



Park Road Community Primary School

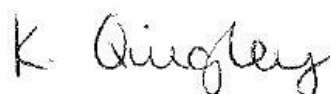
Behaviour Policy

Version Number	1.1
Date policy last reviewed	January 2025
Policy Type	Statutory
Owner	Headteacher
Approved By	Local Governing Body
Approval Date	21 January 2025
Next Review Date	January 2026

Review Date and Summary of Changes

Date of review	Summary of changes
December 2023	Updated to standard format
December 2023	Page 18, section 11 All records of behaviour to be stored on CPOMS – removal of hard copy file in Headteacher office.
January 2025	Appendix 5 – change of school values

Signed by:



Headteacher

Date:

21 January 2025



Chair of Governors

Date:

21 January 2025

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Statement of Intent

'This is how we do this here' - 'it is an issue of commitment and focus for the school and of absolute consistency'.

Paul Dix, House of Commons Education Select Committee, Behaviour and Discipline in Schools, 17 November 2010'

Park Road belongs to every member of the school community. Every child and every adult has the right to feel valued and part of the school. They have the right to feel respected and be treated appropriately. We believe that each individual is responsible for his/her own behaviour. This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

The Behaviour Policy is intended to be a continuous working document. At Park Road, we strive to achieve outstanding behaviour from all pupils, staff and members of our community.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Home School Agreement
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- E-Safety Policy

2. Aims

This behaviour policy is intended to promote consistency, high standards and the achievement of the school aims.

At Park Road we aim to:

- promote excellent standards of behaviour
- create at all times a positive, safe and orderly school climate where exceptional learning can take place and all learners can grow academically, socially and emotionally, with mutual respect between all members of the school community, for belongings and the school environment.

Our aims, we believe, are achieved when:

- all experience a caring, supportive and stimulating environment which promotes a high standard of behaviour
- clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour
- a pleasant school atmosphere is created which is consistent and caring and in which pupils are able to reach their full potential and feel valued
- the choice to behave responsibly is placed on the pupil and pupils are taught how to make responsible behaviour choices
- consistency of response to both positive and negative behaviour is understood by all members of the school community
- pupils are provided with good role models
- a sense of community is established by working in partnership with parents, carers and other members of the wider community
- pupils and parents understand the hierarchy of consequences which are a natural outcome of unacceptable behaviour, and which are applied within the school in a calm and considerate manner

3. School Ethos

All members of the school community i.e. teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- working as a team, supporting and encouraging each other
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- all bullying or harassment in any form will not be tolerated
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school

The Curriculum and Learning

At Park Road we believe that an appropriately structured, well-planned curriculum and effective learning opportunities play a significant contribution towards motivating children and promoting good behaviour (see Teaching and Learning Policy).

4. Classroom Management and Positive Learning Environments

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to learners about the extent to which they and their efforts are valued.

At Park Road we aim to develop a sense of 'belonging' and an atmosphere of trust in our classroom environments. We do this by ensuring that the physical environment is:

- organised to develop independence and initiative
- furniture, materials and resources are tidy and arranged to provide an environment that is conducive to on task behaviour
- displays develop self-esteem through demonstrating the value of every individual's contribution and provide support for learning

Children develop positive self-esteem that builds on a sense of belonging, aspirations, safety, identity, success and challenge in their learning environments and teachers do this by:

- modelling positive behaviours as a teacher
- modelling outcomes thinking as a teacher e.g. 'as a result of this we will all be able to'
- taking care in how we ask questions and how we manage feedback in open class
- making it safe to get something wrong by emphasising how we need feedback in order to progress
- applying class and school rules consistently and fairly
- reinforcing positive behaviours by deliberately praising children for them
- anticipating disruption, dealing with it immediately or signalling when and how it will be dealt with calmly
- taking time to capture small and recent successes from out of school
- distributing the basic currency of motivation – human attention – equitably and to success before failure; catching them being good, catching them being successful, letting them know
- using a light and humorous touch with class and school rewards and using individual, group and class rewards
- auditing the distribution of the rewards continuum – from teacher attention, through peer attention, through recognition to group and class recognition – to ensure everyone gets something
- fostering a class identity by emphasising collective achievements
- explaining the effects of negative self – talk and teaching children how to deal with it

Learners' responsibilities (See Appendices 2 and 3)

At Park Road we believe that there are certain 'essentials' our children need in order to become well-rounded individuals, responsible citizens and lifelong learners. It is important that children develop the skills to work well independently and with other people. In order to achieve this, we support children to develop attitudes that enable them to:

