

Behaviour Policy

2024-25



New Hall Primary Behaviour Policy

Children's behaviour is central to the learning process and is an intrinsic element of education. We expect our children to make academic progress and to learn how to behave with consideration towards each other, their teachers and staff that share the school with them, their parents, and their families, and the wider community. We acknowledge the impact that all these things have upon the individual and seek as far as possible to work in partnership with them. At New Hall all children need to feel confident that we are approachable, will listen, will support and will take action.

School Rule

- Respect yourself, others and your environment.

School Values (linked to P4C)

- Caring individuals
- Collaborative learners
- Creative minds
- Critical thinkers

Aims

- To encourage behaviour and attitudes based on the principles of self-discipline and respect - for ourselves, for others, and for the environment.
- To provide the opportunities for children to learn how to behave appropriately
- To model ways to behave appropriately and provide children with the opportunities to develop skills and strategies to deal with a variety of situations
- It is the responsibility of all adults and children to promote positive behaviour both in and out of school
- To ensure the safety of all children, this includes walking to and from school and online.
- To promote a calm, safe and consistent culture across the school that is fair for all pupils.

All children are reminded of the behaviour policy at the beginning of each academic year and at the start of each new term. New starters to school including new school staff are taken through the behaviour policy as part of their induction. Regular staff training on behaviour is provided throughout the academic year and pupil voice and staff feedback are taken account of.



Bullying, Racism and Homophobia

Bullying is the regular, conscious desire to hurt, threaten or frighten someone else STOP (Several Times On Purpose)

We are all aware at New Hall Primary that bullying will not be tolerated - it is unacceptable and will be confronted and addressed. All staff have a responsibility to be vigilant and follow the appropriate procedures when any incident of bullying is witnessed or reported.

Also refer to the school's Safeguarding and Child Protection Policy. It is our policy at New Hall Primary to promote equality of opportunity for all pupils and staff.

A record is kept, on CPOMS, of all racist and homophobic comments and language that is derogatory about people e.g. based on gender or disability.

Parents are also informed about any serious racist/homophobic incident.

Roles and Responsibilities

- All staff monitor pupil behaviour within sight and sound of them, and give appropriate rewards and sanctions
- At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent reoccurrence of any behaviour
- Class teachers are responsible for their children's pastoral care and behaviour in conjunction with the Head Teacher, Deputy Head Teacher and Assistant Head Teacher.
- Responsibility for pastoral care and behaviour is also shared with all staff at New Hall.
- The Senior Leadership team will seek to advise/support and where appropriate liaise with lunchtime staff, wraparound staff, parents and outside agencies when the policy has been followed.
- Teachers keep a class book recording low-level incidents at level 2 and 3. Incidents that reach SLT may be recorded on CPOMS and referenced in a Behaviour Folder so teachers will be able to access sanctions given.
- If staff feel that a pattern is occurring with level 1 incidents, they need to keep a record of behaviour and dates in their Black Book to share with parents/child appropriately. This may lead to the individual being put on report (see section children on report)
- Any incidents deemed 'serious' should be referred to a phase leader, or the senior leader on duty, in the first instance who will deal with it. If an incident is deemed very serious, such as a racist/homophobic/sexualised comment or fighting, then it will be referred to the Head Teacher, Deputy Head Teacher or Assistant Head Teacher directly.
- SLT will use their judgement when using sanctions, discussing and considering whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour and/or taking account of provocation
- SLT will decide if, in certain circumstances, behaviour sanctions can be carried over from the previous year (e.g., threat of exclusion)

Equal Opportunities

At New Hall Primary we recognise that the correct working environment is vital for all learners. Pupils with a specific learning difficulty, such as dyslexia or ADHD for example, may have difficulties with listening, hearing, concentrating, processing information and instructions, sitting still, writing and finding the things they need. If

their classroom environment works against them, no matter how hard they try it will be more difficult for them to succeed. A well-kept, organised and clutter-free classroom with clearly labelled materials and resources will help to promote more responsible behaviour from the pupils. Therefore, we employ dyslexia and Autism friendly classroom practices to meet their needs. A visual Behaviour Policy is also available to ensure it is accessible to all.

