

OYSTER PARK PRIMARY SCHOOL

BEHAVIOUR POLICY AND PROCEDURE

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| Date of last review | November 2017 |
| Date of next review | November 2018 |

Aims

At Oyster Park Primary School all children are valued as individuals. It is our aim to ensure all children enjoy their learning within a safe environment and that they work confidently, to reach their full potential. We follow the 'Webster Stratton' behaviour approach within which the ultimate objective is to enhance children's ability to become socially and emotionally competent individuals who succeed in school and this forms the basis of the behaviour policy. We also take into account national guidance published by the 'Department for Education.' We expect all staff within the school to follow this system to ensure a consistent approach for our children.

We are a caring, inclusive school in the heart of our community. By embedding the Webster Stratton approach our aim is to:

- Encourage children to manage their own behaviour
- Encourage children to be 'responsible' for their actions
- Encourage children to 'respect' the rights of others
- Build relationships
- Promote consistent expectations of behaviour and how behaviour is managed
- Respond appropriately to incidents

Rights and Responsibilities

We believe that there are three key principles that underpin our philosophies for learning. Our key principles are:

Learn: We have a right to learn but a responsibility for our own learning and that of others. This includes attending regularly and being punctual.

Respect: We have a right to be respected but we have a responsibility to respect others, the building and the wider community.

Safety: We have a right to feel safe but a responsibility to keep ourselves and others safe.

Building Positive Relationships

The behaviour of the adults in school is a significant factor in creating success for our children. The care and nurture of the children, by staff is vital for the wellbeing and success of our school. The Webster Stratton approach is built upon the foundations of creating positive relationships. We believe that positive teacher-pupil relationships built on trust, will foster co-operation and motivation within our children and therefore promote positive outcomes for all. To do this we aim to:

- Lead by example.
- Foster a consistent approach in dealing with children and parents.
- Create positive relationships with parents and carers encouraging regular communication.
- Get to know children as individuals.

- Have high expectations of the children.
- Meet all individual needs through a creative differentiated curriculum.
- Build confidence and self-esteem.
- Use positive language focussing on the do's rather than don'ts.
- Listen to children.
- Allow children to be independent and make their own choices.
- Immerse children in the language of praise- 'Building up their piggy bank' (See Appendix 1)

Behaviour Management Strategies

At Oyster Park we focus on a positive approach to behaviour management. A range of the agreed strategies we use are displayed within classrooms and around the school building. They are used to reinforce and remind children of our expectations. We also use our whole school assembly time to reaffirm routines, to ensure children are fully aware of what is expected of them and to provide them with the tools to manage their own behaviours.

| Positive Behaviour Strategies | |
|--------------------------------------|--|
| Visual timetables | <ul style="list-style-type: none"> • Enable children to establish routines. • Children feel fully informed. • Prevent any anxieties. |
| Show me 5 | <ul style="list-style-type: none"> • This strategy is used to create a calm, controlled learning environment. • When children are asked to 'Show 5' they know this means; eyes looking, ears listening, lips closed/no talking, hands still and feet still. |
| Emotional Registers | <ul style="list-style-type: none"> • Emotional registers allow children to express how they are feeling. • They can be presented in a variety of ways and can help identify triggers to certain behaviours. • Staff must be able to respond to the register and support children with how they are feeling. |
| Compliment Circles | <ul style="list-style-type: none"> • Are used to demonstrate how to give and receive positive feedback. • Teachers should model how to give positive feedback to the children. • Children are encouraged to say one nice thing that they have liked or appreciated about what one of their peers did that day or during the week. • Positive relationships are promoted and supported. |
| I Can Box | <ul style="list-style-type: none"> • Encourages children to self-praise. • A tool which is vital to allow children to accept themselves and their achievements. • Children write down what they can do (have achieved) and post it into a box. These statements can then be shared with the whole class to celebrate individual achievements. |
| Worry Box | <ul style="list-style-type: none"> • Worry boxes allow children to share their worries/concerns in a discrete way. • They value that all children may not feel confident in speaking out about their concerns. • Staff should frequently check boxes and act appropriately to deal with worries that have been shared. |

