

# Character Development at Wortham Primary School

	Character / manners	Independence	Skills
End of Reception	<ul style="list-style-type: none"> <li>• Say please and thank you with reminders.</li> <li>• Share toys/ equipment (using a timer)</li> <li>• Not interrupt/ talk over each other</li> <li>• Understand that you need to wait your turn.</li> <li>• Use a tissue to clean their nose</li> <li>• Developing good listening skills by looking at the person talking and waiting their turn to speak.</li> <li>• Confident to take risks through their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Say what they would like for lunch (with please)</li> <li>• Make informed choices to engage with the activities that they would like to.</li> <li>• Manage their own self care e.g. toileting</li> <li>• Recognise risks in their play and begin to decide how to manage or overcome them.</li> </ul>	<ul style="list-style-type: none"> <li>• Put own coat on with zip/ buttons</li> <li>• Put their bag on their own peg</li> <li>• Use a knife and fork</li> <li>• Manage their own toileting.</li> <li>• Follow simple instructions.</li> <li>• Know the rules and routines.</li> <li>• Be able to manage setbacks by seeking adult support if needed.</li> </ul>
<i>How can school support?</i>	<ul style="list-style-type: none"> <li>• <i>Provide opportunities when children have to share (not enough for one each)</i></li> <li>• <i>Regular reminders to be given to the children.</i></li> <li>• <i>Adults modelling this behaviour.</i></li> <li>• <i>Model manners – please and thank you.</i></li> <li>• <i>EYFS is set up to promote risk taking in a safe environment. Forest school sessions encourage children to take calculated risks individually and within a group.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Children have to speak clearly to say what they want for lunch to the teacher each day.</i></li> <li>• <i>Ensure that the classroom is set up for independent activities.</i></li> <li>• <i>Provide opportunities within the environment and during play, for children to take risks.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ensure enough time to develop skills.</i></li> <li>• <i>Clearly label pegs.</i></li> <li>• <i>Breakdown instructions for closing zips</i></li> <li>• <i>Spend time sharing strategies with children on what they can do when things don't go the way they wanted or expected.</i></li> </ul>
End of yr. 2	<ul style="list-style-type: none"> <li>• Deal with conflict by using Steps 1,2,3 with reminders and help</li> <li>• Say please and thank you with less or no reminders</li> <li>• Say well done and be kind over winning/losing</li> </ul>	<ul style="list-style-type: none"> <li>• Put away possessions at start of day</li> <li>• Get out equipment needed for a lesson with reminders</li> <li>• Take a message to another adult in the school with a friend</li> </ul>	<ul style="list-style-type: none"> <li>• Read a visual timetable</li> <li>• Work in silence for 15 minutes to enable themselves and others to focus.</li> <li>• Blow your own nose</li> </ul>

