

# BEHAVIOUR & OXLEY PARK ACADEMY

## RELATIONSHIPS POLICY

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**Approval by:**

FULL TRUSTEE BODY/  
A&C COMMITTEE/  
HR & FINANCE COMMITTEE/  
BH&S COMMITTEE  
EXECUTIVE PRINCIPAL

## 1 Aims

### Our academy behaviour & relationships policy aims:

- **Foster a Positive and Respectful Learning Environment:** Promote a caring, tolerant, and purposeful atmosphere where high-quality teaching and learning can thrive, and all individuals feel happy, safe, and secure.
- **Promote Exceptional Behaviour Standards:** Establish a culture where excellent behaviour is the norm, supporting learning, community life, and future success.
- **Encourage Responsibility and Accountability:** Help children take ownership of their actions, understanding how their behaviour - positive or negative - impacts others and the broader community.
- **Build Strong Relationships and Community Cohesion:** Reinforce positive relationships among all members of the school community to create unity, empathy, and mutual respect.
- **Implement Consistent and Positive Behaviour Management:** Ensure all staff model and uphold a calm, consistent, and respectful approach to behaviour management across the academy.

## 2. Legislation and statutory requirements

### This policy is based on advice from the Department for Education (DfE) on:

This behaviour policy is informed by the following statutory guidance and legislation:

- **Behaviour in Schools (DfE, 2022)** - Guidance for headteachers and school staff on promoting good behaviour.

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- [Keeping Children Safe in Education \(KCSIE, updated annually\)](#) - Statutory safeguarding guidance for schools.
- [Education Act 1996](#) & [Education and Inspections Act 2006](#) - Legislation setting out schools' duties regarding discipline and inspection.
- [Equality Act 2010](#) - Legislation covering equality and anti-discrimination requirements.
- [Searching, Screening and Confiscation \(DfE, 2022\)](#) - Guidance for schools on the legal powers to search and confiscate items.
- [Use of Reasonable Force \(DfE, 2013\)](#) - Guidance on when and how schools may use physical intervention.
- [SEND Code of Practice \(2015\)](#) - Guidance for supporting children with special educational needs and disabilities.
- [Suspension and Permanent Exclusion Guidance \(DfE, 2023\)](#) - Guidance on exclusions and the legal framework.
- [Working Together to Safeguard Children \(latest version, 2023\)](#) - Statutory guidance on inter-agency safeguarding duties.

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of pupil; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork
- Poor attitude.
- Incorrect uniform.

**Serious misbehaviour** is defined as:

- Repeated breaches of the academy values.
- Any form of bullying.
- Severe verbal behaviour, such as swearing, racist comments or response to adults in total refusal of instruction.

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- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments.
  - Sexual jokes or taunting.
  - Physical behaviour like interfering with clothes.
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Physical behaviour such as fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Verbal, physical, online, or subtle/indirect discrimination
- Prejudice based on race, ethnicity, nationality, culture or language
  
- Possession of any prohibited items. These are:
  - Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
  - Tobacco and cigarette papers.
  - Fireworks.
  - Pornographic images.
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

**The school operates a zero-tolerance approach to any behaviour that poses a serious risk to the safety, wellbeing, or learning of others. Serious incidents, including violence, bullying, discrimination, or any form of harassment, will be addressed promptly and firmly in line with this policy and relevant statutory guidance.**

### 4. Bullying

**Bullying** is defined as the repetitive, intentional act harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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Bullying can include:

TYPE OF BULLYING	DEFINITION
<b>Emotional</b>	Being unfriendly, excluding, tormenting.
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence.
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti, online, subtle/indirect, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing, racial slurs
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps, or gaming sites.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy, available from our website at:

[Policies | Oxley Park Primary Academy & Nursery \(oxleyparkacademy.com\)](https://www.oxleyparkacademy.com/policies)

### 5 Child-on-Child Abuse

We recognise that pupils are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter," "just having a laugh" or "part of growing up," as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of children hurting other children will be dealt with under our school's Behaviour policy, but the Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns.

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Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens, and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens, and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who do not want to receive such content.

For details of procedures following an accusation of peer-on-peer abuse please see our Safeguarding Policy (7.8)

## 6. Roles and responsibilities

### 6.1 Expectations of all adults

**-Embed Core Values Daily:** Launch each term with the Promise and consistently revisit the 6Cs and FAB 5 Habits to ensure children understand their purpose and meaning.

**-Promote and Reward Positive Behaviour:** Use the FAB 5 Habits and British Values to recognise and reward positive behaviours through House Coins and praise.

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**-Model Consistent, Respectful Conduct:** Greet children daily, model positive behaviours, communicate calmly, and demonstrate teamwork and honesty in all interactions.

**-Deliver High-Quality, Inclusive Teaching:** Ensure all lessons are engaging, challenging, and tailored to meet the needs of every individual learner.

**-Apply Behaviour Systems Fairly and Consistently:** Use the 5 Stages (Years 2-6) or 3 Bears (EYFS/Year 1), address negative behaviour without exception, and follow up with restorative conversations.