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| Learning Mentors | <ul style="list-style-type: none"> • Learning mentors are deployed in classrooms to work with children and adults to promote positive behaviours. • They are expected to be pro-active in dealing with any issues that arise. |
| More discrete strategies (See Appendix 2 for glossary) | <ul style="list-style-type: none"> • Spotlight of attention • Doubling the impact • Proximal praise • Adults working as a team • Using 'Thank you' rather than 'Please'. • Coaching • Working the room • Descriptive commentary • Choices • Responsibilities • Ignore • Distraction • Acknowledgement 'a look' • Reminders • Re-direction • Private Words |

Strategies for Children

As educationalists we believe it is our role to provide children with the skills which allow them to self-regulate and independently solve problems. Webster Stratton provides the children with strategies to support this.

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| Strategies To Promote Independence | |
| Problem Solving (See Appendix 3 for visual) | <ul style="list-style-type: none"> • Children are encouraged to independently work through several steps to solve any problems they may encounter. • The steps can be applied to many scenarios both inside and outside the classroom. • Adults can scaffold this strategy if required. <p>Steps involved;</p> <ol style="list-style-type: none"> 1. Identify the problem. 2. Brainstorm solutions. 3. Think of the consequences of these solutions. 4. Identify the best solution. Children should be encouraged to ask themselves- Is the solution safe? Is it fair? How would it make me/others feel? 5. What would be the consequence? 6. Put the solution into practice. 7. Evaluate how we did. Children need to be able to evaluate in order to learn from their experiences. |
| Positive Self Talk | <ul style="list-style-type: none"> • Enables children to stay calm in a range of situations. <p>Examples include-</p> <ul style="list-style-type: none"> • Taking three breaths. • Thinking happy. • 'Everyone makes mistakes. Next time I will...' • 'He/she didn't do it on purpose. It was an accident.' • 'With more practice I'll get it.' |

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| | <ul style="list-style-type: none"> • ‘My friends still like me even when I make mistakes.’ |
| Turtle Time | <ul style="list-style-type: none"> • Helps children to calm down if they are not yet ready for the problem solving stage. • Creates a safe secure place for children to withdraw to. • Where appropriate space should be in the classroom. <p>Steps involved;</p> <ol style="list-style-type: none"> 1. Incident occurs leading to unhappy/angry feelings. 2. Think STOP! 3. Take three slow deep breaths. 4. Withdraw into shell (go to turtle time space) reflect and think about what caused the angry feelings. 5. When calm let’s start again. |

Rewards and Incentives

The aims of rewards and incentives are to reaffirm expectations, raise self-esteem, acknowledge and promote positive behaviour, encourage good attitudes to learning and to celebrate achievements. We reward children by using a range of whole class and individual strategies. These include:

- Attention from an adult- This could include a smile or thumbs up.
- Public praise- Sharing aloud what a child has done well
- Positive Praise
- Sharing achievements with peers
- Sharing achievements with SLT
- Stickers
- Achievement assembly- Achievements are rewarded in assembly for both learning and behaviour.
- Star of the week award- Awarded in achievement assembly.
- Certificates
- Praise postcards
- Discussions with parents giving positive feedback.
- Reward Time- Reward Time takes place on a Friday afternoon. Children can earn minutes for their class throughout the week, building up to a maximum of 30 minutes. All children have a guaranteed 10 minutes so they can experience what they may be missing if minutes are removed. Whole class efforts earn additional minutes up to 30 to foster a team work ethos. Additional minutes over 30 can be given for exceptional reasons.

