



Pastoral Ethos Wellbeing & Happiness Policy

*'From tiny acorns, mighty oak trees grow, watered
and nurtured by God's love'*

'For with God, nothing is impossible' Luke 1:37

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Introduction

“Through the nurturing hands of od, we aspire for all children to become confident, emotionally resilient and compassionate individuals who achieve personal success through strength of character and a love of learning”

Aims

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health.

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

World Health Organization

We aim to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues including attachment theory
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

We want the children to be: -

- Responsible for themselves, to develop a sense of consideration for others and a love of self.
- Confident and competent both academically and socially;
- Able to distinguish between right and wrong;
- Able to articulate their own attitudes and values;
- Able to understand and be sensitive to the beliefs, values and ways of life of others, responding appropriately to injustice and prejudice;
- Caring, considerate and compassionate;
- Skilled in working collaboratively and independently;
- Able to reflect on their learning and plan for future development;
- Able to respond positively to challenges and problems.
- Able to help pupils to understand the world in which they live and
- Able to promote good relationships and respect between the home, the local community, the school and the church.

Statutory Requirements

We work in line with Keeping Children Safe in Education guidelines which states that schools minimise the risk of peer-on-peer abuse and do not accept any inappropriate behaviours. We are always vigilant of any form of abuse or harmful behaviour to reduce any impact on children’s emotional and mental well-being.

See our Child Protection and Safeguarding Policy.

Key Contacts

Position	Subject leader with associated Governor
Christian Ethos & Pastoral behaviours	Joanne Kilner and Susan Calvert
Foundation and pastoral Governors	Ainsley Swift

Leadership Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring that the Church Foundation values, and the vision statement of the school is honoured and that the SMSC Development Policy promotes an ethos based on Christian principles and practice. This will promote a positive sense of wellbeing for all individuals
- Ensuring that the SMSC, RSE, PSHE RE are put into practice and monitored by the appropriate governor

The Governing Body will...

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Optimise use of the school buildings and premises to support successful teaching and learning;
- Monitor teaching strategies in the light of the wellbeing of all staff including the Headteacher;
- Monitor how effective teaching and learning strategies are in terms of teaching pastoral learning together with offering leadership, forest school or curricular opportunities to foster healthy minds;

The Headteacher will...

- Plans with the Governing Body with teachers in all pastoral areas led by the vision;
- Ensures that everyone attends opportunities which enriches all children's wellbeing;
- Makes sure that the subject is imaginative, interesting and stimulating
- To ensure that all staff are trained in a variety of approaches to support children's mental health

All Subject Leader should...

- Have accurate knowledge of the school's and pupils' strengths and weaknesses
- Be knowledgeable in their subject and have authority and influence
- Have clear expectations for raising and maintaining standards
- Possess a range of monitoring and evaluating procedures to improve teaching and learning
- Have well established systems for collecting, analysing and using assessment data
- Develop a shared vision and collaboration between staff
- Have ample opportunity to monitor the quality of teaching and learning
- Have an understanding of the data, particularly to focus support and intervention on the pupils who need it most.
- Report back to the full Governing Body on their progress.

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Headteacher in the first instance. If there is a fear that the student is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer of staff or the head teacher.

If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by the headteacher who leads mental health.

Guidance about referring to CAMHS is found in the Child Protection and Safeguarding Policy

We will ensure that staff, students and parents are aware of sources of support within school and in the local community including displaying relevant sources of support in communal areas, on the website for parents and support for our pupils within our curriculum.

Principles

A fundamental aim at Braywood is that children feel happy, safe and can flourish as an individual at school. Children should have a voice inside the school and our school will work hard to ensure that all children's wishes, and feelings are taken into account when determining what action to take and what services to provide to ensure children's confidence and happiness. Ultimately, we always have the best interests of the children at the heart of all our decisions.