### 6.2 The Board of Trustees'

-The Board of Trustees' is responsible for monitoring this behaviour and relationships policy's effectiveness and holding the Executive Principal to account for its implementation.

### 6.3 The Executive Principal and Academy Standards Leads

-The Executive Principal is responsible for reviewing and approving the Behaviour and Relationships Policy.

-The Executive Principal and Academy Standards Leads ensure the school environment promotes positive behaviour, oversee staff handling of poor behaviour, and monitor consistent application of rewards and sanctions.

### 6.4 Expectations of all SMT (Senior Management Team)

-Leadership team members are expected to **meet and greet children and parents at least once a week on the main gates**, maintain a **visible presence around school daily**, and **regularly celebrate staff and learners** who exceed expectations.

-They must ensure **staff are fully trained and confident** in positive behaviour management and use **behaviour data to target restorative interventions** and improve the learning environment.

-Leadership oversees **restorative behaviour referrals**, providing support and consistency, and assist in managing learners with **complex or frequent negative behaviours**.

### 6.5 Expectations of all SLT and Academy Standards Leads (Senior Leadership Team)

-SLT should **meet and greet children and parents daily** at the gate and maintain a **visible presence around the campus**, especially during transitions, lunch, and break times.

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-SLT must **celebrate staff and learners regularly**, ensure staff are **trained and confident in positive behaviour management**, and **support managing learners with complex or frequent negative behaviours**.

-SLT is responsible for **using behaviour data to assess and target academy-wide policies**, **review provisions for learners beyond existing policies**, and **oversee restorative behaviour referrals with staff** to provide consistent support and guidance.

### 6.6 Expectations of teaching staff

-Consistently implement the behaviour policy and model positive behaviour.

-Provide personalised support to meet the specific behavioural needs of individual children.

-Record all behaviour incidents using CPOMS.

### 6.7 Responsibilities of children

-**Uphold core values** by following the Oxley Park Promise, 6Cs, and FAB 5 Habits to the best of their ability, maintaining positive behaviour and staying on Stage 1.

-**Show respect and responsibility** by treating adults and peers politely, following adult instructions, and caring for the academy environment.

-**Take ownership** of their learning and behaviour by gradually increasing personal responsibility and promoting positive habits throughout the academy.

### 6.8 Responsibilities of parents/carers

-**Support pupil's readiness for learning** by ensuring they arrive on time, are well-prepared, and understand the value of education through praise and encouragement.

-**Foster respectful communication and open-mindedness** by speaking politely, approaching concerns calmly, and recognising that every situation has multiple perspectives.

-**Work collaboratively with the school** by supporting school policies, discussing concerns promptly, and trusting staff to investigate and resolve issues fairly.

-**Stay informed and involved** by keeping the school updated on any changes affecting their child and understanding key academy standards like the 6Cs, FAB 5 Habits, and behaviour systems (5 Stages/3 Bears).

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### 7 Our expectations

#### 7.1 Our Oxley Promise

At the start of each year, our **Oxley Promise** is signed by every child and member of staff. This shared commitment reflects and reinforces our academy's **vision, values, and positive habits**. The Promise is more than just words; it is a daily reminder of the **kind, caring, and respectful culture** we have built together. Everyone had a voice in shaping it, and we take **collective pride** in living it every day.

### The Oxley Park Promise

*As an Oxley Parker, I promise to be fussy and bothered about everything I do. I will always help others and will be kind and polite to everyone I meet. I will greet people with a smile and follow the FAB Habits every day. At Oxley Park Academy, we dream, believe and achieve together, and I will work with others as part of a team, following the GC values and giving everyone a chance to shine. I am brave in my learning and any challenge I may face, and I am determined to succeed.*

*This is who I am. This is me.*

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### 7.2 Our Vision



Oxley Parker aims to cultivate a lifelong love of learning and discovery. Through an inclusive and stimulating curriculum, we provide diverse opportunities that develop knowledge, skills, and resilience, empowering every learner to achieve their full potential.

#### DREAM

During their time in Early Years, children are introduced to our 'Dream' ambition: they will let their imagination go wild and start to dream big with ambitious aspirations.

#### BELIEVE

As our children move onto Key Stage 1, they develop a robust sense of belief in themselves, seeing failure as a route to success and an opportunity to enhance their learning - they are on a journey of self-discovery and developing an 'I can' attitude.

#### ACHIEVE

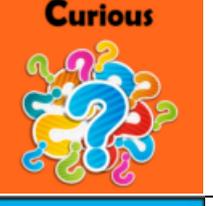
Our Key Stage 2 children are the ambassadors of Oxley Park Academy and embody all our 6C's (our academy values) in everything they do. They have developed the tools, self-confidence and resilience to dream big, believe in themselves and others and achieve their goals. Coming to the end of their journey with Oxley Park, they are ready to embrace the next stage of their journey with confidence and positivity with all the skills required to recognise their potential is endless to Dream, Believe and Achieve - Together!