Sanctions/Consequences

We believe that there are consequences to making the wrong choice and that children should be encouraged to see this. However, mistakes are made by everyone and every child needs a chance to redeem themselves, therefore, every day is a fresh start. Disapproval must be directed at the behaviour not the child. When intervention from an adult is required this intervention should occur on a least to most intrusive basis. Least intrusive intervention could involve reminders, non-verbal cues and simple direction. Most intrusive intervention could occur when there is repetitive disruption, a potential safety concern or aggressive behaviour.

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| | Webster Stratton |
| Behaviour Management Strategies | <ul style="list-style-type: none"> • Re-affirm positive behaviours. • Reminders given using Language of Choice. For example “if you continue to talk you will choose to have a warning” |

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| | <ul style="list-style-type: none"> • Reminders given using positive commands. For example using “walk thank you” rather than “do not run”. • If an inappropriate behaviour is spotted praise will be given to children showing the desired behaviour before the child is reminded about their own behaviour. This gives the child a chance to correct their own behaviour before being given a reprimand by staff. • Reminder of the desired behaviour wanted. • Second reminder • Verbal warnings (See hierarchy leading to Time Out in Appendix) |
| Time Out (Refer to Appendix 4) | <ul style="list-style-type: none"> • Time Out areas are set up in all classrooms. Other agreed areas used for individual children or during lunchtime are set up around school. • Time Out should be a time for children to ‘think and reflect’ about their actions. • Used instantly for swearing, aggression, racism or destruction. • If the child misses work because of Time Out then this work must be completed in the child’s own free time. • Time Out works on a set structure: <ul style="list-style-type: none"> - <i>Initially a range of Webster Stratton strategies should be used to remind children about their behaviour and minimise disruption.</i> - <i>If a child continues to display disruptive behaviour after reminders are given then they will be issued with their first verbal warning.</i> - <i>This will be followed by more intervention strategies if the behaviour continues.</i> - <i>A second verbal warning can then be issued.</i> - <i>Finally a child who has continued to be disruptive after the two warnings will be given some ‘Time Out.’</i> - <i>Time Out will be for 5 minutes and the last 2 minutes must be settled.</i> • The final 2 minutes of time out must be settled and calm thus the actual time may be longer than the initial time given. • If the child refuses to enter Time Out, the time can increase up to the age of the child, but not beyond 9 minutes. (See hierarchy leading to Time Out in appendix) • Time out should be recorded on the agreed formats (See Appendix) in the yellow behaviour files in classrooms. • Where appropriate the person issuing the time out should also complete the recording. |
| Loss of Recreational Time | <ul style="list-style-type: none"> • If work is not completed due to time out, avoidance, unwanted behaviours then playtimes, lunchtimes can be lost. • The time lost must be reasonable and used for children to not only catch up on work missed but to reflect on their behaviour. |
| Moving place/Classroom | <ul style="list-style-type: none"> • Children may be asked to sit alone if their behaviour is disrupting the learning of others. • Children may also be asked to work in a partner classroom to try and minimise distractions. |
| SLT | <ul style="list-style-type: none"> • The Senior Leadership Team are available throughout the day to support high level incidents. • They will determine sanctions for more serious or persistent behaviours. • SLT will be the ones that make decisions on parents being contacted. • Internal exclusions where children work in a room alone for a period of time could be issued by SLT. • Under exceptional circumstances the Headteacher may issue fixed or permanent exclusions. |
| Partnerships with Parents | <ul style="list-style-type: none"> • We believe that promoting positive relationships with parents is fundamental to behaviour management. |

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| | <ul style="list-style-type: none"> • SLT will decide if severity of behaviours warrant phone calls home to parents to inform them of their child's behaviour. • Parents may be asked to attend meetings involving class teacher and SLT. |
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Repair and Rebuild

As our whole behaviour approach is based upon building strong foundations using positive relationships, as part of a consequence it is important that there is time to **'Repair and Rebuild'** relationships. Preferably this should be carried out by the person who was the one who issued the consequence.

This time should be used to reinforce expectations and draw upon the problem solving strategy. This time for reflection should minimise the likelihood of this behaviour occurring again.

