



Stakesby Primary Academy

Behaviour Policy

2019 - 2020

Version prepared on: July 2019

Signed by Chair of Governors: Nicola Harland

Mission Statement: Committed Learners; Kind People

How do we achieve this at Stakesby?

Committed Learners:

- Our pupils will know where they are going (are organised and ambitious)
- They give things a go (and are brave)
- They make mistakes (and learn from them – being resilient and flexible when things go wrong)
- They keep going no matter what (and are determined)

Because of these qualities, they 'get there'.

Kind People:

We use our smile,

our words,

and our actions

to help, support and care for everybody

Introduction

All children attending Stakesby Primary Academy have the right to achieve their potential academically, emotionally and socially. It is the responsibility of all staff, with the support of parents and governors to create an environment through which this is possible. Every child will feel valued through consistent reward and praise. Our school sets high expectations for academic achievement and behaviour. It is our mission that all children will be proud, committed, successful learners with the aspiration and desire to succeed. They will be kind to all members of our school community.

All areas in school are to be well organised and have clear routines established. These routines need to be conveyed clearly to pupils and parents to create a shared understanding and commitment to our Behaviour Policy.

Aims

The aims of this policy are to:

- Ensure that everyone is clear about their role when managing children's behaviour
- Make the children more aware of acceptable behaviour in any given situation
- Allow all children equal opportunities to learn
- Allow all adults in school the equal opportunities to fulfil their role
- Reward and encourage those children who behave
- Reward and encourage good behaviour
- Use sanctions where appropriate and in accordance with this policy

Responsibilities

Teacher

The teacher (or responsible adult) is specifically responsible for the behaviour of the children in their class.

They will ensure that:

- Their teaching is organised and is in keeping with the statements in the teaching and learning policies
- The teacher is fully familiar with the children's needs and has made every effort to be positive, motivational and inspiring - minimising the risk of poor behaviour during lessons
- The teacher will be involved with any outside agencies working with families in his / her care.
- The teacher carries out the contents of this policy in a fair and consistent manner and expects that children behave appropriately at all times

Pupils

- Pupils will demonstrate a positive attitude towards their own and others learning
- Pupils will follow instructions and do as they are asked
- Pupils will talk politely to each other and staff, using good manners at all times
- Pupils will care for each other and show respect to others
- Pupils will take care of their surroundings and the belongings of all
- Pupils will take responsibility for their actions and be honest at all times

SLT

- Will ensure that the members of their team are following the learning and teaching policies
- Will help and advise members of their team with the delivery of the contents of this policy
- Will ensure that all staff are following the contents of this document
- Will help, support and advise staff as and when necessary
- Will have the responsibility of recommending excluding a child from school (though the Vice Principal is the only one who can actually make the final decision in the absence of the Principal)
- Will ensure that all resources are available for the running of this policy
- Will hold regular meetings with parties concerned to review the effectiveness of this policy

Teaching staff and Teaching Assistants

- Staff are expected to **teach** the skills needed to meet the behaviour expectations **explicitly**, through planned opportunities that reinforce the **school rules**. This will **always** occur immediately after every school holiday.
- Staff are expected to plan engaging and appropriately differentiated learning opportunities to avoid pupils becoming frustrated and disengaged.
- Staff will ensure that they provide an exemplary role model to the pupils through:
 - The language they use,
 - Their tone of voice at all times,
 - Their standard of dress,
 - Their own conduct towards others,
 - Their observance of school rules and routines,
 - Their own classroom organisation and routines,
 - Their caring attitude and sense of humour
- Staff will be **positive** and **consistent** in their approach, making clear our high expectations of behaviour.

This will be achieved through;

- Regular teaching of the school rules and high expectations
- Consistent use of agreed school rewards
- Consistent use of agreed school sanctions
- Consistent use of the language of the school rules being used to reprimand pupils, for example;

Pupils are asked the rule they have broken and why we have rules.
The consequence of your actions will be...
Your consequence will be...