### 7.3 Our Values

At Oxley Park, our values are at the heart of everything we do - shaping our behaviour, relationships, and learning. Each of our six 'C' values is displayed proudly across both campuses. We focus on one value each term through our curriculum, assemblies, and visits from guests who bring these principles to life. Our British Values are woven into this approach, helping every child develop a strong sense of self and community. House Days each term further celebrates and embed our six 'C' values across the whole school.

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 <p><b>Co-Operative</b></p>	<p><b>Co-Operation:</b> Our first Value we focus on during September and October. This is an ideal value to help bond us together in our new classes and new year groups. The language we use to help explain this 6C with our children is: working together, being helpful and teamwork.</p>
 <p><b>Caring</b></p>	<p><b>Caring:</b> Once we have established our teamwork and co-operating together, we move onto the value of caring. This takes us through the period leading up to Christmas. We talk about all types of caring for each other and how we can be a caring person. The language we use to help explain this 6C with our children is: looking after ourselves, looking after each other, friendship and looking after our environment.</p>
 <p><b>Courage</b></p>	<p><b>Courage:</b> The new year starts off with us all looking at how courageous we can be! At Oxley we want our children to be brave, tackle challenges, take up every possible opportunity and persevere with everything they do so they always achieve their very best. The language we use to help explain this 6C with our children is: being honest, taking a risk and trying new things.</p>
 <p><b>Curious</b></p>	<p><b>Curious:</b> As we head into the second half of the academic year we focus on our children's curiosity. Encouraging them to ask questions and enquire about new things. We want children to grow up and be engaged in the world in which they live. The language we use to help explain this 6C with our children is: Asking questions and finding out new things.</p>
 <p><b>Conscientious</b></p>	<p><b>Conscientious:</b> The summer term sees us bring all the values we have learned over the year together with a real focus on being conscientious in everything we do. It is also our main assessment period and a great time for our children to showcase their learning. The language we use to help explain this 6C with our children is: perseverance, working hard and taking pride in your work.</p>
 <p><b>Courteous</b></p>	<p><b>Courteous:</b> Our final Value focus of the year sees us focussing on being Courteous. This is the period when children are meeting new teachers, new children, lots of events and visitors into our school; the perfect time to try out the value of being courteous. The language we use to help explain this 6C with our children is: manners, respect, and patience.</p>

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### 7.4 Our FAB 5 Habits

At Oxley Park, the term '**FAB**'- an acronym for *Fussy and Bothered*-encapsulates the core principles of our school ethos. We hold the expectation that every member of our community demonstrates a commitment to high standards by taking care and showing attentiveness in all, they do. This conscientious attitude is reflected in the quality of our learning, behaviour, and interactions. Our '**Fab 5 Habits**' serve to promote, reinforce, and embed this positive culture throughout the school.



#### Habit 1- FAB attitude

We take immense pride in all that we do. We strive to feel proud of our achievements and to present work that demonstrates excellence to those who visit, share in our learning, and celebrate our successes. This pride is reflected in the high standard of our presentation: you will see carefully crafted handwriting and well-organised, superbly presented work in our well-maintained books.

#### Habit 2 - FAB manners

We expect all members of our community to demonstrate exemplary manners so that every individual, whether a child or an adult, feels valued at Oxley Park. Our **6Cs**, which underpin our academy values, guide us in showing politeness and respect in our daily interactions. Visitors will observe these behaviours throughout the academy: doors held open courteously, expressions of gratitude such as *please* and *thank you*, and warm, welcoming greetings.

#### Habit 3 - FAB presentation

We take immense pride in all that we do. We aim not only to feel a sense of accomplishment in our achievements but also to impress those who share in our work and celebrate our successes. This pride is reflected in the high standards we set for presentation. Our books demonstrate beautifully formed handwriting and neatly organised work, carefully laid out, and well maintained.

#### Habit 4 - FAB appearance

We expect all members of our academy community to be well-presented and prepared for learning. We take immense pride in our academy uniform and aim for every child to feel confident and dignified when wearing it each morning. Demonstrating readiness to learn includes ensuring shirts are tucked in, ties are straight, and overall appearance is smart and appropriate.

This standard extends to our learning environment. We believe the appearance of our academy should be exemplary - an inspiring space for both learners and visitors. By upholding this habit, we ensure that our classrooms and shared areas remain neat, orderly, and fully prepared to support effective learning.

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### Habit 5 - FAB walking

We are committed to ensuring that our academy is a safe and orderly environment for all members of our community, both young and old. Walking sensibly and keeping to the left is an essential habit that supports this aim. This practice helps maintain calm, relaxed, and well-organised movement across both of our campuses. Visitors will notice clear signage throughout our academy streets and quads, reinforcing and thanking everyone for demonstrating FAB walking on the left.

#### 7.5 OPA Behaviour Curriculum

At Oxley Park, we recognise that the behaviours which promote effective learning and positive character development must be taught with the same intent and precision as the national curriculum. To support this, we have established the **OPA Behaviour Curriculum**, which provides clear guidance for staff in teaching the **FAB 5 Habits** and **6C Values**. The curriculum is organised into fourteen key areas, first introduced during the Autumn term, and systematically revisited and reinforced throughout the Spring and Summer terms.



