

# Brookside Primary School



## POSITIVE RELATIONSHIP POLICY (BEHAVIOUR POLICY)



**September 2019**

Ready \* Respectful \* Safe



The UN Convention on the Rights of the Child outlines the following

- 3 The best interests of the child must be a top priority
- 12 Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- 31 Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

### **Motto/Mission Statement**

At Brookside School we believe that children are

*Learning for Life*

At Brookside Primary School we believe in providing an education which allows children to be ready, respectful and safe in the world they are growing up in. Children will develop the skills of cooperation, concentration, resilience, curiosity, imagination and reflection to enable them to be responsible citizens of the United Kingdom and the world.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. At Brookside we are committed to creating an environment where exemplary behaviour is at the heart of productive learning and is the expected behaviour of all.

### **School Vision**

At Brookside Primary School we believe in providing a safe, welcoming, happy and well ordered school environment in which children can learn effectively and reach the highest standards of which they are capable;

We encourage all our children to show these learning powers which form our values and are considered skills for life by the whole school community;

- **Concentration**
- **Resilience**
- **Cooperation**
- **Curiosity**
- **Imagination**
- **Reflection**

We believe that the partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for our children. Partnership with families underpins all that we do. We realise that we have the privilege to work with young people from Bicester on their journey of *Learning for Life*.

We believe all members of the school community should be equally valued and at the same time we have equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.



## Policy Statement

At Brookside Primary School we believe that children are learning about behaviour, and that the adults in school are role models for, and teachers of, behaviour. All behaviour is communication, a child who is demonstrating behaviour is communicating to others their current feelings.

All adults in our school must have high expectations of children in our school in the areas of behaviour, attitudes to learning and attitudes towards others. Adults must develop children's self-esteem, confidence and positive self-image by developing secure relationships and encouraging positive behaviour through consistent application of this policy.

Adults at Brookside have high expectations of themselves and of the children; they are consistently and deliberately calm and base their behaviour management on recognising and promoting good conduct. We expect everyone to take responsibility for their own behaviour and the impact it has on others, and to encourage others to do the same. This includes all members of the school community; children, staff, visitors and parents.

We believe that there are three keys to high quality behaviour:

- Good relationships between everyone in the school community
- Consistency in approach and expectations from all adults so that children know how they will be treated
- Clear routines and expectations for the children so they know exactly how they need to behave

## Brookside has the following school rules;

All children and staff must be;

- **Ready**
- **Respectful**
- **Safe**

## These rules underpin the Learning Powers (values) of;

- **Concentration**
- **Resilience**
- **Cooperation**
- **Curiosity**
- **Imagination**
- **Reflection**

These learning powers are evident in everything which we do at Brookside and become every day language for all learners and adults in school. We encourage children to demonstrate these learning powers on their journey through Brookside whilst demonstrating that they are *Learning for Life*.

These learning powers are broken down with the children, and regularly referred to. For example a staff member may say *'Please stop swinging on your chair, you're not demonstrating the school rule about being safe'*

The phrases below are used with the children. The phrases in *italics* are for pupils in EYFS and in Y1. By the end of Y2 pupils should be introduced to the longer definitions of the Learning Powers and should know what they mean. During weekly PSHCE lessons and assemblies pupils should consider one of the Learning Powers.



**We encourage all our children, parents and staff to follow these rules and to demonstrate these learning powers:**

All children and staff must be;

**Ready**

*We are ready to learn*

We are ready for *Learning for Life*

**Respectful**

*We are kind to everyone and look after the world around us*

We are kind and respectful to everyone and look after our school and natural environment

**Safe**

*We look after ourselves and each other.*

We look after ourselves and each other in and outside school and online

**These rules underpin the Learning Powers (values) of;**

**Concentration**

*We work hard stay focussed on our learning*

We focus on our *Learning for Life* to achieve the best possible outcomes.

**Resilience**

*We never give up when things get difficult*

We use a positive approach when things are challenging. We never give up!