- manage their feelings using appropriate strategies, becoming increasingly aware of their own and others' feelings
- work independently, dealing with pressures and deadlines
- take responsibility for their own learning and show initiative, perseverance and a commitment to self-improvement
- understand that achievement builds self-confidence and resilience, enabling them to deal positively with praise and constructive feedback
- reflect on past achievements and experiences to manage future behaviour
- listen and respond appropriately to a wide range of people
- adapt their behaviour to suit different situations
- work collaboratively towards common goals
- take turns and share as appropriate
- negotiate, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts

In behaviour children are expected to:

- be respectful and polite
- maintain a positive approach
- welcome visitors and new members to the school
- celebrate the successes of themselves and others
- set a good example
- be a ready helper
- behave well outside when representing the school
- understand life is sometimes difficult so we must be patient
- use appropriate language and listen to others
- move quietly round school
- understand the effect of 'bullying' on children (*refer to the Anti-Bullying Policy*)

5. Communication and Parental/Carer Partnership

At Park Road we give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important for all those working with the child in school to be aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated verbally to the Head teacher, so that strategies can be discussed and agreed before more formal steps are required. Behaviour incidents are also recorded on a secure online reporting and tracking tool, CPOMs. This is so that any changes in behaviour over time can be identified.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of school life is encouraged and parents can help:

- by recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- by discussing the school rules (Golden Essentials) with their child, emphasising their support of them and assisting when possible with their enforcement
- by attending Parents' Evenings, parents' functions and by developing informal contacts with school
- by knowing that learning and teaching cannot take place without good behaviour being in place
- by remembering that staff deal with behaviour problems patiently and positively

This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy.

6. Rewards and Consequences

From the moment of starting school at Park Road, we encourage children to talk about their behaviour both positive and negative. By encouraging and supporting this dialogue we hope to enable children to articulate why certain events or behaviours happen. All the children are encouraged to consider moral issues and to develop their own positive response, through whole school assemblies, class 'circle times', pupil voice teams and in Personal, Social and Health education (PSHE) curriculum time. We believe that a behaviour policy is a working policy which is moulded to suit the age and needs of the children at our school. Our behaviour systems are centred on a values-led approach (see below).

Reinforcing good behaviour

Good behaviour encompasses politeness, courtesy, thoughtfulness towards others, respect for all adults and children and care of the environment. This is the norm in our school. We expect to hear "Please, thank you, sorry and excuse me", as appropriate, from both children and adults. Wherever possible, we seek to celebrate and reward children's good behaviour and positive attitudes towards learning. We hope that by acknowledging and celebrating good behaviours, it will foster a positive attitude towards behaviour within school and the wider community. We do this in a number of ways, in general we:

- encourage children to see the impact of their words and actions on other people
- encourage children to recognise these through reference to the specific value of the half term or any of our school's 12 core values (see appendix 5)
- encourage children to recognise the positive in everybody and to share this openly
- use the beginning of every term to carefully set out expectations, incorporating ideas from children
- agree with children the 'golden essentials' of the classroom
- agree wet play activities with the class and sharing information with the midday assistant
- encourage ownership of behaviour

- encourage responsibility to other children and adults and their property
- use resources in school to develop co – operation, collaboration and appropriate attitudes
- continually reinforce and review classroom procedures

Rewards - Whole school Approach

Values

School promotes twelve core values, with a focus each half term on one of these values. Assemblies are used to introduce and reinforce the half term's value on a Monday. Each half term's value is explicitly displayed on classroom doors, in the school hall and on our values display. All staff promote this value through role modelling, recognising this value explicitly and 'walking the walk' as well as 'talking the talk' i.e. through modelling the language and behaviours we expect to see when displaying this value.

In KS1, the values are promoted each day when taking the registers and at other incidental points throughout the day- children are encouraged to talk about how their peers have displayed this value towards them i.e. 'X was kind to me when he...'.

In KS2, all classrooms have 'shout out' boards, where children are encouraged to write post it affirmations and recognition of peers who have displayed this value towards them or others. Positive points can be rewarded by all staff to those children who demonstrate these values in their words and actions.

Children are able to apply to join school's Happiness team which supports, promotes and develops our school's culture of positive behaviour choices and school values. This team is led by a Head of Happiness, elected by pupils. This links to our overall wellbeing provision and policy in school.