#### 8 Recognition and rewards for positive behaviour

We recognise children that consistently show positive behaviours, and go 'above and beyond' the standards we set:

##### 8.1 Everyday positive recognition

Positive behaviour at Oxley Park is recognised through messages home, FAB phone calls, or face-to-face praise. Children demonstrating the FAB Five Habits or 6Cs earn House Coins for their team. Staff consistently use positive, value-based language to promote flourishing behaviours. We also encourage children to develop responsibility and leadership by applying for roles within the Oxley Park Academy community.

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A selection of some of the opportunities available to our children include:

- Junior Ambassador Team
- Academy Ambassadors
- Class FAB Ambassadors
- Junior Librarians
- House Captains
- Junior Bistro Team

## 8.2 FAB-U-LOUS Friday Celebrations



### CELEBRATING AND REWARDING OUR OXLEY PARKERS!

	<p>The Golden Ticket is awarded by the class teacher to recognise a child who has shown outstanding FAB effort or notable achievements in their learning. A Golden Ticket, with the reason for nomination, is sent home, and the recipient enjoys the privilege of sitting on the 'Best Seat in the House' for the following week.</p>
	<p><b>Best Seat in the House:</b> Golden Ticket winners in each class enjoy a special red chair, complete with their own mat and stationery set.</p>

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	<p><b>FABtastic Stamps:</b> Every other FAB-U-LOUS Friday, a child from each class is selected by their teacher to share an outstanding piece of work with SLT. Their achievement is celebrated with a 'FABtastic' stamp next to their work.</p>
	<p><b>FAB Calls Home:</b> Staff can nominate children for a FAB Phone Call Home, where SLT contacts parents/carers to celebrate the child's exceptional effort or achievement over the previous weeks.</p>
	<p><b>Mr &amp; Mrs Vault Award:</b> Any staff member can nominate a child for demonstrating positive reading habits. Winners from each street/quad receive a book of their choice from the 'Mr &amp; Mrs Vault' book vending machines.</p>
	<p><b>Tidy Broom Award:</b> This is to promote a conscientious attitude towards our learning environment and recognise children who have worked together to keep their classrooms and shared areas looking FAB and tidy. This will be awarded to a street/quad on each campus. The street/quad which wins the Tidy Broom Award the most times in a term will be awarded with an extra play time.</p>
	<p><b>Sports Award:</b> Chosen by our PE coaches, this award goes to one child on each campus who is showing a 'stand-out' effort or achievement in sports and PE lessons.</p>

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**TT Rock Stars Award:** This award is given to one child from each campus for excelling in their 'TT Rock Star' use over the week. Our Maths lead will use the data from the TT Rock Stars software to choose a winning child from each campus. This award promotes sustained practise and improved recall of the times tables.



**Super Hero's Attendance Award:** To celebrate excellent attendance, the class with the highest weekly attendance on each campus receives the 'Super Hero's Award,' selected using data from our attendance officer.

### 8.3 The Trustees' Golden Thread Award



**Golden Thread Award:** Presented each term to one pupil per class, nominated by the class teacher and supporting staff. This award recognises children who consistently demonstrate the **6Cs** and **FAB 5 Habits** both within the academy and in the wider community.

### 8.4 Merits



**Merit System:** Children can earn weekly merits for demonstrating FAB behaviour and maintaining Stage 1. Children who receive a Stage 2 warning remain eligible to earn merits; however, those who reach Stage 3 or above will not get their merit and will receive targeted support to help them improve before the following week. Merits accumulated over time may be exchanged for rewards from the *Merit Shop*, and each merit contributes an additional five minutes of break time. The system resets at the start of each term, ensuring every pupil has a renewed opportunity to succeed.

## 9 Managing Behaviour

**Behaviour Management:** Children are responsible for their behaviour, and staff address issues directly using the academy's staged approach. Stage 1 represents expected behaviour, while Stages 2-5 provide support and reinforcement to help learners return to Stage 1.

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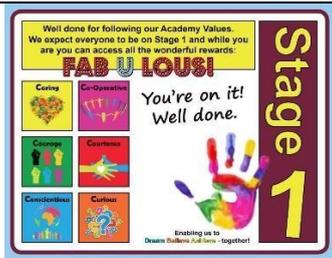
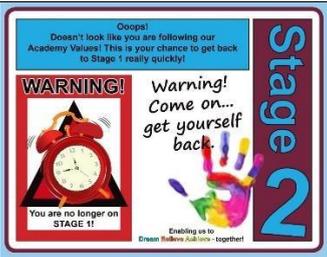
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Sanctions are structured to encourage improvement, with most unacceptable behaviour managed through verbal warnings. All staff have the right and responsibility to remind children of the academy's values and expect appropriate conduct.