Other Staff

- Will ensure that as employees of Stakesby Primary Academy they are fully aware of the contents of this document and their role in its delivery

The Parents

- Will celebrate their child's achievements with him / her and show an interest in their school life
- Will support their child with learning at home through regular reading, spelling and times table practice
- Will ensure that their child respects their learning equipment at home, for example, reading record, homework and spelling books
- Will ensure that their child is sent to school in the correct school uniform at all times
- Will support the school in its decisions regarding behaviour and will work with the school to improve it
- Will act promptly at the request of the school by letter or telephone in the instance of a discipline or behaviour problem
- Will ensure that their children arrives at school on time and only when prior notice given may the child leave early
- Will return their child immediately if he / she leaves the premises
- Will ensure that work given during exclusion is completed and returned to school
- Will closely supervise their child during exclusions from school and not allow them to come within the vicinity of the school

The School's Code of Conduct

Our expectations are that adults and children will:

- Listen to each other
- Care for people and treat them with respect and politeness
- Disagree without losing their tempers
- Ensure that other people are not put at risk by their actions
- Respect other people's views
- Care for other people's property and the whole school environment

We expect children to show good learning behaviour by:

- Following learning instructions
- Staying on task during lessons
- Taking pride in all of their work by ensuring that it is presented correctly
- Taking pride in their learning through caring for their learning environment
- Coming to school prepared for learning (bringing book bags, reading records, complete and correct PE kit, completed homework)
- Making sure that they are showing the correct listening behaviour and using active listening skills
- Responding to questions appropriately by trying to think of answers, making best attempt at answering or saying 'I don't know'.

In the classroom we expect children will:

- Get on with their work responsibly and complete it to the best of their ability
- Share and use materials sensibly returning them to the correct place
- Let others get on with their work
- Listen to and follow instructions
- Participate fully with a good attitude
- Help other children by not distracting them

In school children are expected to:

- Wear school uniform. No make-up, nail varnish or jewellery (except small ear studs)
- Bring to school and wear the correct P.E. kit
- Wear only watches and safety studs if they have pierced ears. Safety studs MUST be removed for P.E.
- Not bring valuable items to school

Moving into and around school children are expected to:

- Arrive at school on time
- Walk quietly and smartly
- Enter another classroom in an appropriate manner, first knocking, then entering and waiting to be spoken to
- Respect learning in all areas of the school

In assembly children are expected to:

- Enter and leave assembly **sensibly**
- Sit smartly during assembly, listen carefully and try hard to contribute when they know answers

At playtimes children are expected to:

- Stay on the appropriate yard or area of the field
- Not play dangerous games
- Include anyone who wishes to play a game
- Tidy away any equipment they are using when the whistle blows. When the bell rings, line up quickly and quietly
- Use playground equipment correctly, sharing with others and putting it away afterwards
- Ensure that rubbish from snacks is placed in the bins
- INDOOR PLAY – follow the instruction of the appropriate adult as to the activities that are available

At lunch time children are expected to:

- Follow and respect instructions from all adults
- Line up when the bell sounds
- Walk into the hall quietly and sensibly
- Eat dinner sensibly, staying in their seat until they have finished eating
- Walk quietly out of the hall and go back to the yard / field
- Follow all of the playtime rules

During after school activities:

- Wear the correct kit
- Follow instructions from all adults
- Stay with the adult at all times
- Treat school property with respect
- Speak to each other politely and show good sportsmanship

If a child does not follow the schools behaviour policy during after school activities they will be given a warning. If this behaviour continues they will be asked to leave the club and could be subsequently banned from other activities.

School Rules

Our pupils are expected to follow our simple rules that are displayed in every classroom and around the school. These rules underpin our code of conduct.

- We will follow instructions
- We will talk politely and use good manners
- We will care and show respect to others (NEVER hurting anyone)
- We will look after our school and the belongings of all
- We will be honest and take responsibility for our own actions
- We will have a positive attitude towards our own and others' learning

If children follow these rules a reward will be given

If any child is not following these rules a consequence will be given

Rewards

All staff recognise the importance of praise and celebration of achievement. Therefore as well as verbal praise, stickers and quick notes home, we also use the following rewards:

Class Dojo: This is a daily personal reward for behaviour and learning.

- The children will be rewarded with Dojos to reflect their positive behaviour for learning / exceptional achievement. These are to be given to the children plentifully.
- The child in each class with the highest total for the week will select a prize from the SUPER DOJO draw



Parents can keep a check on their child's achievements through their own personal log in.

Benches in assembly:

- Assembly monitors identify children who enter the hall exceptionally well and select these children to sit on a bench and receive a coloured stamp on their hand, to share with families at home time.
- These children can be asked to return to the hall floor if there is deterioration in their behaviour.