Positive Points

In KS1 and KS2 Children are able to earn Positive Points for positive behaviours, efforts and achievement within class or the school community at any level.

They can also receive Positive points for demonstrating our School or British Values in the school and community.

Points will be recognised in the following way:

KS1/2

(EYFS will join this system when it is deemed appropriate during the year. This will be cohort dependent).

100 Positive Points Class award and prize from a selection of prizes from the class awards prize box

200 Positive Points Deputy Headteacher award and prize from the deputy headteacher prize box

300 Positive Points Headteacher award and prize from the headteacher award box – this will result in an invitation to have breakfast or lunch with the Headteacher

These awards will be given out in our Friday Celebration Assembly.

A child may also be asked to visit the Head teacher with exceptional work or effort. If they do so, they will be given a head teacher's note home and will be given 10 Positive points for their efforts. The Head teacher may also phone a parent/carer with the child to share their achievements and celebrate their efforts.

A parent assembly once a term to celebrate and share the work and achievements of that class.

Children are placed in one of four house teams on entry into school:

- Romans
- Saxons
- Greeks
- Vikings

In KS1 and KS2 the points children earn individually will contribute towards their house team's collective points for collaborative learning and positive attitudes.

This system will be adopted by Foundation Stage as the year progresses and will be cohort dependent, i.e. when the staff feel the children are ready to be part of whole school activities.

House points are collected weekly, and numbers achieved announced weekly in Friday's celebration assembly. These are then displayed on house boards through a stars system - with 4 stars for the team with the most points awarded each week, 3 for the next, 2 and then 1. The number of stars accumulated are counted up each half term and an award of a non-uniform day given to the winning team.

In Y6, children can apply to become team leaders through an application and interview process. Team leaders announce their team points each week in the assembly and also encourage, motivate and inspire their teams to achieve, thus giving pupils ownership of this system and incentive to work collectively.

Lunchtimes

Children can also earn positive points at lunchtimes. Lunchtime staff use a 'pompom' system, whereby they place pompoms in each house colour into a jar as a visual cue of collective teamwork in ensuring lunchtimes are pleasant for all. Each Midday Assistant can also nominate one person within their class who has displayed good manners, a school value or shown good citizenship and behaviours during lunchtimes, to join the head teacher for hot chocolate and cake each Friday afternoon.

In school competition

House points will be awarded to the winners of inter-house competitions such as sports day.

Traffic Light System

A traffic light system of green, amber and red cards helps our children to manage their own behaviour by providing non-verbal signals. For those children who spend the vast majority of the time on green, we also have a golden star for those who consistently show positive behaviours, so that they also feel recognised for their continual positive choices.

All children start the day on a green card, as the expectation is that everybody behaves well. If a child behaves inappropriately, their green card is changed to amber as a first warning. This is given in a way that does not draw attention to poor behaviour and so that the flow of lessons is not interrupted. The child can earn a move back to green if they immediately adjust their behaviour. A red card is given if the child does not take the opportunity to follow the 'golden essentials' after an amber warning. For more serious poor behaviour, a red card may be given straight away. A red card will result in the child losing five minutes of their playtime.

If this behaviour is persistent

If the child has received 3 red cards in a day, the child will be sent to the Head teacher and the class teacher will inform the parent or carer if this is the case. If this happens on three occasions, then the parents or carers will be contacted by the Head teacher.

Sanctions

There will be times when children will need to know that certain behaviours will require consequences that are not necessarily positive i.e. sanctions. This is so that our school community functions effectively and happily and to keep our expectations of our children high. Pupils are encouraged to take pride in every aspect of their school lives; work, appearance, relationships, environment and care of this. Discipline is firm and fair; the School's Behaviour policy is enforced rigorously. A range of sanctions and procedures to resolve discipline problems may be used. Teachers may exercise their professional judgement within the context of the strategies and procedures of the school's Behaviour Policy. Support is available should it be needed and staff and parents/carers should feel confident that once the problem is referred, appropriate action will be taken. Other policies, i.e. Child Protection, and the anti-bullying policy also reinforce strategies and procedures mentioned in this policy.

In order for these to be applied consistently.

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

Where children are experiencing difficulties, we use a range of pre-emptive strategies to help children modify their behaviour and achieve our expectations.

PIP and RIP

On the occasions where a child may need to be reminded about their behaviour, we use PIP and RIP.