### 9.1 '5 Stages' (used for Years 2, 3, 4, 5 & 6)

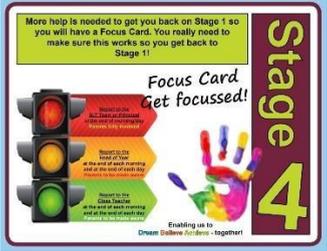
Our 5 Stage Behaviour System for Years 2 to 6 follows 5 noticeably clear stages. These are visualised below and are displayed in all areas of our academy so children can see them and access them easily. They are designed as a really positive approach to remaining on Stage 1 and following our Academy Values!



	<p><b>Stage 1:</b> This is the one you want to be on! When on Stage 1 every child will have numerous opportunities for celebration and reward. These are regularly shared on a fortnightly basis as a whole school on FAB-U-LOUS Friday!</p>
	<p><b>Stage 2:</b> We recognise now and again we all need a reminder! Stage 2 gives everyone that chance. This may be a quiet word in the ear or if needs be, a Warning card. Usually, once we have been given a Stage 2, we turn it around and we get right back to Stage 1! Any member of staff can issue a Stage 2</p>

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	<p><b>Stage 3:</b> Sometimes we struggle to make the right choice. Stage 3 gives you the chance to have 'Time Out' from the situation. This time can be used to reflect and think about the right choices, so we are back to Stage 1 again! Every child who receives a Stage 3 will have five minutes out from their next break time for a restorative conversation with an adult. Stage 3 will also be logged onto CPOMs (our school incident logging system). Any member of staff can issue a Stage 3.</p>
	<p><b>Stage 4:</b> Focus Cards are introduced to help re-focus children back to Stage 1. These are a great visual for children and the adults of seeing where and when we keep making the wrong choice. From this we can set some targets and help support the journey back to Stage 1! Parents are informed at this stage.</p>
	<p><b>Stage 5:</b> This is our final stage before we introduce other support services. Targets are set and a 'Focus Book' is sent between home and school communicating progress. This can work alongside a behaviour contract. If this is not successful, the Inclusion and Intervention team may be involved.</p>

### 9.2 Consequences

We believe that a close connection must always be established between an unacceptable action and a consequence. Thus, if a child chooses an undesirable action, he/she also chooses to have a consequence. A hierarchy of consequences relating to different forms of undesirable behaviour is outlined on the *Sanctions Guidelines* sheet (Appendix 1) using the 5 Stage system.

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If a child is on Stage 2, 3, 4, or 5 they will be unable to access any rewards in school. Children must be on Stage 1 to access these.

### **Time Out**

This is a period where an adult may choose to move a child away from a situation. This may happen during lesson time or break/lunch time. This opportunity will allow those involved time to calm. The length of this would be decided by the adult making the judgement. A 'restorative conversation' with the adult will take place.

### **Extended Time Out**

It may be appropriate for a child to have extended time out if they show persistent disrespect or refusal to engage in appropriate behaviour. In such cases, the child will be working with a member of the SLT (Senior Leadership Team) in a room away from their classmates but on schoolwork, under the direction of the class teacher. Parents will be notified if this sanction has been necessary.

### **Focus Cards**

**Green Card:** A child will be on a green card for at least one week. If things have improved, they may then return to Stage 1. If there is still a concern, there may either be another week on green or accelerate to orange. The class teacher monitors green cards and signs them daily. A child on Stage 4, green focus card will have five minutes off their next break/lunch time and a daily discussion about how they are going to get themselves back to Stage 1. The child also cannot receive a merit for this week.

**Orange Card:** A child must complete at least one week on orange. If things have improved, they have mostly smiley faces on their focus card, they will then return to Stage 1. If a child has improved slightly but still needs support, they will return to green focus card. If there is still a concern, there may either be another week on orange or accelerate to red. A member of the Leadership Team monitors orange cards and signs them daily. A child on Stage 4, orange focus card will have 15 minutes off their next break/lunch time and have a restorative conversation with the class teacher about how to get themselves back to Stage 1. The child also cannot receive a merit for this week.

**Red Card:** A child must complete at least one week on red. If things have improved significantly, then they will no longer be on a Red Focus card. If negative behaviours continue, then the child will remain on a Focus Card in the following week (colour dependent on behaviours exhibited). A member of the senior leadership team monitors red cards and signs them daily. A child on a Red Focus Card will have a minimum of 20 minutes off, of their next lunch/break time (this may be more dependent on the situation and nature of incident). The child on a Red Focus Card will not receive merits for the week they are on.

If a child continues to move onto Stage 4 then a behaviour contract will be drawn up to support them. The contract consists of 3 or more targets, consequences and rewards. This is to work alongside the Stage 5, 'Focus book.'

# BEHAVIOUR & OXLEY PARK ACADEMY RELATIONSHIPS POLICY

The severity of the behaviour will determine the type of focus card the child is on; however, teachers' discretion will be used for each individual case.