Braywood is a Church of England Controlled School foster Christian attitudes towards life at all times. We consider it important to foster a personal, caring and happy environment. We are committed to teaching and living the Christian way of life by providing quality education for every child and developing respect and consideration for all members of our community. A Christian environment will enable pupils to become aware of and reflect upon their own experiences and those of others; and to discover meaning and value in such experiences that might reveal the love and presence of God.

The Provision to Support Children's Mental Health

Staff training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe. We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health including an understanding of anxiety, SEN areas, how the mind works through The Chimp Paradox, mindfulness, attachment theory etc

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students. All staff have had training on mental health and know the techniques to become Mental First Aiders.

ELSA (Emotional Literacy Support Assistants)

We always have trained staff in both Nurture strategies and Emotional Literacy. Our community are used to this support and will ask if they feel that their child will need additional support if there are specific aspects which may be causing them concern. ELSA staff have regular training led by the Educational Psychologists and employ a scanning service to ensure that any child showing any of the warning signs below are picked up and have the opportunity to share their thoughts.

Teaching to Support Good Mental Health through

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE, SEAL and relationships (RSE) curriculum. The specific content of lessons will be determined by the needs of the cohort and our curricular objectives. There will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

All of the curricular areas below help support a healthy mental outlook. They ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Our Christian Values and Vision

“Through the nurturing hands of God, we aspire for all children to become confident, emotionally resilient and compassionate individuals who achieve personal success through strength of character and a love of learning”

Through our fundamental Christian values and our vision, an environment of mutual respect and nurturing community is fostered. This results in an overall ethos that reflects the Christian beliefs that are fundamental to all that we teach. Our values are....

Forgiveness
Integrity
Faith
Love
Self-discipline
Courage
Determination
Ambition
Friendship
Family
Respect

And they are not only embedded in everything that we do; each class holds two of these values. They regularly talk about these values. Their biblical (and wisdom) quote relates to these values together with the parable which is a practical example of their class's values. As a child progresses through school, they should explore all 12 of these values with a developing understanding of our vision and the statement, 'For with God nothing is impossible'.

See our Prospectus and Website

Collective Worship, SMSC Education (Social Moral Spiritual Cultural) and SEAL (Social Emotional Aspects of Learning)

Daily collective worship where the whole school is together celebrates the spiritual, moral, and emotional messages across the year. The topics and learning materials used in Collective Worship such as SEAL, talk about Going for Goals, Relationships. All units focus on how each one of us is special and how we can manage our friendships or how to manage change.

Through our broad, balanced and enriched curriculum SMSC values are taught every minute of the school day. All staff, including support staff, are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that children and adults interact throughout the school, in accordance with many other existing qualities.

Through our acts of worship, a very significant contribution can be made to the development of these areas for all our children for the reasons stated earlier in this document.

Reasons such as, that worship provides opportunities for the children to:

- Gain a sense of self-knowledge, vision or inspiration; a sense of awe and wonder
- Appreciate the values and attitudes upheld by the community
- Be encouraged to keep/maintain/develop a quest for truth and meaning
- Observe and encounter varieties of expressions of belief and commitment

One of the main aims of collective worship is to offer pupils opportunities for spiritual, moral, social and cultural development. Prayer spaces, Godly Play and use of the contemplative toolkit all support reflective periods during the school day.

See Christian Ethos and Collective Worship

PSHE (Personal Social Health Education)

Personal, social and health education (PHSE) and citizenship enable children to become healthy, independent, and responsible members of society. We encourage the children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. The children learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social, health and citizenship education are to enable the children to:

- Know and understand what constitutes a healthy lifestyle; Be aware of safety issues;
- Understand what makes for good relationships with others; Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members for a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.
- To live by the principles of the classroom charters.

We use a range of teaching and learning styles to meet the requirements of the National Curriculum. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fund-raising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. Opportunities to promote cultural capital help the children feel that they can make a difference in this world.

