniform

Term 6 – Visit the beach

Sanctions for poor behaviour:

Learners are appropriately held responsible for their inappropriate behaviour. Staff will deal with behaviour without delegating. Staff will always deliver sanctions calmly and with care, reflecting and using the opportunity for learning.

All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence and how they can turn it around. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative and appropriate system that works for them.

Engagement with learning is always the primary aim. For most learners, a non-verbal reminder such as a look or a gentle verbal reminder or nudge in the right direction is all that is needed. The below steps should always be followed through with care and consideration, taking individual needs into account where necessary. The ideas in appendix 1 will be utilized by staff where appropriate. Praise the behaviour you want to see. All learners must be given ‘take up time’ in between steps.

We use a six-step approach to manage and modify behaviour that does not reflect our Ready, Respectful, Safe expectations:

<u>Steps</u>	<u>Action</u>
1 Redirection	Non-verbal cues or a Gentle encouragement to change the unwanted behaviour to one that we expect to see. For example: "Well done to this table, you are listening and ready to learn. I can see that almost everyone is ready" At this point, pause and wait before continuing. If the behaviour continues move to step 2.
2 Reminder.	A reminder of the expectations ' Ready, Respectful and safe ' delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively – "Remember, being respectful means look at and listening to the adult whilst waiting your turn to talk, thank you."

		If the behaviour continues move to step 3.
3	Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around. E.g. "What can I do to help you? Help me to remember what you should be doing right now?"
4	Time with/Missed playtime	Pupil will spend time with the class teacher for 10 or 20 minutes at a break or lunch period It is imperative that this is conducted with the class teacher or SLT and that the focus of the discussion is centred around the pupil understanding the behaviour displayed, the consequence and then how they reset their behaviours ready for the next period of learning. If the behaviour continues move to step 5
5	Escalation to SLT	Should the learner persist with the unwanted behaviour or if the same pupil has had 'time with'. The SLT will be notified and a phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. These behaviours should be logged in MyConcern or using ABC/behaviour log sheets. SLT involved.
6	Formal Meeting	A meeting with the pupil, parents, teacher, SENDCo and Head of School to take place and recorded on MyConcern if there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week. A behaviour plan will be implemented and monitored over the course of two weeks.
	Exception Immediate response	When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as:- <ul style="list-style-type: none"> • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at an adult • Defiance • Damaging property • Hurting others with deliberate intent <p>In these cases, the incident will immediately be reported to SLT and recorded/logged, and an appropriate sanction/action taken in consultation with SLT. A phone call home by a member of SLT will automatically take place. The behaviours will be explored and managed by the school's leadership team, class teacher and SENDCo.</p>

In the Playground

The **member of staff on duty** is directly responsible for pupils' behaviour. Class teachers are responsible for regularly discussing positive strategies and successful resolution ideas within classes. Pupils should be taught strategies for problems solving situations successfully.

Lunchtimes:

Lunchtime staff are responsible for monitoring the behaviours of children at all times. Every lunchtime there will be a **DUTY TEACHER (12:00pm-12:20pm)**, these will be Senior members of staff who will have a radio available and will be able to attend and support.

Steps		Action
1	Redirection	Pupils have reported that another child is being unkind to them. The adult investigates and speaks with all children involved. If a minor disagreement they will be asked to apologise and continue playing with their friends.
2	Time out	If a pupil has admitted to, or been found to have failed to follow one of the school rules or being Ready, Respectful and Safe, they will be asked to serve a time out by sitting on a bench by an adult/standing by an adult. The period of time will start at 5 minutes and increase to 15 minutes in 5 minute intervals.
3	Taken out	If there is believed to have been any of the following, more serious incidents: -Swearing, -Deliberate Physical Contact

	The pupil will be taken into school to a class teacher who is on duty (see Appendix D who will deal with the incident and record it.
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The sanctions may include: missing the remainder of their break and subsequent break times, a phone call to parents an meeting with SLT/Head of School.

Restorative Conversations (Time with):

These are to take place following an incident. This is to be conducted by the class teacher/ person leading the session. It should be a coaching conversation for the pupil. The structure for the conversations is:

- Ask what happened and why they chose to behave the way they did.
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have done differently and what they would do to avoid the situation happening again.
- Ask what the adult/other child could have done differently
- Agree strategies/goals/targets for the future
- Give the child a chance to add anything else they wish. Do not force an apology – it will not improve the situation (however acknowledge those freely given appropriately).

Parents Involved (Phone call home):

Parents will be encouraged to help by exploring possible reasons for their child's behaviour and ways to support staff in dealing with it. Children are more secure and confident when there is consistency between the child's care setting and their home. Parents will have opportunities to share and discuss behaviour strategies so that some commonality of approach can be discussed. Notes may be taken for future reference and review of actions. Parents who agree that additional support will be beneficial may also be offered advice on and signposting to outside services. In certain cases, it maybe appropriate to implement a 'behaviour transformation plan'. This is a very clear plan which will outline 3 behaviors which needs to be addressed within school and will use a points system to report back to parents about how the day has been.