**Cooperation**

*We work well together with our friends*

We work together to achieve the same goal and develop friendships

**Curiosity**

*We ask questions about our learning and the world around us*

We are enthusiastic about exploring the world around us and asking questions about our learning and the world around us

**Imagination**

*We use our imagination to be creative*

We use our imagination to be creative in new and exciting ways

**Reflection**

*We think about what we have done and how we can get better*

We evaluate our learning and behaviour in order to determine the next steps we need to take in our *Learning for Life*



## Recognising Good Relationships and Use of the Learning Powers

Each class has a 'We Can' recognition board in the classroom which will celebrate when pupils have been 'caught' demonstrating one of the learning powers or school rules. Throughout the year there will be a learning power of the week which will be spoken about in assembly and during PSHE lessons.

All staff are reminded that they are responsible for modelling the high expectations which we have of behaviour at Brookside. Members of the leadership team will ensure through monitoring that these learning powers are modelled by all staff.

### All adult practice within the school is underpinned by the following six principles:

1. Consistent, calm adult behaviour
2. First attention for best conduct – positive praise
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up
6. Recognise above and beyond

### Expectations of behaviour to ensure that the school is a good environment for all;

- Children and staff should be proud of their school and should demonstrate impeccable manners and courtesy towards others
- Children and staff should present themselves as smart people – ensuring that they are wearing smart clothes and the correct uniform (suitable for the activity being undertaken to ensure safety)
- People are to walk on the left when walking around school
- People are to ensure that doors are held open for any person walking through the door behind them
- Shouting is never an acceptable form of communication in school
- Litter is to be tidied up by anyone in school
- The school is to be kept tidy and clean by all people in school - displays are to be repaired by anyone in school
- Parents should respect the rules and values of Brookside School and should ensure that their children are supported in developing their understanding of the importance of them whilst *Learning for Life*

### Aims and Purpose of the Policy

- Maintain our culture of exceptionally good behaviour both for learning and for life through embedding the learning powers into everything we do; encouraging children towards *Learning for Life*.
- To ensure a consistency of behaviour from all adults in the school, in treating all with fairness and respect and promoting good relationships
- To make recognition of positive behaviours and a refusal to give attention to poor behaviours the norm – children not exhibiting positive behaviours need to be reminded of the learning power or school rule which they are not exhibiting
- To help children take control of their own behaviour, recognise the impact it has on others, and be responsible for the consequences of it
- To provide a clear and consistent framework for all adults to follow, using positive interventions and clear stepped sanctions should the need arise
- To make a clear link between the work of the class teacher and the pastoral team to ensure that all children know that Brookside is a safe place to live and learn



## Staff behaviour

All staff are equal in the relationship and behaviour culture within the school, and should feel empowered to deal with any situation that arises. However, in reality we acknowledge that children see a hierarchy of roles. For this reason, senior staff should work **alongside** other staff in dealing with incidents, providing support and back-up, not deal in isolation with incidents that have been delegated 'upwards', thereby reinforcing to children consistency of adult approaches.

Occasionally where temporary staff are involved (such as a supply teacher), the aftermath of an incident may have to be dealt with by someone other than the original staff member as they will understand the Brookside Learning Powers better than a temporary member of staff.

All staff will;

- Meet and greet children at the door
- Refer to school rules and the behaviour learning powers in their conversations with pupils
- Model the importance of *Learning for Life*
- Model positive behaviours and build relationships
- Respond to all situations calmly, even when children are being disrespectful
- Give 'take up time' when going through behaviour steps
- Ignore secondary behaviours unless they are causing danger
- Use visible positive recognitions in classrooms
- Follow up every time, using restorative conversations
- Be responsible for any behaviour they see which does not meet the high expectations the school has (never ignore or walk past poor behaviour)
- Have clear, structured classroom routines
- Consider when additional support through the Learning Mentors or Home School Link Worker will support their work in the classroom
- Complete postcards home for positive behaviours (pass to DHT)
- Complete the behaviour form for negative behaviours (pass to DHT)
- Provide support to the teacher leading assembly by reminding pupils of the high expectations which the school has – this is particularly important when entering and leaving the assembly hall
- Foster the belief that there are no 'bad' children, just 'bad' choices
- Encourage children to recognise that they can and should make good choices
- Promote self esteem and self discipline
- Remember that School is a safe place for all pupils

Senior staff (middle and senior leaders) will;