Refer to the school Dyslexia, Equal Opportunities, Accessibility and SEND Policies.

Rewards

Our children 'thrive' on being rewarded for their positive behaviour. It is worth remembering that for most of the time all pupils at New Hall behave well and follow the rules, day in and day out.

The emphasis in our approach is based upon encouragement and recognition of the positive. To that end, the school has several reward systems. (See Reward System section). We believe that children who feel valued, recognised and happy in their environment will respond positively to adult support and thrive in their behaviour and learning.

Sanctions

Exclusions from a curriculum activity, unless on the grounds of safety, or the potential of extreme disruption to the good order of the group or lesson, is not used as a sanction at New Hall.

It is not reasonable to detain or punish a group or whole class for the behaviour of a small group or an individual. After sanctions children have a conversation with their teacher or a member of SLT to ensure behaviour improves. Following a suspension, parents/carers with their child are invited to a return to school meeting with a member of SLT.

Behaviour and Movement within school

- Children line up in single file, sensibly **at all times, in an agreed line order** and this is displayed at the front of all classrooms.
- For safety, children always walk on the left hand-side along corridors and staircases
- No food or drink to be taken into the toilet area at any time
- Playtime - KS1 - No balls/equipment at playtime - use of field and play equipment if weather permits. KS2 -No football on the playground at playtime. A year group may use the MUGA on a rota system under the direct supervision of the year group teacher to play football.
- Lunchtime - Football/ball games can be played on the field or MUGA if there is staff supervision of the activity, weather permitting. This is done on a rota system to be fair to all year groups
- KS1 snack time is outdoors and should be healthy. Healthy snacks may be taken onto the KS2 playground. Only water is allowed at playtime.
- Children can change into trainers at playtime and lunchtime (KS2)
- All staff to walk their children out to the playground at playtime and lunchtime and be outside to collect them at the end of lunchtime. Children will not be left unattended in the playground
- Start and end of the school day - TAs or teachers (as available) from each year group will supervise and are present in the corridors, entry/exit points of school and classrooms to supervise children on entry to school

Toilets



- Children are encouraged to wait until playtime or lunchtime but will be allowed to go to the toilet if they really need it
- Every class has a toilet book
- Children with recognised medical conditions will be supported by staff where possible. Parents will be called if necessary to change/supervise/support. Medical support plans or Care plans as appropriate will be in place.

Behaviour outside of school

- Children are expected to behave appropriately walking to and from school. Parents may be asked to walk with unsupervised children if they do not behave appropriately.
- School provides many opportunities to teach pupils about safety online (see website). Parents are expected to monitor their child/ren's behaviour online and support the school if necessary.
- **Mobile phones may only be brought to school by pupils in Years 5 and 6 who are walking to and from school and they must be handed in to the office/class teacher upon arrival. They will be handed back at the end of the day. THEY ARE NOT TO BE KEPT IN LOCKERS, BAGS OR POCKETS**

Reward Systems

Please note the following;

- a) The reward system is a school-wide system. It should be a feature of all classrooms in school and should be promoted strongly by all members of staff.
- b) The reward system is intended as a means of promoting, recognising and rewarding the positive aspects of school life. All children must have an equal opportunity to gain recognition.

Individual Rewards

Stickers

Stickers are awarded frequently to all children for all aspects of positive behaviour and work, following rules, being a good friend etc. All classes use Class Dojos for behaviour in class and around the school.

'Wow' Work

Teachers send children to the Head/Deputy Head/Assistant Head Teacher to show their 'Wow' work (work that is exceptional for that child). Pupils will receive a sticker and if permitted a photo will be tweeted.

Achievement Cards

Each child in school has an achievement card, any member of staff can fill these in. There are eight achievements to get to achieve a Bronze, and then Silver, Gold, Platinum and Ruby.

Adults aim to write in at least one child's achievement card each day.

These are awarded for exceptional individual work, behaviour or special effort and 4 out of 8 are linked to our School Values.

Children should bring their own completed Achievement Cards to HT/DHT/AHT office just before lunchtimes to recognise its value and subsequently will receive their certificate from the class teacher.

Dojos

Dojos are awarded for positive behaviour and can be given by any member of staff. Lunchtime supervisors can award Class Dojos for the children to take back to class. Each class will have a dojo champion per week who will receive a sticker and a prize.