Fixed Term and Permanent Exclusion

Under exceptional circumstances the Headteacher may issue a fixed or permanent exclusion. If a child is excluded parents will be informed and provided with the reason that has led to this decision being made. Parents will be informed on how to appeal against the exclusion if they wish to do so. The DfE guidelines will be followed during this process and both the LA and governing body will be informed.

'A decision to exclude a pupil permanently should only be taken: in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. *DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012*

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Possession of an illegal drug;
- Carrying an offensive weapon;
- Making a malicious serious false allegation against a member of staff;
- Arson or threats of arson;
- Theft and damage to school property;
- Breaking in and entering the school building without permission.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The Headteacher may permanently exclude a student for:

- One of the above offences; or serious breach of the exclusions offences
- Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

Supporting Children with More Challenging Behaviours

We recognise that some of our children will display more challenging and persistent behaviours which may fall out of the Webster Stratton approach. In such instances we may implement a range of different strategies which may include,

- Learning Mentor support implementing pastoral intervention.
- More targeted Social and Emotional interventions.
- Intensive interventions- Dinosaur School.
- Behaviour risk assessments.
- Reduced timetables (in accordance with LA pro formas).

- Individual Behaviour Plans (See Appendix 5 for format).
- Involvement from outside agencies such as; Educational Psychology, Art Therapy, CFIT (Children and Families Inclusion Team). CAMHS
- Implementation of recommendations from outside agencies.

Absconding Procedures

The school has set procedures for staff to advise them on how to deal with a child leaving the premises (See Appendix 6 for absconding procedure)

Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions that can be used by staff that involve a degree of physical contact with pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use 'Reasonable Force' to;

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

(DFE, Use of Reasonable Force, 2013)

If the use of restraint is required staff will need to record the events factually.

Behaviour Records

Each classroom has their own identical yellow behaviour file that have been set up to ensure consistency. Within this file there are agreed formats to record Time Outs that have been issued along with formats for recording minor incidents that may have occurred (See Appendix 7 & 8). Professional judgements should be made as to whether the incident is significant enough to be recorded. Such logs will highlight repetitions or patterns of behaviour for individuals.

Additionally there are two identical behaviour files (FS/KS1 and KS2) that can be located in the reception area to record lunchtime incidents.

Any serious behaviour incident should be recorded on a separate Serious Incident sheet (See Appendix 9) and passed on to SLT at the earliest possibility for them to action as appropriate.

Resources

All staff have access to a Webster Stratton reference book. There are copies located in the school office.

Books

How to Promote Children's Social and Emotional Competence (Carolyn Webster-Stratton)