- Be visible around school, especially during transition times
- Meet and greet children at the beginning of the day
- Stand alongside all colleagues to support, guide and model and show consistency for children
- Support colleagues in returning children to learning through sitting in on restorative conversations
- Celebrate those children who go above and beyond expectations
- Celebrate those children who consistently display good behaviours
- Encourage colleagues to report positive behaviours to parents/carers
- Ensure training needs are identified and met



- Review provision/strategies for children whose behaviour challenges colleagues and who may fall beyond the range of policies

Staff behaviour will be celebrated by any member of staff being able to thank and congratulate any member of staff for going above and beyond with their work. Senior staff may congratulate staff for going above and beyond with their work if this is brought to their attention. All staff achievement will be congratulated during meetings with their line managers.

### **Staff As 'Everyday Heroes'**

Staff at Brookside are reminded that they are 'Everyday Heroes' and that they have the power to change lives. This is particularly important for vulnerable or disadvantaged pupils which may be any pupil at some point in their school life. As school staff we remember that we support pupils in navigating their lives both inside and outside school.

New staff to Brookside are asked to watch Jaz Ampaw-Farr's TedxNorwichEd talk '[The Power of Everyday Heroes](#)' and to consider how this talk can encourage them to reflect upon the role which they play in the lives of young people and families at Brookside.

### **Recognition and Rewards**

We use rewards to:

- develop self-esteem and confidence;
- encourage positive relationships and promote positive behaviour;
- help make the school experience a happy and positive one;
- encourage the children to repeat desired behaviours;
- encourage other children to demonstrate desired behaviours.

We recognise and reward children who consistently show good behaviours and/or go above and beyond our expectations. Praise is the default position within school, whether for classes, groups or individuals.

- Quiet private praise
- Public verbal praise
- Use of 'We Can' recognition boards
- Postcards and phone calls home
- Use of the Smile system
- Use of Learning Powers stickers

Children should not be overly praised or rewarded for one-off behaviours which are the expected norm for the majority of children e.g. being sent for praise to senior staff because they have completed some learning. Instead a quiet 'Well done, now you have done what I expected, just like all the other children' is more appropriate.

'We Can' recognition boards: These should be in place in all classrooms. They should be used for quick whole class recognition of chosen behaviours. The children can nominate each other to appear on the recognition board, they should be encouraged to consider how to use the Learning Powers in their language when praising their peers. The Learning Powers will be displayed in the centre of the board and postcards should be used to highlight the work Learning Power or Rule which the child has demonstrated.

Children will receive 'Smiles' for demonstrating one of the Learning Powers. These will be recorded on a Learning Power sheet and pupils will be aware of which Learning Power they



need to continue to work on. This will also be shared with parents during parent consultations. Pupils will be constantly reminded that they are working on the Learning Powers as they are *Learning for Life*.

When children demonstrate a skill in a Learning Power twenty times they will receive a Brookside Learning Power Badge. The teacher will speak about the child during the Friday celebration assembly and will ensure that the Learning Powers are referred to.

The Learning Powers records will be available for parents to view at Parent Consultations where the next steps in the Learning Powers will be discussed with parents.

Postcards can be given by **any** member of staff in school. They should be passed to the DHT for recording and subsequent posting home. Upon receiving a postcard home the language used within the text of the postcard will reflect the Learning Powers of the School. The expectation is that children will receive one postcard home a year.

### **Behaviour Expectations**

The children need to know the standards of behaviour they are expected to uphold. This can only be achieved if expectations are clear and consistent. The children need to be specifically taught these routines and expectations. Whole school routines must be re-enforced by all staff, the children cannot be allowed to perceive any flexibility in this. Adults in School must remember that children need to be taught how to behave, children are not born with the knowledge of how to make the right choices.

Whole school routines includes being ready to learn through having the correct uniform, P.E. kit and equipment for the day ahead. This should also be modelled by staff and all staff should ensure that they bring to the attention of the pupil or their parents if the correct uniform or P.E. kit is not being worn.

Once the children know the expectations they are then responsible for following them and getting the appropriate praise, or not following them and facing the consequences of their behaviour.