Parents Involved (Meeting):

A meeting with the pupil, parents, teacher, Phase Leader/Assistant Head or Head of School will be called in the event of a persistent or serious breach of the school rules. These may also be called in the event that there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week. Within the meeting a behaviour transformation plan (Appendix 3) will be implemented and monitored over the course of two weeks with 3 clear behaviour targets being set and agreed by all.

Dealing with serious incidents:

We have a duty and right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements;
- Statutory powers to discipline pupils who behave badly on the way to and from the school bringing it into disrepute;
- The Head of School has the power to search pupils if they suspect one of them is
- carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.
- There will be zero tolerance of any form of serious assault on pupils or staff. E.g. Serious Assault on a pupil by another - require a referral to SLT- parents will be involved and appropriate action taken based on our understanding of the situation.

Suspensions- Internal, fixed-term and permanent exclusions:

An internal suspension may be issued as a consequence for a serious or persistent breach in behavioural expectations such as those outlined in the above 'Exceptional Immediate Response'. Only the Head of School has the power to exclude a child from the School. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Head of School may also exclude a pupil permanently.

Before taking such a step the Head of school will have taken advice from the Strategic Partner and Hub Councillor, the Aspire Board, the Aspire Inclusion Team, the Education Welfare Service, County Psychological Service or the school medical officer.

If the Head of School excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can appeal against the decision to the Aspire Board. The School informs the parents of how to make any such appeal.

The Strategic Partner informs the Local Authority (LA) and Aspire Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Your child may be excluded from school for a number of reasons, and for anything from a half-day to permanently. Tregolls Academy will adhere to the principal legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' Sept 2017.

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Reasons why a permanent exclusion may be considered are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Persistently disruptive behaviour
- Racist abuse
- Sexual misconduct
- Use or threat of use of an offensive weapon or prohibited item
- Any abuse relating to a disability, religion, sexual orientation or gender identity
- Inappropriate use of social media or technology
- Theft or property
- Damage

Use of reasonable force:

In very rare occasions, it may be necessary to have physical contact with the children and use reasonable force. All staff, based on their professional judgement, have the legal power to use reasonable force. Such cases may be to control or restrain a child dangerous to others and themselves or who is damaging property. Another would be to intervene in fighting after a refusal to separate or where they refuse to leave an area and are guided physically out of an area.

All staff will make reasonable adjustments when using reasonable force for children with special educational needs and disabilities.

If such incidents occur and reasonable force has been used, the incident is recorded, and parents/carers of the child are informed.

What behaviours do we want to be the norm?



Ready

- Come to school on time
- Look and listen when others are talking
- Follow instructions the first time
- Start work straight away
- Wear the correct uniform
- Line up correctly and promptly
- Have the correct equipment



Respectful

- Greet each other politely when we arrive each morning.
- Thank each other at the end of the day when we leave.
- Keep the spaces we work in clear and tidy. Work hard in lessons.
- Follow instructions the first time.
- Notice when others have done something for me.
- Hold doors open.
- Win and lose gracefully.
- Use people's names correctly.



Safe

- Move calmly around the school and outside.
- Use play equipment properly.
- Kind hands and feet.
- Tell an adult if something is wrong.
- Play only in the places allowed.
- Use technology responsibly.
- Wash hands regularly.
- Catch and bin coughs and sneezes.

Transitioning at Tregolls Academy

**Entering the school:**

- A gate rota is in place to ensure that both entrances are always manned by a member of staff who will welcome our families and children into the grounds.
- All staff will 'threshold'. This means all teachers will meet and greet at the door at the start of each session.
- Children will enter the school quietly and sensibly, settling to work in silence whilst calming music is played.
- Children will place their bags and coats neatly on the allocated pegs. None will be on the floor.

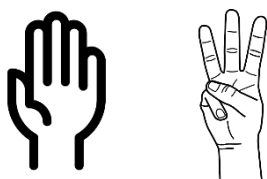
Moving around school:

- Children will show 'Wonderful walking' as they move around school at any point during the day. A Lighthouse point will be given in recognition of 'Wonderful walking'.
- All staff will have the highest expectations for how children move around school and always address it if behaviour falls below the school's minimum expectation.
- All staff will set the expectation that children hold the doors open for staff and other pupils, show good manners at all times and say good morning to visitors when we have them.

Transitioning to and from the start and end of lunch/ break/ assembly:

- Children will line up in register order whether that is at the end of break/ lunch or getting ready to go into the hall for an assembly/ activity or P.E.
- The line should never move unless it is completely silent.
- As children walk within their line, they should do so in silence, and this must be reinforced by all adults.
- 2 whistles will be blown at the end of break and lunch. 1st whistle= requires pupils to freeze. 2nd whistle requires pupils to move into their class lines.
- As children are in their lines, they should be quiet and adults should use this as an opportunity to check uniform and ensure high standards.
- Adults should be stood thresholding as children enter the classroom from break or lunch. Pupils who are not silent or following the school rules will be asked to wait until the end of the line and adults reinforce the expectations. Pupils who enter the room and begin to talk will be asked to exit and try again.
- Children should be walked to assembly in silence. A adult from the class should remain within the assembly to assist with behaviour support.
- Children should be silent at all times during assemblies unless asked otherwise.

