

Character Development at Hardwick Primary School

	Character / manners	Independence	Skills
End of R	<ul style="list-style-type: none"> • Say please and thank you with reminders • Share toys/ equipment (using a timer) • Not interrupt/ talk over each other • Understand that you need to wait your turn 	<ul style="list-style-type: none"> • Say what they would like for lunch (with please) • Make informed choices to engage with the activities that they would like to. 	<ul style="list-style-type: none"> • Put own coat on with zip/ buttons • Put their bag on their own peg
<i>How can school support?</i>	<ul style="list-style-type: none"> • <i>Provide opportunities when children have to share (not enough for one each)</i> • <i>Regular reminders to be given to the children</i> • <i>Adults modelling this behaviour</i> 	<ul style="list-style-type: none"> • <i>Children have to speak clearly to say what they want for lunch to the teacher each day.</i> • <i>Cards for "Please" reminders</i> • <i>Ensure that the classroom is set up for independent activities</i> 	<ul style="list-style-type: none"> • <i>Ensure enough time to develop skills</i> • <i>Clearly label pegs</i> • <i>Breakdown instructions for closing zips</i>
End of yr. 2	<ul style="list-style-type: none"> • Deal with conflict by using Steps 1,2,3 with reminders and help • Say please and thank you with less or no reminders • Say well done and be kind over winning/losing • Take a message to another adult in the school with a friend • Close mouth while chewing and use knife and fork always when appropriate. • Use a tissue to clean their nose 	<ul style="list-style-type: none"> • Put away possessions at start of day • Get out equipment needed for a lesson with reminders • Check and take own possessions home at end of day with reminder • Ask for toilet/ drink only at start or end of session (not when on carpet) 	<ul style="list-style-type: none"> • Read a visual timetable • Work in silence for 15 minutes • Blow your own nose
<i>How can school support?</i>	<ul style="list-style-type: none"> • <i>Adults model winning and losing in class – right ways and wrong ways</i> 	<ul style="list-style-type: none"> • <i>Value and reward with , independence for own learning equipment</i> 	<ul style="list-style-type: none"> • <i>Build up working time in silence – give children who need it support to have break after 5 etc HoS to come</i>

	<ul style="list-style-type: none"> Assemblies- lead assemblies that focus on kindness and sportsmanship Provide opportunities for winning and for losing 	<ul style="list-style-type: none"> Model tidy work spaces on desk and how to sort if muddled Remind children that this is carpet time for learning and to go to the toilet beforehand 	<p><i>in to see "Special Silent working" to praise concentration efforts</i></p>
End of yr. 4	<ul style="list-style-type: none"> Deal with conflict by using Steps 1,2,3. Children to be able to iterate what this is and how they have used it. Take turns (independently worked out) with equipment Give eye contact and speak audibly to any known adult in school Do not burp etc in class. Yawn quietly with hand over mouth 	<ul style="list-style-type: none"> Stay away from home for the night Think of and get out what they need without being told Check and take own possessions home at end of day With reminders use toilet/ get drink at break time (mornings) Not call out for help- put up hand and wait Change shoes and store neatly wellies/ PE kits 	<ul style="list-style-type: none"> Work in silence for 25 minutes
How can school support?	<ul style="list-style-type: none"> Remind and model steps. Praise good examples of this. Give opportunities to take messages and speak in front of different adults. Adults not to fill in gaps but ensure that communication is given. Star of the Week assembly – children to speak clearly in front of school about why they received certificate. 	<ul style="list-style-type: none"> Encourage parents to give their children sleep overs at e.g. grandparents for one night to develop independence Give individual and class responsibility for putting away wellies / kit If untidy, encourage group support and challenge 	<ul style="list-style-type: none"> Build up silent working time. Support pupils with SEND to work quietly for shorted periods of time, with breaks. Develop culture of silent concentration for writing/ maths when appropriate
End of yr. 6	<ul style="list-style-type: none"> Go out to sports tournament and win/lose graciously and politely 	<ul style="list-style-type: none"> Bring in PE/swim kits on correct days 	<ul style="list-style-type: none"> Read a timetable/ menu independently Work in silence for 45 minutes

	<ul style="list-style-type: none"> • Be increasingly independent at resolving friendship issues as a pair/ group • Give eye contact and speak audibly to any adult in school • Make good choices when an adult is NOT present 	<ul style="list-style-type: none"> • Go to the toilet/ get drink in break time • Put up their hand for help and keep working on something else while waiting • Remember all homework independently on time • Be at school on time – organise your mornings • Clear away swiftly to get to next lesson on time 	<ul style="list-style-type: none"> • Be aware of social media safety / appropriateness and how to seek help
How can school support?	<ul style="list-style-type: none"> • <i>All children to take part in sports tournaments – different levels of formality and challenge. Praise and reward for good sports behaviour – certificates etc</i> • <i>Adult to occasionally leave children without supervision (briefly and checking any behavioural issues first). Remind children of rules (stay seated, no shouting etc) Children to be praised for good choices when not supervised and reminded that they need this skill for High School</i> • <i>Give opportunities for children to speak with other (unknown to them) adult visitors in school, building up confidence gradually</i> • <i>Teachers to explain that conflict needs to be increasingly independently sorted out so that they</i> 	<ul style="list-style-type: none"> • <i>Sanction for if children forget PE kit</i> • <i>If homework is forgotten then children have to stay in at break to complete</i> 	<ul style="list-style-type: none"> • <i>Children to read menus for correct week and independently order dinner on Arbor</i>

	<p><i>have these skills for High School and give guidance as to how to resolve. Encourage parents to help develop these skills also.</i></p> <ul style="list-style-type: none"><i>• Introduce playground buddies- older children modelling how to create positive friendships and offering support to those children that find this a challenge.</i>		
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Hardwick Primary School Step 1,2 and 3 for dealing with conflict

1. Ignore the behaviour, go find some one else to play with.
2. Say, "Stop, I don't like that."
3. Tell an adult and ask for help.