# BEHAVIOUR & OXLEY PARK ACADEMY

## RELATIONSHIPS POLICY

### 9.3 '3 Stages' (Used for Nursery, Reception and Year 1)

Our 3 Stages for Nursery to Year 1 follows three very clear stages. These are visualised below and are displayed in all relevant areas of the academy. Our key aim is to ensure all children understand the expectation to follow our academy values and exactly what happens if they make the choice not to. The reduced and simplified stages provide a strong foundation for when they move up the school and follow the 5 Stages.

	<p><b>Happy Bear:</b> We expect all our children to be following our academy values. When doing this they will have numerous opportunities for celebration and reward. These are regularly shared on a fortnightly basis as a whole school.</p>
	<p><b>Grizzly Bear:</b> Children who choose not to follow school values will be given a warning. The children will aim to return to Happy Bear.</p>
	<p><b>Grumpy Bear:</b> Children continuing to choose not to follow our academy values will now have 'Time Out'. This is time away from the situation. This could be in their own room or another classroom.</p>

For some children these stages may need to be altered or alternative provision put in place to support positive behaviour. Please refer to the 'OPA SEND Policy' for more information.

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### 9.4 Whole Class Consequences

These are extremely rare and only used in extreme circumstances where the general behaviour of most of the class or year group is causing a serious concern that is impacting on everyone's learning and/or safety. The decision on these is down to the professional judgement of the class teacher.

### 9.5 Oxley Park Academy Language

At Oxley Park Academy, we believe that a calm, positive and consistent approach to behaviour management is essential. In order to ensure that children are getting the same message from all members of Oxley Park staff, we have devised 'micro-scripts' as guidance on the language that should be used when dealing with poor behaviour and praising/noticing positive behaviour. This reinforces a consistency in the way behaviour is dealt with among staff and emphasises to the children that we are a team with a united ethos and expectation.

- Warning** 'I have noticed you are not making the correct choices (by...) and you know that we need to make sure we are being FAB and on Stage 1. If you choose to continue with this behaviour, then you will be choosing to move onto Stage 2. Thank you'
- Stage 2** 'I have noticed you are continuing to make the wrong choices (by...). You are now on Stage 2 and need to make an extra effort to get back on to Stage 1. If you continue with this behaviour, then you will be moving onto Stage 3 (timeout). Thank you.'
- Stage 3** 'I have noticed you are continuing to make the wrong choices (by....). You are now on Stage 3. I would like you to take 5 minutes out of class (or to another area in the classroom, if relevant) to reflect on your behaviour and what you can do to get back to Stage 1. Thank you.'
- Restorative Questions**
- Restorative Questions 1.
1. What happened?
  2. What were you thinking at the time?
  3. What have you thought since?
  4. How did this make people feel?
  5. Who has been affected?
  6. How have they been affected?
  7. What should we do to put things right?
  8. How can we do things differently in the future?

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**Positive Praise** ‘You just held the door open for your friend- that is very courteous of you... FAB manners!’ (Reward House Coin)

‘You just helped a younger child on the playground. Thank you for being so caring... FAB attitude!’ (Reward House Coin)

‘Wow! FAB walking on the left!’ (Reward House Coin)

### 9.6 Classroom Management

Staff Responsibilities for Positive Behaviour: Teaching and support staff set the tone for behaviour by creating engaging classrooms and maintaining a stimulating environment.

Every room should have a FAB display and show the pupil code of conduct (Oxley Promise), along with the 6Cs and FAB Habits, referred to daily.

Staff build positive relationships with children by greeting them, establishing clear routines, communicating expectations visually and verbally, promoting good behaviour, starting and ending the day positively, addressing low-level disruption, using positive reinforcement, and applying the school’s reward systems.



### 9.7 Zero-tolerance approach to sexual harassment or sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Discussions with children.

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- ☐ NSPCC 'Pants' talk (<https://www.nspcc.org.uk/keeping-children-safe/support-forhttps://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/parents/pants-underwear-rule/>).
- ☐ Meeting with parents.
- ☐ Possible involvement of other agencies.
- ☐ Stage 4/5 of the Behaviour Stages.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- ☐ Responding to a report.
- ☐ Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally.
  - Refer to early help.
  - Refer to children's social care.
  - Report to the police.

Please refer to our Safeguarding and Child Protection policy for more information: [Policies | Oxley Park Primary Academy & Nursery \(oxleyparkacademy.com\)](#).

### 9.8 Children's conduct outside the academy gates

Teachers have a statutory power to discipline children for misbehaving outside of the academy premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the academy's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- ☐ Taking part in any school-organised or school-related activity or
- ☐ Travelling to or from school or
- ☐ Wearing school uniform or
- ☐ In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- ☐ Could have repercussions for the orderly running of the school or
- ☐ Poses a threat to another pupil or member of the public or
- ☐ Could adversely affect the reputation of the school.

### 9.9 Malicious allegations

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Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our Safeguarding and Child Protection policy for more information on responding to allegations of abuse against staff or other children.

### 10 Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the academy staff. All serious behaviour matters must be referred immediately to the Executive Principal, Associate Principal or SLT.