Starburst Assemblies

One child per Team each fortnight is chosen for their contribution to school life. This award is for outstanding work, effort, or conduct in or out of school. There is a weekly alternate assembly for Y1-3 and Y4-6 when Starbursts are awarded. Pupils' names are also published in the school newsletter and tweeted (where permitted) and parents and carers are invited to attend. EYFS attends these assemblies from Spring term.

Governor Awards and Kelan's Friendship Award

One child per Team each term is chosen to receive a Governor Award. This is awarded to children who consistently try their best, work hard and demonstrate positive behaviour around school at all times. To remember Kelan one child from each Team per term will be chosen to receive Kelan's Friendship Award. This is awarded to children who have consistently shown that they are a good friend to others.

Class Rewards

Golden Balls

- Golden balls are awarded to a whole class
- They cannot be taken away
- Every class devises their own 'menu' of awards at the start of the year that they would like to choose from when their jar reaches 50 balls. Each reward can only be chosen once by a class
- They can be earned for: lining up at the end of playtime and lunchtime, walking around school, behaviour in assemblies and attendance
- When a class reaches 50 golden balls, each child receives a different badge for each completed award. This is displayed on their classroom door.
- If lost, they may purchase a new one
- All staff can award golden balls including Lunchtime Supervisors

Sanctions

Classroom

All classes use the following 4 steps as an immediate behaviour warning system:
KS1 and KS2

A 'STOP THINK and make a better CHOICE' card can be placed on a table next to a child to give a non-verbal reminder about changing their behaviour.



1. Verbal warning (recognition of unacceptable behaviour) Name moved onto number 1 on class overview in Team Book. This should be given in a discreet manner. Say what you want to see and how they can be successful.
2. Second verbal warning (5 minutes in the classroom to think about your behaviour and the next step). Name moved onto number 2 on class overview in Team Book
3. Time out (Up to 30 minutes in another classroom. Children sent to the agreed classroom to fill in a level 3 'Thinking sheet' for KS1 and KS2 as appropriate. These need to be kept in the class behaviour book. Name moved onto number 3 on class overview in Team Book. On return to the classroom discussion with teacher about thinking sheet reflection.
4. Referral to Assistant Head Teacher/Deputy Head teacher/ Head teacher with level 4 sheet. The sheet will be returned with the child to the classroom at the end of the session and the sheet kept in the SLT behaviour book. Name moved onto number 4 on class overview in Team Book.

Praise child at each point that they display positive behaviour and that they have turned it around.
Children start afresh each morning and afternoon.

If a child begins to **regularly receive a number 1 sanction**, the Class Teacher will consider if they should be put on report to monitor and try to improve behaviour using focussed targets. This will be done in consultation with parent and member of SLT. (See children on report for further information).

If a letter is sent home by SLT for any of the following sanctions, the bottom section of it should be returned to school and held in the Behaviour Folder in the SLT office. The relevant member of SLT will ring the parent/carer to explain that a letter is being sent home prior to it being sent to explain

Inappropriate language (letter 1)

- 1st occasion - Reminder by member of staff dealing with incident
- 2nd occasion - Referral to SLT, miss lunchtime and recorded in Behaviour File
- 3rd occasion - Letter home and miss two lunchtimes
- 4th occasion - Meet with parents and miss two lunchtimes
- 5th occasion - Lunchtime exclusion

Rudeness to any adult working in school (letter 2)

- 1st occasion - Discussion with an adult concerned
- 2nd occasion - Letter of apology written at playtime or lunchtime - HT, DH, AHT to supervise
- 3rd occasion - Discussion with parents - End of day or phone call CT
- 4th occasion - Removal of privileges e.g., playtime, after school clubs with reasons being clearly explained - letter home
- 5th occasion - On report

Fighting/physical aggression and dangerous play KS1 and KS2 (letter 3)

Staff will discuss what dangerous play is and what its consequences can be, with the children, at the start of the Autumn term

Rules for Sportsmanship

- Children are expected to follow rules for sportsmanship during games at playtime and lunchtime.