Superstar of Stakesby award: linked to school mission statement [Committed Learners; Kind People]

- Children are given recognition of achievements that are linked to effort, resilience and attitude. These are awarded by each class teacher to two children at the end of each half term.
- Children receive a certificate
- Celebration assembly where parents are invited to join their child in revelling in their glory
- The children get their picture on the 'Superstars of Stakesby' board in the main entrance

Mason Cup:

- At the end of each academic year, teachers nominate one child from their class who has made the most progress. This can refer to progress in effort, attitude, resilience or attainment
- All pupils receive a certificate
- Names of all nominees are put into the cup. A winner is pulled out and will keep the cup for a year. At the end of the year, they will be invited to present the cup to its next custodian.
- Parents are invited to a celebration assembly to listen to the teacher's comments and enjoy the experience with their child

Attendance:

- Children with 100% attendance for the school year receive a certificate in acknowledgment of their super attendance during the final superstar assembly.

In class *incidental* rewards that are age appropriate.

Consequences

Every LESSON must be a fresh start for the child.

- Consequences will be applied when the rules are not followed
- Reasonable requests and sharing of the consequences with the child for continual disobedience will precede them. (**Consequences poster**)
- Adult administering the sanction MUST explain clearly why there was a need to use it and the child should be able to clearly see the stage they are at – Using the consequence poster and Class Dojo used to record stages 1 - 5
- Adults MUST clearly explain their expectations of the acceptable behaviour in any given situation.
- Staff are responsible for supervising any pupil to whom they give a consequence of loss of break / lunch time
- Staff are responsible for keeping the children's individual CPOMS file up to date with any concerns or incidents.

Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those they feel comfortable with. The following list is intended as a suggestion:

- Asked to change activities
- Separated from those they usually work with
- Taken aside and spoken to quietly by a member of staff. Together discuss what has happened and talk about consequences of the child's actions
- Finish work in their own time
- Loss of playtime / lunch time
- Forego privileges such as clubs and sporting events
- Rectify or make good any damage to equipment or property
- Parental discussion

If the rules are broken the following stages MUST be followed consistently.

Stages need to be followed consecutively unless the behaviour is extreme!

Stage 1 WARNING – 1st – a reminder and gentle refocus to learning if the child is off task.
2nd – Verbal warning making it clear as to expectations and consequences
3rd and final with firm and clear expectations. - **Stage 1 DOJO LOSS**

Stage 2 TIME OUT - Time out from workplace and other pupils, **in the classroom** - **Stage 2 DOJO LOSS**
EYFS- 3 mins
KS1- 5 mins
KS2- 10 mins

Stage 3 TIME OUT - Time out **in another class within the same team** **Stage 3 DOJO LOSS**
EYFS – 5 mins
KS1 – 10 mins
KS2 – 15 mins

Stage 4

* If a child has an Individual Behaviour Plan then this must be followed by all staff to ensure positive behaviour returns.

At this stage the child will be removed from the class by the adult support available in the school. This adult will walk the child to an area of school that is calm, quiet and focused so that they can support the child in identifying their behaviour needs, managing their emotions etc.

Once the child is calm, this can be as short or long as it needs to be, the adult supports the child back into the lesson and their learning.

Removal process:

- No communication or interaction until they are calm.
- When they are calm refer back to the rules and behaviour. Talk through next steps and positive behaviour expected in the lesson.
- Escort the child back to the class and reintegrate them back into the class so that they are able to access their learning with clear behaviour expectations.
- If the child is not calming or showing they are ready to reintegrate into the class after 30mins then notify a member of the SLT.
- If a child becomes / is extremely volatile then a **stage 5** is appropriate.

It is the responsibility of the teacher to inform parents after a Stage 4 Sanction. This can be in person or a phone call. It MUST be recorded on CPOMS.

Stage 5

Removal to a member of the Senior Leadership Team

Decision as to behaviour consequence. Internal exclusion or fixed term exclusion.