Such incidents could include, but are not limited to:

- Fighting.
- All forms of bullying (please refer to the 'Oxley Park Academy Anti-Bullying Policy').
- All forms of hate crime.
- Using abusive/offensive/racist language.
- Sexual violence/harassment.
- Physically striking adults.

#### 10.1 Emergency around the academy

A red triangle with the area name is situated in every learning space. These may be used in any emergency. A child can take this triangle to the nearest senior adult for them to come to the area to assist. The internal phone system can be used if accessible.

#### 10.2 Fixed Term External Suspensions

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In some serious cases of behaviour, which may include physical, verbal, refusal or disruptive behaviour, it may be necessary for the matter to be referred immediately to the Associate Principal/Executive Principal. Only the Executive Principal, or in the Executive Principal's absence the Associate Principal, can make a decision to suspend a child, in which case the child's family will be informed. The Local Authority will be notified in accordance with current LA/DfE guidelines.

The Trustees have overall responsibility for overseeing the setting up of an effective behaviour and relationships policy although it will be implemented by the Executive Principal and staff. The Trustees are not involved in the day-to-day management of behaviour. In the case of a suspension against which the child's family appeal, the Trustees will make the decision as to whether or not the appeal is upheld. The Executive Principal must then abide by this decision.

### 10.3 Permanent Exclusions

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. The Trustees of Oxley Park Academy agree with this stance, and all policies and procedures are in place to support inclusion of all children.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the child concerned, or to other children at the school.

### 10.4 Reasonable Force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.  Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Many of our staff are trained in positive handling. This is a technique designed to help staff to calm children and de-escalate difficult situations. It also trains staff how to hold children safely if it becomes necessary.

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### 10.5 Confiscation of inappropriate items

There are two sets of legal provisions, which enable academy staff to confiscate items from children:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a child's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items.
- Power to search without consent for 'prohibited items' including:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### 10.6 Pupil support

The academy recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 10.7 Pupil transition

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To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

This also takes place when a child is moving schools.

### 10.8 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### 11 Training

Our staff are provided with training on implementing this policy as part of their induction process.

Behaviour Management will also form part of continuing professional development. Staff have access to a range of training, and our Academy Standards Leads have participated in the Government's Behaviour Hub programme.

### 12 Monitoring arrangements

This Behaviour and Relationships policy will be reviewed by the Executive Principal and shared with the Full Trustees' Board annually.

### 13 Links with other policies

- Anti-Bullying Policy
- Child Protection and Safeguarding
- Exclusions Policy
- SEND Policy
- Staff Code of Conduct Policy
- Covid 19 Risk Assessment (February 2021)

# BEHAVIOUR & OXLEY PARK ACADEMY

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### Appendix 1

#### Sanctions Guidelines

(Please note these are **guidelines only**. More or less severity may be required depending on the particular situation. For children with specific needs, these sanctions may not work, and alternative behaviour strategies will be used).

If you do this...	You may expect this...
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# BEHAVIOUR & OXLEY PARK ACADEMY

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<p><b>Fail to complete classwork satisfactorily</b></p>	<p><b>Stage 2</b> Possibly stay in at playtimes to complete. If it continues, Stage 3 or 4 may be used If this continues to complete refusal – Stage 5 and possible suspension.</p>
<p><b>One-off incidents in class</b></p>	<p><b>Stage 2, Stage 3 or Stage 4 – depending on the situation and the decision is made by the professional.</b></p>
<p><b>Consistent behaviour such as:</b></p> <p><b>Behaving badly in lessons</b> e.g. calling out, being disruptive <b>Or</b> <b>not respectful to any member of staff</b> e.g. being rude, answering back, not responding to instruction <b>or</b> <b>Are silly or noisy while moving around the school</b> <b>or</b> <b>Behave badly in assembly</b> e.g. talking</p>	<p><b>Stage 3 or 4 depending on level and number of times taken place. Severe disruption could lead to suspension</b></p> <p><b>Stage 5 or possible suspension (swearing at staff/physical abuse and refusal to follow instruction)</b></p> <p><b>Stage 3 or 4 depending on level and number of times taken place</b></p>
<p><b>Use of bad language</b></p>	<p><b>Stage 3 or 4 depending on level and number of times taken place</b></p> <p><b>Possible suspension</b></p>
<p><b>Racist remarks</b></p>	<p><b>Depending on intention and circumstances Stage 4 and logged.</b> <b>If repeated, suspension</b> <b>Stage 5</b></p> <p><b>If towards the same individual, possibly moves to the anti - bullying policy as well.</b></p>
<p><b>Disrespect to other children</b> Including verbally <b>or</b> <b>behaving aggressively</b></p>	<p><b>Stage 4 depending on level and number of times taken place</b></p> <p><b>Stage 4, 5 or possible suspension</b></p>

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<b>Consistent Bullying</b>	<b>Stage 4 depending on level and number of times taken place</b> <b>Stage 5 or possible suspension and referral to anti bullying policy</b>
<b>Damage to school property</b>	<b>Stage 2-5 depending on severity. Payment for damage to school property will be decided on a case-by-case basis.</b> <b>Possible suspension</b>

**Appendix 2**

**Reflection Sheet**

# BEHAVIOUR & OXLEY PARK ACADEMY

## RELATIONSHIPS POLICY

Name:

Class:

Date:

2) How was I feeling?