PIP – praise in public
RIP – reprimand in private

Children will be reminded in private on the first occasion about behaviour concerns. Children who need more support to help them to focus might be asked to move to a quiet space or next to a positive role model. If the child becomes disruptive, they will be moved away from the positive role model to a quiet space.

Swearing and deliberate hitting will not be tolerated under any circumstance and will result in a visit to the Headteacher. The Senior Leadership team will work with parents if other sanctions are deemed necessary for individual children. All parties will work in a mutually supportive way to ensure every opportunity is given to the child to make the right choices of behaviour. If all other strategies and sanctions have not worked previously then the Headteacher may take the decision to suspend or exclude a child if the safety of the child or others is deemed to be at risk because of the child's actions.

Some children benefit from individual behaviour cards, books and/or individual behaviour plans. If this is felt necessary, parents will be informed and a meeting will be held with the parent, child and teacher to agree the targets for this plan and the child's behaviour monitored and reviewed regularly. Parents will be kept up-to-date on progress via a home school agreement book or regular update meetings.

7. Dealing With Extreme Behaviour

There are rare occasions when a teacher, teaching assistant or lunchtime assistant needs immediate support when dealing with a child. In these cases, this may mean the removal of a child from the classroom or the situation to ensure the safety of the pupils, staff and the child themselves. In these situations, de-escalation of the situation is the most important factor. Staff are non – confrontational but proactive.

- Every class staff team has access to a school walkie talkie.
- If a member of staff needs immediate assistance the teacher or member of staff will call for the assistance of the Head teacher or the Deputy Headteacher using the walkie talkie. On walking into the teaching space, the head or deputy asks the child to come with them. To avoid further confrontation this is always managed in a very calm but assertive manner, the main objective being to get the child out of the room and away from the other children.
- If the child refuses, the head or the deputy makes an immediate assessment of the situation and either removes the child, conforming to LA guidelines, School safe procedures and to the school's Positive Handling Policy, or isolates the child by finding another teaching space for the class. Parents are informed of the situation and may be asked to attend a meeting with the head teacher.

8. Bullying

Bullying is the deliberate desire to hurt, threaten or frighten someone else. It can be physical, verbal or psychological and it is made clear to the children, in every way possible that bullying is unacceptable. Please refer to the anti-bullying policy.

9. Special Educational Needs

Children with behavioural needs are placed on our SEN register. The child will have an Individual Behaviour Plan which will support their individual needs. This plan will set out the planned behaviour programme and methods of monitoring the behaviour. In line with our SEND policy these plans are reviewed half termly and new targets set.

10. Suspension/Exclusion

Fixed term suspension

The Head teacher may suspend a child from school in very exceptional circumstances. Fixed term suspension is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour. When considering the period of fixed term suspension, the Head teacher will take into account a variety of factors in determining the number of school days the child is to be suspended. This will include:

- the age and level of maturity of the child
- the conduct record of the child
- the response of the child to the investigation or incident
- whether others have been hurt as a result of the pupil's actions

This list is illustrative, not exhaustive. Other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies which may include Child Protection, Anti-Bullying.

Permanent Exclusion

The Head teacher may decide to permanently exclude a pupil following investigation in response to serious breaches of the school's Behaviour Policy and if allowing the pupil to remain in school would seriously harm the educational welfare of other pupils or others in school (DfE Guidance)

11. Physical Intervention and Restraint

In extreme circumstances, a child may need to be physically restrained. This would only be when the child is in danger of hurting him/herself or endangering other pupils and staff. Governors and staff have agreed that physical restraint will only be used where safety is compromised. A record will be kept of all violent incidents and incidents that have involved physical intervention. This is stored on CPOMs.

12. Searching of Pupils

The Headteacher and nominated staff, by the Headteacher are allowed to search pupils without their permission when they think the pupil has either a dangerous or illegal item/s on their person or their personal belongings.

13. Monitoring and Review

This policy will be reviewed by Headteacher annually. The next review of this policy is shown on the first page.

Appendix 1 Hierarchy of Sanctions

(Available to deal with low level misdemeanours and is visually displayed in each classroom)

1. Verbal warning – for low level behaviours.
2. Reflection time/space- children will be asked to reflect on how they can improve their behaviour.
3. Justice Conference – a restorative justice strategy, outlined in detail in the anti-bullying policy.
4. Isolation – children will be sent to work in isolation at a workstation. This may be situated within class or in another suitable room (ensuring health and safety and safeguarding is adhered to at all times). This is often, due to practical reasons, the management room with the Head teacher or Deputy Head teacher.
5. A record of pupils working in isolation is kept in a class book by the teacher and includes the length of time and adult present.
6. Phone call/message to parents – for information purposes, parents will be made aware of their child's behaviour for that day (copies of any letters sent will be kept in school).
7. Meeting with parents- parents will be invited into school to discuss a way forward with regard to their child's behaviour. This may include agreeing to a behaviour plan for their child.