- Parents to be informed by SLT member
- **RED letter** to be sent.
- ½ day spent in Internal Exclusion

A child may go straight to the SLT for the following:

- Abusive, threatening language and or behaviour towards another person.
- Malicious damage
- **Serious** fighting
- Proven theft

FAST TRACK: Pupil sent to SLT for:

- Rude or abusive behaviour
- Behaviour that puts others in danger

A severe incident may include one or more of the following:

Endangering themselves or others
Swearing at a member of staff
Observed hurting another deliberately
Refusal to comply with the 'consequence' instructions in the above stages.

Behaviour including any of the above may result in:

1. Pupil being sent to a member of the SLT
2. Parents immediately called to school
3. Internal exclusion of the pupil
4. Governors informed
5. If behaviour is extreme and poses a threat to staff or pupils and parents are not available to remove their child from the premises, the police will be called

Returning pupil after fixed term or internal exclusion – the pupil's behaviour will be closely monitored for a fixed *period of time*.

*Repeated poor behaviour may result in a **Permanent Exclusion***

Exclusions

These are at the discretion of the Principal. Each serious misdemeanour will be considered and exclusion will depend on the severity and frequency. Stakesby Primary Academy undertakes internal / fixed term exclusions should the need arise.

Internal exclusions

Internal exclusion means that a child is excluded and removed from their usual classroom and/or activities including playtimes and lunchtime. They will be supervised by a member of the SLT, support or admin staff. Work will be set for the child. Parents will be informed about the incident, the internal exclusion and any amended school times.

Excluded for a fixed period of time.

This is where a child is removed from school for a limited time period. The period can last from 1 – 5 days. Parents will be informed in writing of the reasons for exclusion. A date for the pupils return to school must be specified at the time of exclusion. The letter must inform the parents they have the right to appeal to the Governing body and LEA within 7 days.

This course of action will be taken by the Principal / Vice Principal. The chair of the Governing body will be informed at the time of exclusion.

It is important to remember that exclusion only occurs when all other avenues have been explored and the pupil continues to demonstrate extremely aggressive behaviour or is not prepared to co-operate in any way. The child's parents will have to be informed of the possibility of exclusion during consultation periods.

Permanent Exclusions

The same procedure must be adopted as for the fixed term exclusion. The Principal must:

- Inform the LA on the day of exclusion by telephoning the Administrative Assistant – Appeals and Exclusions team.
- A copy of the letter to the parents must be sent, first class, to the above person

The letter to the parent should:

- Explain that the exclusion is permanent
- Give the reasons for the exclusion
- Mention any previous warnings, fixed term exclusions or relevant information
- Inform the parents of their rights to make written and oral representations to the Governing body.

Any exclusions, whether fixed or permanent, are recorded on and cannot be removed from a child's records.

Individual Behaviour Plans

All staff at Stakesby Primary Academy are committed to inclusion and are aware that a small number of our most vulnerable children will find it challenging to meet the expectation of the Behaviour Policy and in this instance it is necessary for the highlighted child to have an Individual Behaviour Plan (IBP). These children are to be highlighted by the class teacher to the SLT or SENCo and where appropriate an IBP can be created through close consultation with the classroom staff, parents, other professionals involved with the child and the child. The intention of the plan is to support the child in trying to meet the expectations of the Behaviour Policy by adapting the stages in the policy, laying out clear step by step expectations and consequences to behaviour and including specific rewards which all meet the individual child's needs. It is vitally important that ALL staff exactly follow the plan so as to ensure there is consistency in the approach to managing the behaviour of this vulnerable group.

The IBPs are written by a member of the SLT or SENCo and it takes two forms:

- An adult overview of the IBP which is shared with all school staff, professionals involved with the child and the parents so that everyone has an understanding of how to approach meeting the child's needs throughout the school day. These plans are available in the classroom at all times in the SEN file on the staff shared network. There is an expectation that any supply staff make themselves familiar with the plans on entry to the class.
- A Child's IBP which breaks down the plan into child friendly wording, including pictures where appropriate. The child's plan shows both the expected and unacceptable behaviour and the consequences. These plans are available for the child in the class at all times and is to be referred to throughout the day, each day to reinforce the positive behaviour.

These plans are reviewed fortnightly by the SLT and SENCo in their meeting. If changes need to be made then this will happen at a meeting with all appropriate people present.
(Saved in Behaviour file, Shared Network)

Behaviour Plan



Name of child:	Parent / Carer name: Contact number:
Start date:	Review Date: fortnightly on a Thursday
Context: (background, successes, issues)	
<u>Successes:</u>	
<u>Issues:</u>	
Aims:	
Key People:	
How do we ensure the child accesses learning in their class?	
What is the procedure if the child does not meet expectations of behaviour?	