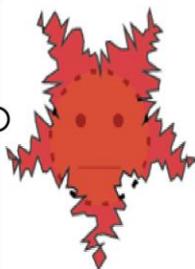
3) How has it affected other people?

4) What should I have done differently?

1) What did I do?



5) Next time, I will...



### Appendix 3

Strategies for the promotion of good behaviour:

# BEHAVIOUR & OXLEY PARK ACADEMY

## RELATIONSHIPS POLICY

### **Public praise**

Public acknowledgement of good behaviour can be very powerful in a positive way. Praise needs to be appropriate and as descriptive as possible so that a child is clear about the elements of their behaviour being praised. Praise can also be non-verbal, e.g. a smile, a thumbs-up or a sticker.

### **Three positives before a negative**

This principle involves teachers aiming to have made three positive contacts with a child before giving them feedback on their work. This encourages children to be more receptive to important learning points that a teacher is making. The lesson children will learn is that they are more likely to get attention when they behave well than when they behave badly.

### **Acknowledge feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to gain attention.

### **Give children a choice**

This may be as simple as allowing a choice about which piece of work to complete first. Being given choices increases a child's sense of independence, which in turn contributes to their self-esteem. The children will also be reminded about making the 'right choice'.

### **Be consistent**

Children have a need for the world around them to be as reliable as possible. When staff act consistently and reliably, they make children feel safer and therefore less anxious. This in turn reduces the possibility that events will trigger poor behaviour.

### **Set high expectations**

It is important for adults in school to set high expectations for all children with regard to their attitude and behaviour. This is not exclusive to the classroom and also applies to when the children are moving around the school and during school assemblies. Children need to be made aware of what the expectations of behaviour are and these need to be made clear to enable the children to follow expectations.

### **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that are expected from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably.

### **Listen to the children**

Listening to children makes them feel significant. It is important to make children aware that adults recognise their feelings (e.g. "You seem cross, did something happen?"). Concerns and complaints need to be followed up, even if that means needing to say that it will be dealt with later. Children need to be able to feel secure in the knowledge that issues will be dealt with appropriately.

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### Maintain frequent contact

All children, and in particular those who have difficulty concentrating, need frequent contact that recognises what they have already achieved, points them to the next step and reminds them that the teacher will be back to see how they are progressing. This concentrates on communication about the task and gives the child positive teacher contact.

### Pre-empt disruptive behaviour

Teachers and adults in the classroom need to display a constant awareness of what is happening throughout the classroom. This allows off-task behaviour to be spotted early, and children's attention returned to the task before behaviour actually becomes disruptive.

### Self-awareness

Adults in school need to communicate confidence and authority. In order to do this, it is important to be aware of elements such as position in class, proximity to disruptive children, facial expression, tone of voice, choice of words and use of eye contact.

### Catch them being good

Noticing and acknowledging anything that is in the direction that adults in school wish children to take, will encourage and reinforce positive behaviour. Examples (not an exhaustive list) of things to 'catch them being good' at include:

- entering the classroom quickly and quietly.
- Treating books and equipment carefully.
- looking at the teacher quickly and quietly when asked to listen.
- starting work quickly.
- being polite.
- moving from one task to another without teacher reminders.
- tidying and clearing up.
- working hard on a piece of work.
- telling the truth.
- holding the door open for someone.
- handing homework in on time.
- being a good friend.
- saying please and thank you.
- asking for help when they need it.
- walking quietly around school.
- listening well in assembly.
- working well with a group of classmates.
- being willing to try something new or difficult.
- offering to help without being asked.
- Taking turns and waiting for others.

### Oxley Park Academy – Behaviour Contract

My Name is	?
I am in class	Hawking
My teacher's name is	Miss Newnham
I am also supported by	TA

Goals I have set:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

If I do meet these goals, these are my rewards:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

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If I do not meet these goals, these are my consequences:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

My contract will be reviewed on:

\_\_\_\_\_

Student signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

SLT member: \_\_\_\_\_



# BEHAVIOUR & OXLEY PARK ACADEMY RELATIONSHIPS POLICY

## Oxley Park Academy – School Focus Card



DREAM BELIEVE ACHIEVE

Targets:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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

Class: \_\_\_\_\_ Week beg: \_\_\_\_\_

# BEHAVIOUR & ■ ■ ■ OXLEY PARK ACADEMY

## RELATIONSHIPS POLICY

How am I doing?

	Session 1 Time:____ _____	Session 2 Time:____ _____	Play time	Session 3 Time:____ _____	Session 4 Time:____ _____	Morning Review	Lunch Time	Session 5 Time:____ _____	Session 6 Time:____ _____	Afternoon Review
M o n d a y										



**Fab-U-lous choices! Fab**



**Doing OK but you could be more**



**You need to try harder to be Fab-U-**