	<ul style="list-style-type: none"> <li>• Close mouth while chewing and use knife and fork always when appropriate.</li> <li>• Hold the door open for someone and stand to one side to let someone pass (corridor).</li> <li>• Respond appropriately to an adult.</li> <li>• Show good listening skills (eye contact, not talking or interrupting).</li> <li>• Children begin to take risks in their learning and appreciate the value of making a mistake and use it as a learning opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Check and take own possessions home at end of day with reminder.</li> <li>• With reminders, only ask for toilet/ drink only at start or end of session (not during teaching inputs).</li> <li>• Make their own lunch choice and share during register time.</li> <li>• Move outside of their 'comfort zone' by taking risks and trying something new both, in and outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to follow more complex instructions with multiple steps.</li> <li>• Increasingly able to follow rules and routines.</li> <li>• Tie own shoe laces.</li> </ul>
<i>How can school support?</i>	<ul style="list-style-type: none"> <li>• <i>Adults model winning and losing in class – right ways and wrong ways</i></li> <li>• <i>Assemblies- lead assemblies that focus on our school values.</i></li> <li>• <i>Provide opportunities for winning and for losing.</i></li> <li>• <i>Providing challenges. Children are actively encouraged to take risks and are praised and are praised for their efforts, regardless of the outcome. Forest School continues to provide opportunity to take risks by building on the skills they have been taught.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Model tidy workspaces on desk and how to sort if muddled</i></li> <li>• <i>Remind children that teaching time is for learning and to go to the toilet beforehand.</i></li> <li>• <i>Provide opportunities for children to have responsibility of carrying out a job.</i></li> <li>• <i>Remind children with visual prompts of the items they need at the start and end of day.</i></li> <li>• <i>Encourage children to take risks in their learning and to try new things.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Build up working time in silence – give children who need it support to have break after 5 etc HoS to come in to see "Special Silent working" to praise concentration efforts</i></li> </ul>
End of yr. 4	<ul style="list-style-type: none"> <li>• Deal with conflict by using Steps 1,2,3. Children to be able to iterate what this is and how they have used it.</li> <li>• Take turns (independently worked out) with equipment.</li> <li>• Do not burp etc in class. Yawn quietly with hand over mouth.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay away from home for the night</li> <li>• Think of and get out what they need without being told</li> <li>• Check and take own possessions home at end of day</li> <li>• Use toilet/ get drink at break time (mornings)</li> </ul>	<ul style="list-style-type: none"> <li>• Work in silence for 25 minutes to enable themselves and others to focus.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sustain a 'back and forth' conversation with an adult.</li> <li>• Identifying for themselves when they have taken a risk and actively seek these opportunities. Children have a 'can do attitude.'</li> </ul>	<ul style="list-style-type: none"> <li>• Not call out for help- put up hand and wait</li> <li>• Change shoes and store own items neatly.</li> <li>•</li> </ul>	
<i>How can school support?</i>	<ul style="list-style-type: none"> <li>• <i>Remind and model steps. Praise good examples of this.</i></li> <li>• <i>Give opportunities to take messages and speak in front of different adults. Adults not to fill in gaps but ensure that communication is given.</i></li> <li>• <i>Adults to model 'back and forth' conversations and provide opportunities by initiating a conversation.</i></li> <li>• <i>Provide adventurous activities and experiences.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Encourage parents to give their children sleep overs at e.g. grandparents for one night to develop independence</i></li> <li>• <i>Give individual and class responsibility for putting away wellies / kit If untidy, encourage group support and challenge</i></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>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</i></li> </ul>
End of yr. 6	<ul style="list-style-type: none"> <li>• Go out to sports tournament and win/lose graciously and politely</li> <li>• Be increasingly independent at resolving friendship issues as a pair/ group</li> <li>• Give eye contact and speak audibly to any adult in school</li> <li>• Independently make good choices.</li> <li>• Listen to others and be ready to respond appropriately with relevant comments.</li> <li>• Children are confident and naturally able to take risks, transfer these skills to other experiences and to be able to reflect and evaluate the result.</li> </ul>	<ul style="list-style-type: none"> <li>• Go to the toilet/ get drink in break time</li> <li>• Put up their hand for help and keep working on something else while waiting</li> <li>• Remember all homework independently on time</li> <li>• Be at school on time – organise your mornings</li> <li>• Clear away swiftly to get to next lesson on time</li> </ul>	<ul style="list-style-type: none"> <li>• Read a timetable/ menu independently</li> <li>• Work in silence for 45 minutes</li> <li>• Be aware of social media safety / appropriateness and how to seek help.</li> </ul>

How can school support?	<ul style="list-style-type: none"> <li>• All children to take part in sports tournaments – different levels of formality and challenge. Praise and reward for good sports behaviour – certificates etc</li> <li>• Give opportunities for children to speak with other (unknown to them) adult visitors in school, building up confidence gradually</li> <li>• Teachers to explain that conflict needs to be increasingly independently sorted out so that they have these skills for High School and give guidance as to how to resolve. Encourage parents to help develop these skills also.</li> <li>• Introduce playground buddies- older children modelling how to create positive friendships and offering support to those children that find this a challenge.</li> <li>• Week residential</li> <li>• Forest School provides higher risk activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sanction for if children forget PE kit</li> <li>• If homework is forgotten then children have to stay in at break to complete</li> </ul>	<ul style="list-style-type: none"> <li>• Support children with keeping themselves safe online and when using social media.</li> <li>• Continue to build up silent working time. Support pupils with SEND to work quietly for shorted periods of time, with breaks.</li> </ul>
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Wortham Primary School Step 1, 2 and 3 for dealing with conflict:

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