Stakesby Primary Academy

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Principal: Mr R. Gunning

Vice Principal: Miss E. Robson



IMPORTANT INFORMATION

Parent/Guardian of.....

Date.....

It is school policy to inform parents if their child's behaviour is not acceptable. The reason we do this is so that parents can speak to their child about their behaviour choices in school.

Unfortunately, your child has been sent to me today reaching stage..... of our behaviour procedures. This means that your child has been given a warning, had time out within the class away from his/her classmates, been sent to another class, been sent to the team leader and finally sent to me.

After speaking to his/her class teacher it seems that your child

I would request that you come in to school on..... to discuss setting up an individual behaviour plan for your child. This plan will monitor your child's behaviour for a set period of time. Also it would be supportive if you could come into school at the end of each day to speak to the class teacher about your child's progress on this plan and how you can best support your child's behaviour at school.

Currently our main concerns are:

- *Not following instructions*
- *Engagement with his/her learning*
- *Disturbing the learning of others*
- *Using violence towards other children*
- *Being disrespectful*

Should we continue to have concerns regarding his/her behaviour at the end of this period we will arrange a meeting to discuss the next steps with you.

As a consequence of your child's behaviour today they will spendout of class tomorrow.

I would appreciate you taking the time to speak to your child about his/her behaviour in school to ensure this does not occur again. Should you wish to discuss this matter further please arrange an appointment to see me.

Yours sincerely,

*Mr R. Gunning
Principal*

Positive Handling Recording Incidents

***If a child is required to be positively handled then the following staff are to be called:
Roy Gunning, Clare Atkinson, Sharon Gurney***

All uses of physical restraint should be recorded. It is important that there is a detailed written record of any occasion where force is used. It may help prevent any misunderstanding or misrepresentation of the incident and will be essential in the event of a complaint.

We keep a record of all incidents in which force is used by a member of staff to control or restrain a pupil. Immediately following any such incident the member of staff concerned should report the matter orally to the Principal, Vice Principal or team leader and provide a written report as soon as possible afterwards.

This should include:

- The name (s) of the pupil (s) involved, when and where the incident took place
- The names of any staff or pupils who witnessed the incident
- The reason that force was necessary (e.g. to prevent injury to the pupil / another pupil / member of staff)
- How the incident began and progressed including details of the pupils behaviour, what was said by all parties, steps taken to defuse/calm the situation, the degree of force used and for how long
- The pupils response and outcomes of the incident
- Details of any injury suffered by the pupil, another pupil, member of staff and any damage to property

This report is to be passed to the Principal for the incident file.

Parent/carers will be informed of an incident involving their child as soon as possible.

Following an incident of positive handling there should be the opportunity for both pupil and teacher to discuss the event with a senior member of staff.

Appendix – Responding to Prejudice-Based Incidents

Incidents may involve, but are not limited to:

- appearance
- religion
- ethnicity
- gender
- sexual-orientation
- home life
- culture
- disability
- special educational needs

For the purposes of these procedures, a prejudice-based incident is:

- any incident in which it appears to the person reporting or investigating that the complaint was motivated by prejudice;
- any incident that includes an allegation of prejudice made by any person.

Prejudiced- based incidents can involve:

- physical assault or the threat of physical assault motivated by prejudice;
- name calling, insults and jokes;
- graffiti;
- provocative behaviour such as the wearing or displaying of derogatory badges or insignia on the person or on clothing;
- bringing prejudiced materials such as leaflets, comics or magazines on to the premises;
- verbal abuse and threats;
- incitement of others to behave in a prejudiced way;
- prejudiced comments;
- attempts to recruit pupils, students or staff to organisations and groups;
- ridicules of cultural preferences e.g. food, music, dress, faith;
- discriminatory working practices: refusing to work with or co-operate with others because of their characteristics / ignoring or paying undue attention to others because of their characteristics.

Our Response follows a similar pathway to our Anti-Bullying pathway:

Incident is alleged

- Child tells an adult or
- another child reports or
- note in a worry box or
- suspicions of adult or carer

**Case opened-
Investigation Phase**
All parties give their side of story incl. any independent witnesses
All details recorded on CPOMS

**If prejudice is confirmed as basis to incident
Move to Action Phase**

As appropriate

Support Group Approach
This supports both the victim and the perpetrator and focuses on education and changing unacceptable behaviour.