- Repeated bad sportsmanship e.g., pushing, arguing about decisions, will lead to a fixed term ban from playing games at lunchtimes/playtimes. Parents to be informed prior to start of fixed term exclusion and in consultation with SLT.

1st occasion - Verbal warning from SLT if minor (recorded in Behaviour Folder). If deemed serious move straight to number 2

2nd occasion - Sent to HT, DHT or AHT, letter home and miss lunchtime as appropriate

3rd occasion - Meeting with parents and lunchtime suspension (fixed term)

4th occasion - Suspension

Verbal aggression to pupils or staff (letter 4)

1st occasion - Verbal warning from SLT if minor (recorded in Behaviour Folder). If deemed serious move straight to number 2

2nd occasion - Sent to HT, DHT or AHT, letter home and miss lunchtime as appropriate

3rd occasion - Meeting with parents and lunchtime suspension (fixed term)

4th occasion - Meeting with parents and 2 x lunchtime suspension (fixed term)

EYFS

1st occasion - stop station/discuss what has happened and how they should behave

2nd occasion - Miss some lunchtime and inform parents

3rd occasion - Send to HT, DH, AHT

Physical aggression towards staff (letter 5)

1st occasion - Verbal warning from SLT if minor (recorded in Behaviour Folder). If deemed serious move straight to number 2

2nd occasion - Sent to HT, DHT or AHT, letter home and miss lunchtime as appropriate

3rd occasion - Meeting with parents and lunchtime suspension (fixed term)

4th occasion - Suspension

Stealing/damage to property (letter 6)

1st occasion - Letter sent home and miss lunchtime. Appropriate charge for repairs.

2nd occasion - Meeting with parents and miss lunchtime

3rd occasion - Suspension

Racism, Homophobia, Bullying and derogatory comments about people e.g. based on disability/gender etc (letter 7)

1st occasion - Verbal warning if understanding needed. If serious intent, move to number 2

2nd occasion - Letter sent home and miss lunchtime

3rd occasion - Meeting with parents and miss two lunchtimes

4th occasion - Suspension

Reset

- For our youngest pupils and those with high SEND needs, sanctions will reset to level 1 at the start of each half term.



- KS1 pupils will reset to sanction level 1 at the beginning of every term.
- KS2 pupils will revert to sanction level 1 if they have not been involved in any incidents for three months.

Child on Child Sexual Violence and Sexual Harassment

(See Keeping Children Safe in Education September 2022)

Children are taught about keeping themselves safe through our PSHE 'Jigsaw' Curriculum.

Children are encouraged to share any concerns they have with a trusted adult in school.

Staff escalate concerns via CPOMs to a DSL in school

The age and developmental stage of the alleged perpetrator and nature of the allegations will be considered by SLT

Support and sanctions will be considered on a case-by-case basis

Advice will be taken, as appropriate, from children's social care, specialist sexual violence services and the police

Parents should raise any concerns they have with the Pastoral Manager (Mrs Card) or any DSL in school

Refer to the school's safeguarding policy.

Bringing inappropriate/dangerous items to school including mobile phones and cameras on watches (Mobile phones to only be brought into school by pupils in Years 5 or 6 and must be handed into the office or class teacher upon arrival at school and will be given back at the end of the day)

1st occasion - Verbal warning. If the item is a mobile phone or smart watch, it will be confiscated and parents contacted to collect at the end of the day

2nd occasion - Item confiscated and given back at the end of the day (If dangerous inform SLT immediately)

3rd occasion - Class teacher speak to parent (after school or phone). Item confiscated and given back at the end of the week

4th occasion - Letter home and miss two lunchtimes

NB - In the case of dangerous items - immediate suspension

Staff may ask pupils to empty bags/check coat pockets if they are concerned that they have inappropriate items, including mobile phones, in school. Only the Head Teacher and approved staff are allowed to screen, search or confiscate items.

Uniform

1st occasion - Class teacher to monitor - Reminder and uniform provided to change into at school, including black pumps for footwear and **no jewellery except small studs. Shoes need to be fully black, polishable (not fabric) and have no logos (ticks etc.)** For details of acceptable uniform please see the Uniform Policy.

2nd occasion - Letter home or discussion with parents (may need support)

Stickers will be given out for smartness and being a good role models for wearing uniform

Children are not allowed to wear make-up in school.