Appendix 2 Lunchtime Supervision

It is expected that children follow the Golden Essentials and our School Values at all times and respond to all adults appropriately. The Golden Essentials are displayed all around school and these are referred to regularly by Mid-Day Assistants (MDAs) at lunchtime. Good manners are also highlighted, and a manner will be highlighted and displayed on the lunchtime notice board as a focus each week.

Rewards

MDAs can choose to give Positive points in the same way as all staff.

Stickers can be given for a range of positive behaviours.

Each MDA nominates a child a week who has promoted positive behaviours and values to join the head teacher for Hot Chocolate and Cake.

Sanctions

If a child chooses not to follow the Golden Essentials at lunchtime, an amber warning is given. If a red card needs to be given this is noted and a child will have a time out for 5 minutes. If the MDA considers the behaviour to have been particularly severe, for example, in the case of a child hitting another child, fighting, using offensive language, the child will be brought into school immediately and taken to the Head teacher or Deputy Head teacher. At the end of lunchtime, lunchtime staff will liaise with class teachers. If appropriate children will be asked to explain their behaviour and the teacher will choose an appropriate sanction.

Appendix 3 Hierarchy of Sanctions

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

They should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

At Park Road our Golden Essentials are:

- Ready
- Respectful
- Responsible

These are displayed and promoted in every class and each year, time will be spent to ensure pupils know and understand what these mean and how they can demonstrate these positive behaviours.

Appendix 4 Positive Attitudes to Learning

At Park Road we endeavour to foster lifelong learning attitudes and behaviours to help our children grow.

These are taught through our High-Performance Learning Programme.

Key values are:

Hardworking

Empathetic

Agile

Further details for HPL can be found on our website.

We also promote Positive Mindsets – growth not closed mindsets- i.e. perseverance – and a culture of ‘not yet’ – i.e. I cannot do that yet, but by doing xx and with support, I will be able to in the future.

Appendix 5 School Values

	Value Curriculum	HPL Values Attitude and Attribute (VAA)	Advanced Cognitive Performance Characteristics (ACPs)	PE
A1	<p>Mission Statement</p> <p>'Unique Individuals Learning Together'</p>	<p>Whole School: Harvest – thankfulness</p>	<p>Meta- Thinking (Mia)</p> <ul style="list-style-type: none"> - Meta-cognition - Self-regulation - Strategy planning - Intellectual confidence 	Determination
A2	<p>Values</p> <p>Persevere Respect Collaborate</p>	<p>Whole School: Peace/Remembrance - Respect Anti-Bullying Children in Need Christmas</p>	<p>Linking (Lewis)</p> <ul style="list-style-type: none"> - Generalisation - Connection Finding - Big Picture Thinking - Abstraction - Imagination - Seeing alternative perspectives 	Concentration
Sp1	Persevere	<p>Hardworking (Hattie)</p> <ul style="list-style-type: none"> - Practice - Perseverance - Resilience <p>Whole School:</p>	<p>Analysing (Annie)</p> <ul style="list-style-type: none"> - Critical thinking or logical thinking - Precision - Complex and multi-step problem solving 	Self-Belief
Sp2	Respect	<p>Agile (Alex)</p> <ul style="list-style-type: none"> - Enquiring - Creative and Enterprising - Open-Minded - Risk-Taking <p>Whole School:</p>	<p>Creating (Carlos)</p> <ul style="list-style-type: none"> - Intellectual playfulness - Flexible thinking - Fluent thinking - Originality - Evolutionary and revolutionary thinking 	Communication
Su1	Collaborate	<p>Empathetic (Ellie)</p> <ul style="list-style-type: none"> - Collaborative - Concerned for Society - Confident <p>Whole School:</p>	<p>Realising (Ria)</p> <ul style="list-style-type: none"> - Automaticity - Speed and accuracy 	Competition
Su2	<p>Mission Statement</p> <p>Unique Individuals Learning Together</p>	<p>Celebrate, review, embed</p> <p>Whole School:</p>	Celebrate, review, embed	Teamwork