Gaining pupils attention at Tregolls Academy



- The teacher will put their hand in the air (RWI Team Stop) and begin to count down from 3,2,1.
- The adult will expect 100% compliance before starting to talk. This might include phrases such as: 'We are waiting for (this table, 3 pupils)' initially, before being more specific 'Luke place your pencil down and look this way, thank you.'
- Silence must mean silence.

Support staff will:


- Quietly address anyone not showing that they are ready.
- Not talk whilst the teacher is delivering their input.
- Pause if they are working with a group to listen and ensure that other pupils aren't distracted.
- Use the raised hand and embellished countdown as well to gain pupils attention.

Clear and consistent expectations at Tregolls Academy



- Tidy tables, tidy minds
- Classrooms should be tidy and well presented.
- Displays and boards should be consistently maintained.
- On pupil's tables there should only be equipment that they need and nothing else.
- When leaving the classroom tables should be orderly, the floor clear of any mess and chairs tucked in.
- Unless there is a prior agreement with the SENDCO children should not be fiddling with anything at any point.
- All pupils should have removed any items not deemed school uniform in the classroom (Hats, scarfs, gloves, ear muffs, bracelets, rings)
- Children should be consistently demonstrating that they are ready to learn and showing respect towards staff and their peers.
- Whilst the teacher is talking there should be no talking from any member of the class.
- The behaviour support policy will be adhered to consistently.

Independent work expectations at Tregolls Academy

	<p>Noise level:</p> <ul style="list-style-type: none"> • Purposeful • Appropriate to task • Consistently monitored and willing to pull back when needed. <p>Tasks:</p> <ul style="list-style-type: none"> • Silent work for specific tasks. Remember silence must mean silence. • Redirection takes place when any pupils are 'off' task.
Classrooms	<ul style="list-style-type: none"> • Pupils will arrive before 8:45am and wearing school uniform. • Children to enter the room at all times, silently. • Pupils sit on a chair with all 4 legs on the floor, chairs are tucked in with approximately a fists gap between their chest and the table. Children will sit up straight. • Answering questions will require a range of strategies: Some questions will be answered on whiteboards (adults will say '1, 2, 3 – show'. Cold Calling may be used and at all other times pupils will raise their hand. • Pupils may be asked to speak to their partner for a period of time. They will be asked to 'Talk to your partner.' Timers will be used to control this. • All adults will use the Walkthru 'Signal, Pause, Insist' to gain pupils attention. The signal will be a raised hand followed by 3, 2, 1. 100% compliance is required before progressing. • Pupils will begin work immediately after the teacher sets them off on their task. Pupils will work silently unless advised otherwise. • Pupils will leave the room silently, until they reach the playground. • Toilet passes will be used in all classes. Only 1 boy/girl is able to leave the room at any time.
Dinner hall	<ul style="list-style-type: none"> • Pupils enter the hall quietly when called for their meal. • Once they have collected their meal, they sit at a table with their peers. Voices should be at a talking level and not a shout. • Manners are used towards lunchtime staff. • All cutlery and plates are returned to the wash station and pupils exit the hall quietly.



Behaviour Transformation Plan



Student: _____
 Teacher(s): _____
 Parent(s): _____
 Date: _____

It takes a village to raise a child, and the names to the left represent the most important influences on behaviour for our student. We agree to support specific behavioural expectations with:

- Daily positive communication home.
- Positive behaviour reinforcement.
- Clear and consistent consequences.
- Specific targets.
- Restorative follow ups.
- Sensory breaks planned in throughout the day
- Now and next

XX
 XX
 XX

Session 1- Morning. **Session 2-** Lunch. **Session 3-** Afternoon.

- Score 4** Outstanding effort with excellent success!
- Score 3** Good effort and acceptable behaviour. Yay!
- Score 2** Some effort with limited success. Keep trying!
- Score 1** Little or no effort during this period. Let's talk.

XXXXXX safe space will be:

Behaviour goals	Student assessment	Teacher assessment	Notes Teacher & TA

What does success look like?

At present XXXX daily score is equating to **3**.
 An adequate initial improvement would be a daily score of at least **6**.
 A sustained improvement would be a daily score of **8-10**.
 A significant improvement would be to frequently achieve a daily score of **12**.

Child: _____
Head of School: _____
Class Teacher: _____
Parent/s: _____



TREGOLLS SCHOOL RULES



'Working together to nurture characters and dreams'



READY

RESPECTFUL



SAFE

Lunchtime Reflection Room

Location: Cober Class

Time: 12pm to 12:20pm

Monday	Tuesday	Wednesday	Thursday	Friday
Mr Rees	Mrs Grace	Mr Luzmoor	Mrs Hancock	Miss Beale