We organise classes in such a way that children are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour and restorative justice. Circle time is used to explore issues as they occur and within the PSHE curriculum. We offer children the opportunity to hear visiting speakers, such as health workers, police, fire workers and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. See Teaching, Learning and Curriculum Policy – PSHE Curriculum (1 Decision)

Relationship and Sex Education (RSE)

Relationship Education is developed in reference to Relationship and Sex Education introduced by the Government.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The aim of this curricular subject is to equip pupils for 21st Century. The aims are to develop confidence in talking, listening, and thinking about feelings; to be able to name parts of their body and how their body functions; to be prepared for puberty and the basic changes to their body to understand how to keep their bodies healthy and how to keep themselves safe. Our curriculum does not include sex education.

The essential premise is to explore healthy and non-healthy relationships so that children have the understanding to manage their relationships and be self-assured when something is not correct. We use a curriculum programme called 1Decision which is a series of videos, discussion platforms and short activities. This subject is woven into our PSHE / SEAL / Science and Religious education. This curriculum can be found on our website in the Curriculum Vision.

Teachers are well prepared to discuss these issues sensitively and respectful of parental opinion. This subject is assessed alongside the whole PSHE Education and Citizenship area.

Leadership Opportunities, Citizenship and Life Skills

Giving the children as many leadership opportunities as possible will help the children develop confidence and the ability to take risks. There are a range of curricular opening that offer this including: -

- Classroom, lunchtime or playground buddies
- Finance and business challenges - Cooking, sewing, designing products to sell
- Opportunities to run the school, to be music leaders, to teach lessons
- Collective Worship leaders
- General leadership opportunities in the classroom
- Leadership in the learning environment
- First Aid classes
- Eco school challenges
- Raising money for charity – cooking for the homeless
- Raising money for the class banks t understand more about money management.

Children participate in a termly pupil parliament to help them not only understand the British Values; they are a vehicle for pupil voice. Every child is involved in this process, and it is run by the Year 4 children.

We aim for children to develop their courageous advocacy by challenging stereotypes and working towards goals that can serve the common good. Special days, entrepreneurial days, working with senior citizens, baking biscuits for the homeless etc help children to understand they can make a difference.

Extra-Curricular opportunities

The purpose of extra-curricular activities (study support) is to raise achievement by motivating our pupils to become more effective learners through activities, which enrich the curriculum, improve key skills, and raise achievement. These activities take place out of school hours. Study support in our school is grounded in the belief that all our pupils can achieve success through three key ingredients:

- Opportunities to learn for all
- Sustained support for learning
- A challenge to succeed

Extracurricular opportunities are a choice and offers children a positive experience of school life and their local community. It helps raise achievement and equips children with the skills and knowledge to enrich their lives and achieve personal fulfilment.

At Braywood we offer:

- An opportunity to fulfil their potential by providing access to a rich, broad, balanced and relevant curriculum matched to their individual needs.
- An inclusive approach where all children can benefit from innovative out-of- school activities and are all encourage/targeted to participate.
- Opportunities for personal successes, which can be celebrated.
- An excellent range of experienced and trained tutors who can guide, help and support learning through a variety of initiatives.
- A wide range of opportunities to learn new skills and a range of sporting, music, creative, leisure activities including access to additional resources.
- Opportunities to foster new friendships and express themselves outside the constraints of school life.
- Empowered stakeholders; as the children lead our study support activities through choice.
- Extended school club - Braywood Extra (including Breakfast club) facilities for parents
- Closer partnership with parents and improved links with the community

Yoga and Mindfulness

Mindfulness including Yoga is part of our everyday curriculum. It is used as a technique to stay calm in Collective Worship, PE lessons and getting changed and when appropriate in lesson times. We use Yoga leaders in collective worship and the children are aware of specific yoga poses.

The Diocese of Oxford provide a contemplative toolkit accessible to pupils of all faiths and worldviews, five contemplative practices help schools to embrace some of the ancient wisdom of the Christian tradition and, in doing so, assist children to navigate the world around them.

Forest School Opportunities

We aim to give children a shared understanding of the ethos of a Forest School experience. This powerful approach enables young children to be independent, self-motivated, courageous, considerate and sets them up for lifelong learning. It particularly supports the development of self-esteem and self-confidence.