Related Policies

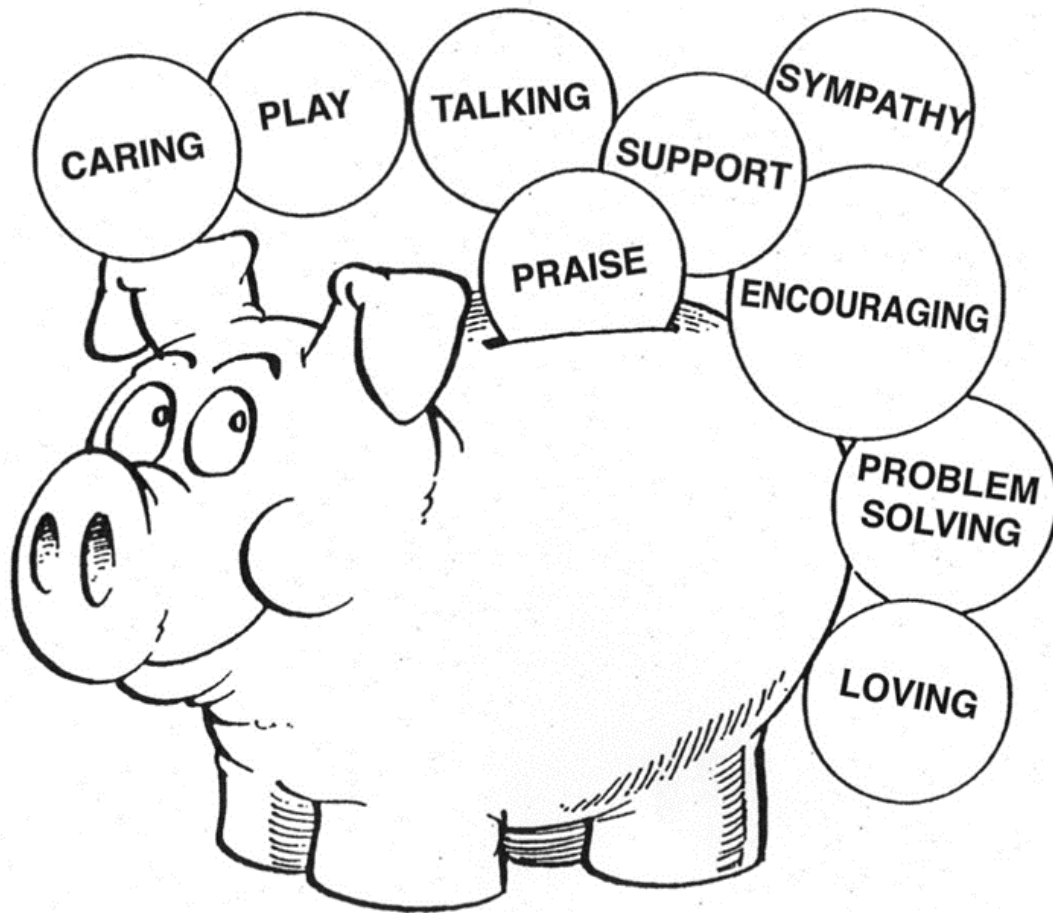
Absconding Procedure (Appendix 6)

Anti-Bullying Policy

Positive Handling Policy

Appendix 1
Piggy Bank of Praise

Behaviour Management is built on positive relationships.
Relationships are built by 'filling up the Piggy Bank'.



Remember to Build Up Your Bank Account

Appendix 2

Glossary

Coaching:

Coaching is saying what you see. Tell the children the positives of what they are doing. Builds self-confidence.

Descriptive Commentary:

Providing the children attention by describing and commenting on what they are doing rather than asking questions.

Distraction:

Taking the focus of the child's attention from negative behaviours to focus on something more positive.

Doubling the Impact:

This is when adults work together to share and build on praise that is given to a child. This also involves sharing success with parents and carers.

Ignore:

Minor, low level behaviours (behaviours that are not dangerous or hurtful to other children or adults) can often be eliminated if they are systematically ignored.

Proximal Praise:

Instead of focussing on a student who is showing unwanted behaviours focus the attention to a child who is making the right choices and praise them. This acts as a prompt and reminder of what is expected rather than drawing attention to negatives. "I think I will ask Sarah to answer as she is putting her hand up."

Spotlight of attention:

This is focussing all of your attention on something positive that a child has done and celebrating the success.