Children are not allowed to wear false nails or nail polish in school.



1st occasion - reminder

2nd occasion - asked to wash it off.

We do not encourage hair to be dyed for primary age children. Hair braids should be tied back within the rest of the hair.

Investigating Pupil Incidents

When appropriate, children will be encouraged and have an opportunity to reflect and write down their side of an incident to ensure that their voice is heard and listened to. A member of SLT or the Pastoral Manager will discuss the reflections with the pupils individually to resolve the situation following the behaviour policy.

Unforeseen Negative Behaviours

When dealing with situations that are not recognised within this policy but have a negative impact or consequence, SLT will consult accordingly. Sanctions will be administered appropriately after discussions with child/ren and parent, as well as any other person involved.

Positive Handling Strategies

Most New Hall Teaching staff including Teaching Assistants have been trained and accredited in Team Teach techniques. These staff can follow the Team Teach guidelines to support children which may include positive handling techniques. These include physical and non-physical interventions, such as using space, posture, facial expressions, intonation, and positive messages. Risk assessments are in place for pupils who exhibit challenging behaviour, and, in these cases, parents are involved in the production and agreement of the risk assessments.

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent approach supports all pupils, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a duty to intervene to prevent students from hurting themselves or others, damaging property, or to maintain good order and discipline. Furthermore, the school takes seriously its duty of care to students, employees and visitors to the school. The first and paramount consideration is the welfare of the children in our care. The second is the welfare and protection of the adults who look after them. Staff are trained to look after students in their care and aim to focus on de-escalation techniques wherever possible.

Any restraint techniques used are recorded in the school's bound and numbered book. A copy of the incident is given to the parent/carer.

Children with additional needs including those with an EHCP.



In extreme cases the behaviour policy will be adapted at the discretion of the Head Teacher and SENCO with advice from external professionals, for example the Educational Psychologist, to ensure that each child is supported in a fair and equitable manner whilst still ensuring the safety and education of the individual child, other pupils and staff. This will be considered in partnership with parents, the child and services such as The City of Birmingham School (COBS).

Steps to Success

Children who are struggling to identify their unwanted or negative behaviour can be put on a Steps to Success chart. This enables them to reflect on what they may have done that was unwanted or a negative behaviour and identify what they need to do to improve their behaviour. This chart aims to identify the things they have done well. Parents will be consulted before a child is placed on a Steps to Success chart and then given regular feedback regarding the chart. The chart will be sent home with the child at the end of every week. Whether a child remains on the Steps to Success chart will be discussed on a weekly basis.

Children on Report

Children who continually distract the learning of others, with low level behaviour, including receiving a number 1 sanction on multiple occasions, will be put on report. Parents will be informed by the class teacher. They will report to the HT, DHT or AHT at break time, dinnertime and at the end of the day with written comments from the adult they have been working with. Parents will be consulted to ask if they would like the report sent home daily otherwise it will be copied and sent home at the end of the week. Whether a child remains on report for the following week will be discussed on weekly basis.

Lunchtimes

We promote the school rule at lunchtimes.

We also have systems in place to keep pupils happy and safe, and looking after their well-being.

Teachers walk KS1 and KS2 children out to the playground, or to the dining hall if first, in an agreed line-up order.

At the end of lunchtime children are collected from the playground by their teacher.

Two senior members of staff are on duty at lunchtime every day.

The pastoral manager is also on duty.

A Sports Coach supports team games and social skills on the KS1 playground and KS2 field or MUGA.

The Den is open on KS2 playground at lunchtimes to support children as needed.

A friendship bench is in place on KS1 playground to support children to recognise children who are on their own.

Prefects

Prefects who have been trained in peer mediation are available in playgrounds at break and lunchtimes every day, to be on hand to help children sort out any minor disputes.

Year 5 and 6 children make up the Prefects. They have undergone a six-week training programme with an external agency and receive support, as needed, from the pastoral manager.

Rewards



The best class for lining up will receive a golden ball at the end of lunchtime.
Lunchtime Supervisors can award Dojos to individual pupils for positive or helpful behaviour

Sanctions

The Lunchtime behaviour code is a continuation of the school's Behaviour policy. All staff are expected to be familiar with the policy. Behaviour letters may be issued at lunchtime by a senior member of staff in accordance with the sanctions listed earlier in this policy.