Through the 'Forest School' our children have the opportunity to:

- Build independence and self-esteem,
- Take managed risks in a different environment,
- Combine freedom with responsibility,
- Experience the changing seasons and all weathers
- Discover their abilities without fear of failure.

The children who work in our outdoor classroom are in a learning environment where the rules are minimal and easy to understand, there is no right and wrong, learning is lifelong and there is risk-taking within a controlled environment. Children are encouraged to move away from adult interaction and to become more responsible for each other and themselves.

The benefits of a 'Forest School' experience include:

- Health and fitness - being active in an outdoor, natural classroom.
- Increased emotional well-being - exposure to nature providing a relaxing experience.
- Social development - communicating and negotiating with peers and adults to solve problems and share new experiences.
- Skills development - practicing fine and gross motor skills to increase coordination.
- Gaining knowledge and understanding - multi-sensory, real-life learning about the world around us.
- Individual learning - careful observation allows leaders to tailor support to children's own interests and stage of development.
- Curriculum links - forest school supports all areas of the 'Early Years Foundation Stage' framework, many areas of the National Curriculum and the International Primary Curriculum.

Our Inclusive Curriculum

At Braywood our ethos is to include everyone, whether it is a concert, an activity, or an educational need regardless of their gender, cultural and religious beliefs, academic abilities, or personality traits or disabilities. Procedures are in place for children in need, children in care or medical and special educational needs. In all these areas we follow and seek out borough support and guidance.

SEND and Attachment Theory

There are SEND procedures in place across the school whose main aim is to remove any barriers to learning and to offer the appropriate support to enable them to thrive. The headteacher is the SENCO to ensure that progress in this area is swift and successful.

Social, behavioural, and emotional needs, attachment theory and anxiety are of specific relevance to mental health and wellbeing. Understanding about the attachments that children have made to their main carers is fundamental to their self-esteem, confidence and understanding of the world of emotions and feelings. Our parents are made aware of how young children make these early attachments and how they can support their child to grow stronger emotional attachments with their friends.

There is more information in the SEND and Inclusion & Diversity Policy

Safeguarding Good Mental Health

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with our ELSA staff and the Headteacher- our mental health and emotional wellbeing lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating/sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn, changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour, skipping PE or getting changed secretly
- Lateness to or absence from school, an increase in lateness or absenteeism
- Repeated physical pain or nausea with no evident cause

Child-on-child abuse

Children can (at times) be quite unkind to each other, often not realising the harm they are causing. There are many behaviours which can be inflicted by a child onto another child although we see very few of these at Braywood. We have a no-tolerance attitude towards all inappropriate behaviours and do not pass off behaviours as ‘banter’ or exploring their own sexualisation.

Abusive behaviour can happen to children in schools and it is necessary to consider what abuse is to be able to manage and offer appropriate support and intervention. Aspects of peer-on-peer abuse are: -

- Physical abuse
- Sexual abuse – this is not deemed evident until a child is 8 years old
- Bullying – calling names ‘banter’ including homophobic, racist
- Cyber bullying

Although the type of abuse may be varying, all abuse is stopped immediately, and parents are involved that day. All forms of abuse will cause harm and we take a no-tolerance policy to these situations. It is important to discover the motives because often there is a reason why a child is being unkind. It is important to deal with every incident sensitively.

More information can be found in our Behaviour for Learning Policy.

Processes and Procedures

Managing disclosures

Pupils may choose to disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure. If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff’s response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the student’s emotional and physical safety rather than of exploring ‘Why?’

All disclosures should be recorded in writing and held on the student’s confidential file. The Headteacher will follow the borough procedures to get borough support.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- Who we are going to talk to,
- What we are going to tell them,
- Why we need to tell them

Parents are included in this process and are always informed about how their child is feeling. If required, a restorative meeting may be needed together with further sources of support. All conversations are recorded either by the ELSA or the class teacher. Parents are usually very welcoming of support and information from the school about supporting their children's emotional and mental health.