Appendix 3
Problem Solving Steps



1 What is my problem?



2 What is a solution?



3 What are some other solutions?



4 What happens next? (consequences)



5 What is the best solution?



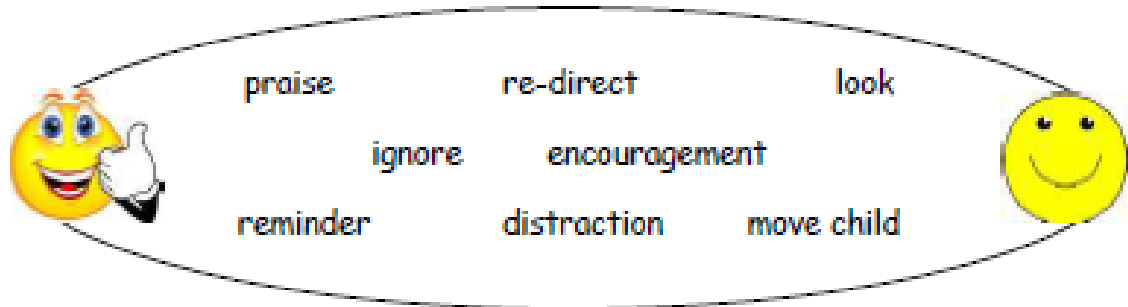
6 Can I use the plan?



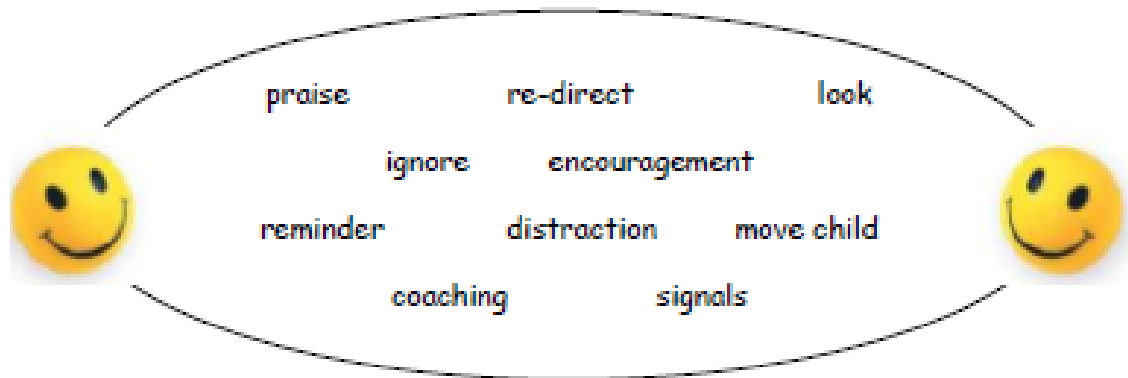
7 How did I do?

Appendix 4
Hierarchy Leading to Timeout

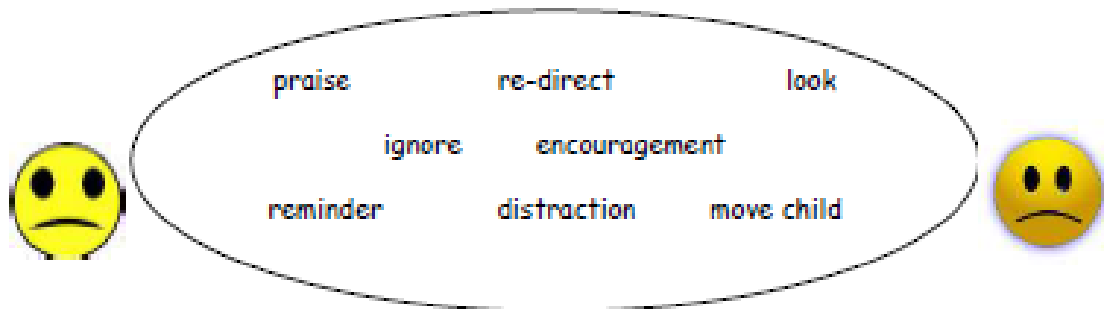
Webster Stratton - Hierarchy Strategies



First warning - verbal



Second warning - Verbal



TIME OUT

Appendix 5
Individual Behaviour Plan

Behaviour Plan for: _____

Class: _____

Date: _____

| 1. Negative Classroom Behaviours | 2. When/Why | 3. Desired Behaviour | 4. Proactive Strategy |
|----------------------------------|-------------|----------------------|-----------------------|
| | | | |
| | | | |

Review Date _____

Appendix 6

Absconding Procedure

Once parents have handed over pupils to class teachers at the beginning of the school day (from 8:45 am) they are to remain on school premises until 3:05pm (3:15pm for Nursery), unless authorised to leave with a parent/guardian, school organised activity etc.