### **Behaviour Expectations at Home**

Children spend 40% of their waking hours at school. The other 60% children are in the care of their family members. There is sometimes a correlation between behaviour at home and at school. Parents whose children struggle with making the right choices at home are offered support by the school through the Home School Link Worker or the pastoral Learning Mentors as Brookside School realises the importance of the link between and happy home life and academic and social achievement at School. Brookside School will run parenting courses for parents or will refer to those available at the Family Solutions Service in Bicester.

Some parents will need additional support with their parenting capacity and Brookside School will work closely with Oxfordshire County Council Children's Social Care Teams who may support some families through Early Help, Child in Need or Child Protection.





## Management of Poor Behaviour

Our first attention is always to good behaviour; praising the behaviour we want to see.

Giving attention to attention-seeking behaviour rewards that behaviour. At Brookside we do not write names on boards, use 'sliding scale' behaviour charts (e.g. sun and clouds) or any other systems which give public acknowledgement/recognition for poor behaviour.

Behaviour incident forms should be completed following any event which resulted in a child having time out or an internal exclusion. They should not be completed in sight of the child. These should be passed to the DHT who will then pass these to the Learning Mentors. The Learning Mentors will monitor patterns in behaviours exhibited by pupils and offer support, under the guidance of the DHT and the class teacher. These incidents will be recorded on Integris. Red behaviour incident forms will always be shared with parents.

The following steps should be followed, allowing take up time for each. Steps cannot be jumped or missed out. The steps work up to measures required for serious misbehaviour and so it is unlikely that most scenarios will move beyond step three.

Restorative conversations, although listed at number eight, are the final step in any situation, however many of the steps have been merited by the circumstances.

All staff have a card on their lanyard which reminds them of the Learning Powers, the School Rules, the micro script and the restorative conversation questions. Staff should refer to this when required.

### 1. Visual cue

This can be a raised eyebrow, a nod towards where a child should be sitting, a finger raised to the mouth. This is not an exhaustive list.

### 2. Positive praise to remind others

Staff should use positive praise of others first so that any child making the wrong choice is able to consider modifying their behaviour.

Adults in school should promote use of positive language when speaking to children. Rather than saying to children 'Next person to speak when walking to the computing room is missing their breaktime' use more positive language which promotes positive behaviour 'I am looking for children that can model how to walk perfectly to the computing room showing me they are ready to learn.'

### 3. Verbal reminder.

If this does not occur then a verbal reminder should be given; Delivered calmly and as privately as possible.

The first use of our script:

'I've noticed that you . . . .

'Do not forget the learning power about ....'

'Which learning power could you work harder on right now?'

'I need you to . . . . .'



'Remember when you . . . . that's the (name) I need to see today'

'You need to speak to me for two minutes after the lesson'

#### 4. Verbal caution

Delivered calmly and as privately as possible.

The second use of the script with an additional line:

'If you cannot do this you'll have to leave the room/playground. You have the choice to behave or to face the consequence.'

#### 5. Short time out (yellow behaviour incident form)

This is for no more than five minutes. On the playground this is likely to be sitting on a bench. Teachers can send children to another classroom. This is a cool down period only. A receiving teacher should accept the child into their class calmly and not investigate or speak to the child about their behaviour.

#### 6. Resetting of expectations

On return to the classroom/playground the staff member should reset the expectations of behaviour referring to 'Be ready, respectful and safe'

#### 7. Internal removal (red behaviour incident form)

The child may be kept away from the class/playground for a longer period and/or subsequent lessons/playtimes should their behaviour be deemed to be dangerous to others. This should be for the shortest possible period. This may be referred to as internal exclusion. This is an unusual step and the decision may only be taken by the Headteacher, Deputy Head or Assistant Head. No teacher is to be used as threat at any point.

#### 8. Restorative conversation

This needs to be led by the staff member involved in the original incident whenever possible. It should take place in a calm manner (some children may need considerable cool down time first). It should refer to the incident that has taken place and not used as an opportunity to bring up previous events. Use the following structure which can be amended to suit the age of the children or any SEND requirements:

1. What happened? (neutral, dispassionate language)
2. What were you thinking/feeling at the time?
3. What have you thought/felt since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in future?