Restorative Practices
Victim and perpetrator are brought together to talk through feelings, consequences and restoration.

Monitoring Phase
After the incident(s) have been investigated and dealt with, the situation will be monitored to ensure incidents do not continue.
No re-occurrence after 2 months – Case closed and noted on CPOMS



School Rules



- ✓ We will follow instructions
- ✓ We will talk politely and use good manners
- ✓ We will care and show respect to others (never hurting anyone)
- ✓ We will look after our school and the belongings of all
- ✓ We will be honest and take responsibility for our actions
- ✓ We will have a positive attitude towards our learning and others'

To be committed learners and kind people



Consequences

Stage 1

Warning

1st, 2nd and then final

Stage 2

Time out in the classroom

EYFS = 3 minutes

KS1 = 5 minutes

KS2 = 10 minutes

Stage 3

Time out in another classroom

EYFS = 5 minutes

KS1 = 10 minutes

KS2 = 15 minutes

Stage 4

Removal

Parents are informed

Stage 5

Internal Exclusion / Fixed Term Exclusion

Removal to the Principal / Senior Leadership Team

Parents will be informed and a 'Red letter' sent home



At Stage 5 other consequences may include:

- Spending half a day in another classroom
- Isolation from children in school
- Parents working in school with you
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Staff may also give additional consequences if appropriate.

These may include:

- Asked to change activities
- Separated from those you usually work with
- Finish work in own time
- Loss of playtime / lunch time
- Forego Privileges
- Rectify or make good any damage to equipment or property
- Parental discussion



Rewards



Class Dojo: Daily reward

- You will be rewarded with Dojos for positive behaviour for learning / exceptional achievement.
- Highest total for the week will select a SUPER DOJO prize.

Benches in assembly:

- If you are seen walking into assembly extra smartly and quietly, you will be chosen to sit on the benches during assembly.
- You will get a stamp on your hand to show your family when you go home.



Superstar of Stakesby award: linked to school mission statement [Committed Learners; Kind People]

- Every half term, two children in your class will be chosen by your teacher to be the 'Superstar'.
- Your family will be invited to assembly where your teacher will tell everyone what a great half term you've had, and why you've been chosen to be the Superstar.
- You will get a certificate and your picture will be put on the 'Superstars of Stakesby' board in the main entrance.



Mason Cup:

- At the end of each year, your teacher will nominate one child from your class who has made the most progress. This can mean progress in effort, attitude, resilience or attainment.
- You will receive a certificate and your family will be invited to listen to the teacher's comments and enjoy the experience with you.
- Your name will be put into the cup with the names of other children who have been nominated. The person whose name gets pulled out gets to keep the cup for a year.





Stakesby Primary Academy Professional Charter

Everything we do is underpinned by the education of our children.

- We listen without interrupting.
- We respect decisions made in our absence.
- We use positive body language when communicating with others.
- We share our concerns with the relevant person.
- We are open, honest and respectful.
- We are one teaching team.
- We greet everyone around school with a smile and 'hello'.
- We are all responsible for a clean and tidy school.
- We hold the door for others.
- We always use our manners.
- We respect learning at all times around the school.
- We respect all staff roles and responsibilities.
- We follow the agreed school dress code.



Staff Behaviour Check List

- ❖ Be consistent – yet unexpected!
- ❖ Keep an orderly classroom – firm boundaries mean security for everyone.
- ❖ Be fair.
- ❖ Keep your cool.
- ❖ Speak softly – only raise your voice occasionally and firmly.
- ❖ Look out for the good...wrap positivity around criticism.
- ❖ Remember you don't know what happened to that child last night...never assume anything did!
- ❖ Be real, too much praise isn't always helpful!
- ❖ Keep alert and have eyes in the back of your head!
- ❖ Remember, every child learns differently!
- ❖ Give the benefit of the doubt.
- ❖ Be generous and forgiving.
- ❖ Be warm but not familiar.
- ❖ Watch your own behaviour.
- ❖ Look after yourself.
- ❖ Be flexible and creative.
- ❖ Have fun and enjoy yourself!