At school children are taught the importance of keeping themselves safe and know that they should not leave the premises unless permission is given for various activities. Parents are encouraged to discuss the importance of children following our school procedures and specifically not leaving the school site during the school day.

If a pupil leaves the school site without permission the procedure is as follows:-

1. Member of staff to inform school office as soon as possible. Then:
2. Office staff to contact the pupil's parents.
3. If parents are unavailable inform the police.
4. Staff will **not chase pupils** as this could lead to pupils wandering further or cause a traffic accident.
5. Staff will follow at a safe distance to monitor pupil. Walkie-talkies or mobile phones will be used to update school of situation.
6. Pupils should be brought back to school the same day if possible, for the parent, child and Head teacher to discuss the issues and any consequences. Future action will be discussed and agreed.

The health and safety of the children is a main concern for the governors and staff at Oyster Park Primary School. The school building and grounds are designed to eliminate the problem of pupils leaving the school site without permission.

Appendix 7

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|  | <h2 style="margin: 0;">Time Out</h2> <h3 style="margin: 0;">Record Sheet</h3> <p style="margin: 0;">Class _____</p> <p style="margin: 0;">Year Group _____</p> |  |
|---|--|---|

| Child | Date | Time | Behaviours | Time given | Time taken to complete | Notes / Triggers | Time Out given by Initials |
|-------|------|--------|------------|------------|------------------------|------------------|----------------------------|
| | | | | | | | |
| | | Lesson | | | | | |
| | | | | | | | |
| | | Time | | | | | |
| | | | | | | | |
| | | Lesson | | | | | |
| | | Time | | | | | |
| | | | | | | | |
| | | Lesson | | | | | |
| | | Time | | | | | |
| | | | | | | | |
| | | Lesson | | | | | |

Appendix 8

Behaviour Incidents

Record Sheet

Class
Year Group

| Child | Date | Time | Behaviours Notes / Triggers | Staff Action taken and Outcomes | Staff Initials |
|-------|------|--------|--------------------------------|---------------------------------|----------------|
| | | | | | |
| | | Lesson | | | |
| | | | | | |
| | | Time | | | |
| | | | | | |
| | | Lesson | | | |
| | | | | | |
| | | Time | | | |
| | | | | | |
| | | Lesson | | | |
| | | | | | |
| | | Time | | | |
| | | | | | |
| | | Lesson | | | |
| | | | | | |

Appendix 9

Significant Behaviour Incident

Only record the facts as soon as is practically possible pass this form to **Senior Leadership Team**

| | | |
|---|---------------------------------------|---------------------|
| Names of children involved: | Year Group: | |
| Date of incident: | Time: | |
| Place: | | |
| All staff involved: | | |
| What happened (bullet points preferred) Facts and observations about behaviour, chronological sequence of events including an antecedent if known, de-escalation strategies used, directions/warnings given, child's responses: | | |
| <i>Continue on back if necessary</i> | | |
| Webster Stratton Strategies used (tick all that apply) | | |
| Distraction | Selective Ignore/Positive Redirection | Time Out directed |
| Coaching | Clear, respectful, positive commands | Turtle Time offered |
| Safety instruction | Reminder of rewards/consequences | |
| Recorded elsewhere as appropriate (tick all that apply) | | |
| First Aid/Accident Record | Staff Injury/Accident Record | |
| Positive Handling Record | Other (please specify) | |
| Was anything damaged? Yes/No If yes, what/how | | |
| Was positive handling used? Yes/No If yes, describe and if restrictive intervention used, Positive Handling Record must be completed | | |
| Name: Role: | Signed: | Date: |
| Continued..... | | |

What happened (bullet points preferred)

Facts and observations about behaviour, chronological sequence of events including an antecedent if known, de-escalation strategies used, directions/warnings given, child's responses:

Senior Staff Action/Outcome:

What, when, by whom

Parents informed
(phone call/letter)

Returned to Class

Follow up talk

Exclusion

Complete work missed

Other Sanction (please specify)

Name:

Signed:

Date:

Role:

Appendix 10

Webster Stratton: For Visitors

Reward Time:

Children are aware that through positive behaviour around school they can earn minutes for their class towards reward time on a Friday and that any adult around school can award these minutes. These are generally awarded for whole class positive behaviour to foster a team approach.