Where a child is persistently displaying poor behaviours, these should be written up as a behaviour incident and passed to the Deputy Head.

If the need arises the DHT/SENDCo may become involved and any of the following may occur:

- Behaviour plan / individual support plan put in place
- Child included in nurture sessions with a Learning Mentor
- Family offered support by the Home School Link Worker or the Local Authority



- External agencies approached for support
- A reintegration timetable to allow time for building and repairing relationships

There are rare occasions when a breach of the behaviour policy is so severe it merits immediate intervention by senior staff, and may lead to a fixed term or permanent exclusion. This should always be logged through completing a behaviour incident form. All alternatives to exclusion, such as payback to the school community, should be explored first. Should exclusion be necessary the exclusions policy should be followed. Brookside School does not use fixed term or permanent exclusions lightly, preferring to work with the parents and staff to resolve the behaviour choices which the child is making.

This policy should be read in conjunction with the Exclusion Policy and the Department for Education 'Exclusion from maintained schools, academies and pupil referral units in England – Statutory guidance for those with legal responsibilities in relation to exclusion' September 2017.

Parents should refer to the information on the gov.uk website – <https://www.gov.uk/school-discipline-exclusions/exclusions>

### **Restorative Approach to behaviour management**

Our behaviour policy is not primarily concerned with rule enforcement. It is a tool use to promote good relationships between all individuals in school so that people can work together with the common purpose of helping everyone learn and work in a purposeful environment.

Restorative approaches are based on four key features;

**RESPECT** – for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY** – taking responsibility for your own actions

**REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

**RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

The school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have received training in the policy and will apply them to resolving situations in school.



## **School Trips including Residential**

Behaviour on school trips needs to be exemplary for the safety of all involved, and to uphold the reputation of the school. We reserve the right not to take children on trips should their behaviour in school give us cause to question their ability to act in a safe manner outside school, or if behaviour on previous trips has not met the expected standards. Ordinarily this will be discussed with the child and their parents well in advance so they have a chance to remedy the situation.

## **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. This may be another teacher, teaching assistant or learning mentor. Staff should not be concerned about asking for support with children who demonstrate extreme behaviours.

## **British Values**

Brookside Primary School considers through the use of assemblies, PSHCE lessons and through the implementation of the Positive Relationship Policy how the teaching and modelling of fundamental British values is done at Brookside.

At Brookside staff promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. At Brookside we promote the British values, school rules and Learning Powers throughout our work both inside and outside the classroom. Through actively promoting these values it means that we challenge opinions or behaviours in school which are contrary to the fundamental British values.

## **Power to use reasonable force**

Brookside Primary School follows the Department for Education's Advice 'Behaviour and discipline in schools' January 2016 and 'Use of reasonable force in schools' July 2013.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

## **Pupils' conduct outside the school gates – teachers' powers**

Brookside Primary School follows the Department for Education's Advice 'Behaviour and discipline in schools' January 2016.

Teachers have the power to discipline powers for misbehaving outside of the school premises 'to such an extent as is reasonable'.

Brookside School may discipline pupils for misbehaviour which is non-criminal which occurs off the school premises and which is witnessed by a member of staff or reported to the school.

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised 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

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Confiscation of inappropriate items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment so long as it is reasonable in the circumstances.

The legal provisions enable school staff to search pupils without consent for 'prohibited items' including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, fireworks, inappropriate images and any article which may cause personal injury or damage to property.

The school will hand to the police any items which are dangerous or illegal.

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**This policy is written with the school's legal duties under the Equality Act 2010 in mind, in respect of safeguarding and in respect of pupils with special educational needs and disabilities.**





**Brookside Primary School**

**Behaviour Form**



Timeout from class (yellow)

This form should be completed by an adult in school and passed to the DHT who will consider the behaviour alongside the learning mentors and then it will be recorded on Integris. This should be completed for any child who required time out of class or an internal exclusion.