In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Staff Wellbeing

Braywood is also committed to protecting the health, safety and welfare of all our staff. We recognise that teaching can be a stressful profession and we acknowledge the importance of identifying and reducing workplace stresses.

Stress is defined by the Health and Safety Executive as 'an adverse reaction people have to excessive pressure or other types of demands placed in them'.

We aim to always achieve these points:

- To strive to identify all workplace stressors and conduct risk assessments to eliminate stress or control the risks from stress. These risk assessments will be regularly reviewed.
- We will consult with governors on all proposed action relating to the prevention of workplace stress.
- We will provide training for all managers and supervisory staff in good management practices.
- We will signpost staff affected by stress caused by either work or external factors to confidential counselling.
- We will provide adequate resources to enable managers to implement the company's agreed stress management strategy.

Leaders should ensure good communication especially when there has been changes or distressing situations at home such as bereavement. She needs to monitor workloads to ensure that people are not overloaded including additional hours and adequate subject / PPA times. Bullying and harassment is not tolerated as outlined in the Staff Code of Conduct.

The LEA provides specialist advice and awareness training on stress. Support is available for staff what are off sick with stress and advise them and their management on a planned return to work.

More is outlined in our Pay and Recruitment policy and our Staff Code of Conduct.

All staff should:

- Treat colleagues and all other persons with whom they interact during their work with consideration, respect and dignity
- Co-operate with the School's efforts to implement the Well-being policy, attending briefings and raise their own awareness of the causes and effects of stress on health
- Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact on their well-being
- Take responsibility for their own health and well-being by adopting healthy lifestyles
- Take responsibility for their own development skills as one of the means to enable them to work effectively in their team and so reduce of the risk of stress
- Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues
- Accept opportunities for counselling when recommended

Support Mechanisms

Support Mechanism for Staff

For staff the support mechanisms are first and foremost for the staff at Braywood to support their colleagues. Regular conversations, supportive conversations with the leaders of the school but especially the Headteacher. Depending upon the situation, the solution could be additional support in class, time at home, regular conversations with a mentor or advice given by the Headteacher.

General organisational structure support happy and mentally healthy staff who would say that they enjoy coming to work because of the social support that is offered by everyone.

Some of our initiatives are:

- Regular PPA and Subject Leadership time for all staff
- Thank you, days, off and having your birthday afternoon at home
- Social events throughout the year including ½ paid Christmas Party / Summer Ball
- Ensuring good working groups support pastoral care.
- Providing teas, coffees etc.
- Open door policy from the Headteacher who will support everyone's needs
- Provide annual training about mental health so staff have a good understanding of their own mental health alongside health/safety and safeguarding.
- Regular appraisals at the beginning and end of the year to ensure that everyone is listened to and feels that their job is relevant and pertinent to their abilities and time.
- A training programme that supports their skills but also their passions so that they are working in an area that they enjoy and feel fulfilled.
- If require, provide local authority support for severe anxiety or depression including a review on workload.

Support Mechanisms for Pupils

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing/saying which may inadvertently cause upset
- Warning signs that their friend help (e.g., signs of relapse)
- Additionally, we will want to highlight with peers:
 - Where and how to access support for themselves
 - Safe sources of further information about their friend's condition
 - Healthy ways of coping with the difficult emotions they may be feeling

The borough offers lots of support for children's wellbeing and the headteacher can refer a child for additional support through CAMHS and the Wellbeing Team. Each child is assessed through their unique situation and all provision is discussed with their parents.

Monitoring and Evaluation

Governors monitor the mental health and wellbeing of the children at Braywood through our Pupil Parliament sessions. They meet with the children on a regular basis and discuss their needs and concerns. Evaluation strategies used by Staff and Governors for assessing the general wellbeing of the school are:

- Headteacher and teacher's comments
- Feedback from pupils, parents and visitors;
- Observation of the children's general behaviour in and around school, and to one another;