Class teachers implement some individual behaviour plans within their classrooms. Where relevant these plans will be shared with staff to ensure a consistent approach.

Rights and Responsibilities:

Our key principles are:

Learn: We have a right to learn but a responsibility for our own learning and that of others.

Respect: We have a right to be respected but we have a responsibility to respect others and the building.

Safety: We have a right to feel safe but a responsibility to keep ourselves and others safe.

Show Me 5:

Children are aware of the 'Show Me 5' principle. They know that the 5 elements are,

Eyes looking

Ears listening

Lips closed/no talking

Hands still

Feet still

Emotional Register:

Emotional registers allow children to express how they are feeling. They can be presented in a variety of ways and can help identify triggers to certain behaviours.

- Each classroom has an emotional register. The way this is presented is decided as a class.
- Staff must be able to respond to the register and support children with how they are feeling.

Ignoring Muscle:

Children are aware of the ignoring muscle and the action that accompanies this when the ignoring is taking place. Whole school assembly time posed scenarios where the children needed to use this technique to

ignore disruptive behaviours. The children were also made aware of how disruptive behaviours are dealt with.

Hierarchy Leading to Time Out:

'Time Out' will be used in all classrooms. 'Time Out' follows a set structure;

1. Initially a range of Webster Stratton strategies should be used to remind children about their behaviour and minimise disruption.
 2. If a child continues to display disruptive behaviour after reminders are given then they will be issued with their **first verbal warning**.
 3. This will be followed by more intervention strategies if the behaviour continues.
 4. A **second verbal warning** can then be issued.
 5. Finally a child who has continued to be disruptive after the two warnings will be given some 'Time Out.'
 6. 'Time Out' will be for 5 minutes and the last 2 minutes must be settled.
 7. HOWEVER if a child displays violent or destructive behaviour they will be sent straight to 'Time Out.'
- An area is set up in each classroom that is dedicated to 'Time Out.'
 - Reminders, questions and images are displayed around the chair.
 - Classes display the hierarchy ensuring the system is clear.
 - Whenever a child completes a 'Time Out' it must be recorded on the agreed sheet.

Problem Solving:

Children are encouraged to independently work through several steps to solve any problems they may encounter. The steps can be applied to many scenarios both inside and outside the classroom. Adults can scaffold this strategy if required.

Steps involved;

1. Identify the problem.
2. Brainstorm solutions.
3. Think of the consequences of these solutions.
4. Identify the best solution. Children should be encouraged to ask themselves- Is the solution **safe**? Is it **fair**? How would it make me/others **feel**?
5. What would be the consequence?
6. Put the solution into practice.
7. Evaluate how we did. Children need to be able to evaluate in order to learn from their experiences.

Turtle Time:

Turtle Time helps children to calm down if they are not yet ready for the problem solving stage. It creates a safe secure place for children to withdraw to. Where appropriate the space is in the classroom.

Steps involved;

1. Incident occurs leading to unhappy/angry feelings.
2. Think **STOP!**
3. Take three slow deep breaths.
4. Withdraw into shell (go to turtle time space) reflect and think about what caused the angry feelings.
5. When calm let's start again.

'I Can' Can:

Encourages children to self-praise. A tool which is vital to allow children to accept themselves and their achievements. Children write down what they can do (have achieved) and post it into a can/box. These statements can then be shared with the whole class to celebrate individual achievements.