<b>Adult reporting incident:</b>	<b>Name/s of children:</b>
<b>Date &amp; time:</b>	<b>Year group:</b>
<b>Type of Incident:</b>	
<b>Context &amp; Incident: (where, who, what &amp; why)</b>	
<b>Action/s taken:</b>	
Verbal/visual reminder	Phone call/ email to parents: Date and time:
Timeout from class	Meeting with parents – date:
Minutes off playtime	Copy of this report given to parent
<b>By whom:</b>	<b>Role:</b>
	<b>Date:</b>
<b>Outcome:</b>	<b>Information shared:</b>
	___ Class Teacher
	___ Learning Mentor
	___ SLT
<b>Signed:</b>	<b>Date:</b>
Signed (SLT):	Date:
Recorded on Integris (initial)	Date
	<b>Has this information been shared with parents?</b>
	Yes / No





**Brookside Primary School**

**Behaviour Form**



Internal Exclusion (red)

This form should be completed by an adult in school and passed to the DHT who will consider the behaviour alongside the learning mentors and then it will be recorded on Integris. This should be completed for any child who required time out of class or an internal exclusion.

<b>Adult reporting incident:</b>	<b>Name/s of children:</b>
<b>Date &amp; time:</b>	<b>Year group:</b>
<b>Type of Incident:</b>	
<b>Context &amp; Incident: (where, who, what &amp; why)</b>	
<b>Action/s taken:</b>	
Verbal/visual reminder	Phone call/ email to parents: Date and time:
Timeout from class	Meeting with parents – date:
Minutes off playtime	Copy of this report given to parent
<b>By whom:</b>	<b>Role:</b>
	<b>Date:</b>
<b>Outcome:</b>	<b>Information shared:</b>
	___ Class Teacher
	___ Learning Mentor
	___ SLT
<b>Signed:</b>	<b>Date:</b>
Signed (SLT):	Date:
Recorded on Integris (initial)	Date
	<b>Has this information been shared with parents?</b>
	Yes / No





**Brookside Primary School**

**Learning Powers and Smiles**



- Children earn smiles for demonstrating a learning power.
- For every 20 smiles earned they are awarded a badge which follows the badge colour progression as below
- The smiles are recorded on a sheet by stamping a 'smile' under the relevant learning power heading
- In order to receive the next badge, each learning power must be stamped at least twice
- Learning Power 'smiles' cannot be given for expected behaviour or attitudes. Smiles should be given for a pupil going above and beyond the expected standards for behaviour.
- Smiles are only even given as one smile. You cannot give multiple smiles
- The child should know which Learning Power they are being given the smile for and should take ownership of getting the smile put in their record
- The smile record folder should be accessible to the children so that they can take the smile sheet to an adult to give them a smile
- The final Learning Power 'smile' given to a child should be recorded on the record sheet. It should be recorded which Learning Power it was given for and what the child did to receive that smile
- Children should be aware of which Learning Powers they are working on and what they can do to achieve a Learning Power 'smile'
- When Learning Power badges are given out, teachers should ensure that they are using the Learning Power and School Rule vocabulary in their description of the reasons for the badge being awarded
- The Learning Power 'smiles' record sheet should be shared with parents during parent consultations
- Children should receive at least one Learning Power badge per academic year

**Learning Power Badges**

1 <sup>st</sup>	Green
2 <sup>nd</sup>	Red
3 <sup>rd</sup>	Yellow
4 <sup>th</sup>	Blue
5 <sup>th</sup>	Orange
6 <sup>th</sup>	Purple
7 <sup>th</sup>	Black
8 <sup>th</sup>	Gold
9 <sup>th</sup>	Medal
10 <sup>th</sup>	Trophy







### Brookside Smile Record Sheet



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

Class: \_\_\_\_\_

Date started \_\_\_\_\_

Badge: \_\_\_\_\_

You need to earn 20 smiles to get your next badge with a minimum of two smiles per learning power.

 <h2>Cooperation</h2> <p>Learning for Life</p>	 <h2>Resilience</h2> <p>Learning for Life</p>	 <h2>Concentration</h2> <p>Learning for Life</p>
 <h2>Curiosity</h2> <p>Learning for Life</p>	 <h2>Imagination</h2> <p>Learning for Life</p>	 <h2>Reflection</h2> <p>Learning for Life</p>

The final smile was awarded for demonstrating \_\_\_\_\_



Ready \* Respectful \* Safe