The following sanction procedures will be conducted by lunchtime staff for lower-level incidents
KS1/KS2:

- 1 - Verbal Warning
- 2 - STOP (2 minutes on stop station to reflect on behaviour. LTS to discuss with child what has happened and what they need to do to improve their behaviour)
- 3 - Discuss incident with SLT member on duty and take action as necessary

EYFS:

- 1 - Verbal warning
- 2 - STOP (2 minutes on stop station to reflect on behaviour. LTS to discuss with child what has happened and what they need to do to improve their behaviour)
- 3 - Discuss incident with SLT member on duty and act as necessary

WRAP

Children in Wrap Around Provision are also expected to adhere to the school behaviour policy. Incidents that occur in WRAP will not follow children into school over the week.

Pupils in WRAP can earn Dojos and a Star Pupil will be awarded weekly.

Low level inappropriate behaviour is dealt with by WRAP staff, and they will speak to parents as necessary. The WRAP Manager will deal with more serious incidents. Behaviour incidents are recorded in a behaviour book.

Racism, homophobia, sexualised behaviour, fighting, bullying, stealing and continued inappropriate behaviour can be referred to HT, DHT and AHT.

Class teachers should inform WRAP if there have been any behaviour issues with a child that day as a way of encouraging children to make the right choices at WRAP, but sanctions from school will not carry over into WRAP.

Preparing for school

Our expectation of all pupils is that they will:

- Be punctual
- Be ready to learn with a positive attitude



- Allow all other members of the class to learn and the adults to support their learning
- Bring the right P.E. kit, reading book, reading record and complete homework every week
- Always wear correct uniform.
- Be STAR Pupils (Sit up, Track the Teacher, Ask and Answer questions, Respect Everyone)

Attendance

As a minimum we expect every child to have an attendance of 97%. Attendance below this will affect your child's learning, progress and achievement. Golden balls are awarded on a weekly basis to the best attending Teams

Refer to Attendance policy

Further Action/Advice

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of, and to encourage, positive behaviour
- Increased communication between home and school
- Concerns raised through a 4+1 form to SENCo
- Individual Behaviour Plans (IBP)
- Referral to outside agencies such as Educational Psychologist, Pupil and School Support (PSS) Mental Health Agencies and Behaviour Support Service (COBS) and Beacon School Support - this may result in these services working with pupils to support and encourage positive behaviour
- Support from the Pastoral Manager, identified Teaching Assistants, Teachers, Mentors
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional English or Maths support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Reduced timetable where appropriate

Review of policy



Date of Policy: 03.09.2024 (reviewed by teachers, teaching assistants, lunchtime supervisors and Wrap staff)

Date of Review: 01.09.2025

Charts to Success

Early Years -

.....can succeed!



Week beginning: _____

Targets:

1.
2.
3.

Subjects	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Session 2					
Lunch time					
Afternoon session					
Comments					

Good effort: Ok effort: Poor effort:

Steps to Success chart to be photocopied and sent home at the end of the week.

KS1

.....can succeed!



Week beginning: _____

Targets:

1.
2.
3.

Subjects	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Session 2					
Playtime					
Session 3					
Lunch time					
Afternoon session					
Comments					

Good effort: Ok effort: Poor effort:

Steps to Success chart to be photocopied and sent home at the end of the week.





KS2

Week beginning: can succeed!



Targets:

1.

2.

3.

0: Completely unacceptable
1: Very limited cooperation
2: Some co-operation
3: Satisfactory No more nor less than targets
4: Better than expected
5: Almost perfect!

Effort towards work	A-Excellent	B- Good	C- Satisfactory	D- Unsatisfactory	
	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Session 2	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Playtime	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Session 3	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Lunchtime	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Session 4	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Session 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Overall effort	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
Comments/Signatures					

Chart to be photocopied and sent home on a Friday



4+1 Questions -

4+1 Questions for:
 Date:

What have we tried?	What have we learned?
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What are we pleased about?	What are we concerned about?
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What do we need to do next?

