








# Francis Askew Primary School

## ‘Working together to make a positive difference for every child.’

### REACH overview 2022-23



	CLASSROOM	CLASSROOM	AROUND THE SCHOOL	LANGUAGE - STAFF	LANGUAGE - CHILDREN	BEHAVIOUR - STAFF	BEHAVIOUR - CHILDREN
	<ul style="list-style-type: none"> <li>Positive attitudes</li> <li>Making mistakes</li> <li>Carrying on when things are difficult</li> <li>Understanding and regulating emotions</li> <li>Encouraging and supporting others</li> </ul>	<ul style="list-style-type: none"> <li>Growth mindset and feelings check-in</li> <li>Open discussion in JIGSAW lessons using Class Charter</li> <li>Engagement in lessons and children staying on task</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to develop resilience through recognition in assemblies</li> </ul>	<p>“Is there another way you could try?”</p> <p>“Look what you can do now.”</p> <p>“You didn’t give up and look at what you have been able to do.”</p> <p>“I can see that you are upset. It is okay to feel upset when X happens...”</p>	<p>“It wasn’t easy but I didn’t give up.”</p> <p>“Look at what I can do now.”</p> <p>“This is tricky but I won’t be beaten!”</p> <p>“Well done, X, you are trying so hard.”</p>	<ul style="list-style-type: none"> <li>Using positive language</li> <li>Modelling resilience in tricky situations</li> <li>Verbally acknowledging emotions and coaching children through this</li> </ul>	<ul style="list-style-type: none"> <li>Can-do attitude</li> <li>Asking for support when it’s needed</li> <li>Tolerance and patience with their own abilities</li> <li>Trying to find other ways of doing something</li> </ul>
	<ul style="list-style-type: none"> <li>Communicating through speaking</li> <li>Writing clearly for different purposes</li> <li>Using correct grammar and spelling</li> <li>Contributing to discussions and presentations</li> <li>Communicating confidently</li> </ul>	<ul style="list-style-type: none"> <li>Modelling correct grammar and asking children to repeat back</li> <li>Children reading their work aloud and sharing answers</li> <li>Children having the confidence and skills to express themselves in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Displays demonstrating high standards for expression (e.g. written or oral)</li> <li>Opportunities to develop expression (e.g. performance poetry, singing, themed assemblies)</li> </ul>	<p>“Would anyone like to build on what X has said?”</p> <p>“Can you say that again, but like this?”</p>	<p>“I agree with X because...”</p> <p>“I’m sorry, X, but I disagree with you because...”</p> <p>“Can I share what I have done with X?”</p>	<ul style="list-style-type: none"> <li>Modelling correct grammar</li> <li>Demonstrating the difference between spoken registers depending on your audience</li> </ul>	<ul style="list-style-type: none"> <li>Using correct grammar (or repeating and correcting when not)</li> <li>Demonstrating resilience improving their presentation – being proud of what they can produce</li> <li>Contributing in team discussion</li> </ul>
	<ul style="list-style-type: none"> <li>Readiness for work</li> <li>Ambition to do well</li> <li>Embracing different experiences</li> <li>Working well with others</li> <li>Broadening knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Goal and target setting and discussing ways to improve (progress)</li> <li>Presentation of high quality work</li> <li>Challenges</li> </ul>	<ul style="list-style-type: none"> <li>Celebration assemblies</li> <li>After school clubs to broaden interests and develop skills and talents</li> <li>PE tournament opportunities</li> <li>Trips and visitors to develop cultural capital</li> </ul>	<p>“You have taken a small step towards your goal when you...”</p> <p>“Well done, you have challenged yourself.”</p> <p>“Well done, X, I can see you are ready for work.”</p> <p>“Well done, Red Team, for showing great teamwork.”</p>	<p>“I am aiming to ...”</p> <p>“I have tried something new today.”</p> <p>“Would you like to add something to our team discussion, X?”</p> <p>“I have learned something new today.”</p>	<ul style="list-style-type: none"> <li>Using FAPS Fundamentals to ensure children are ready for work</li> <li>Minimising disruption during transition times</li> <li>Offering challenge for all</li> </ul>	<ul style="list-style-type: none"> <li>Children responding to the silent signal</li> <li>Correct uniform and wearing with pride</li> <li>Being engaged in classwork</li> <li>Opting to do things that push them out of their comfort zone</li> </ul>
	<ul style="list-style-type: none"> <li>Taking care of the school and community</li> <li>Showing respect for others</li> <li>Rights and responsibilities</li> <li>Helping others</li> <li>Making a positive contribution</li> </ul>	<ul style="list-style-type: none"> <li>Taking turns and respecting each other’s rights</li> <li>Opportunities planned into curriculum so consider those in minority groups – everyone feeling seen</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities planned in throughout the year to consider those less fortunate (e.g. harvest, Children in Need, Comic/Sport Relief)</li> </ul>	<p>“Well done for helping X; that was very kind.”</p> <p>“Well done, you have respected our right to learn.”</p> <p>“You have shown that you are a fantastic ambassador for Francis Askew because...”</p>	<p>“Would you like me to help?”</p> <p>“Would you like to join in with this game?”</p>	<ul style="list-style-type: none"> <li>Keeping environments tidy (classroom and wider school environment/shared spaces)</li> <li>Using positive language</li> </ul>	<ul style="list-style-type: none"> <li>Taking care of their classroom, equipment and wider environment</li> <li>Respecting everyone’s right to learn</li> <li>Showing respect when discussing sensitive topics</li> <li>Positively contributing</li> </ul>
	<ul style="list-style-type: none"> <li>Being active and physically healthy</li> <li>Eating well</li> <li>Mental health and wellbeing</li> <li>Personal hygiene</li> <li>Positive and healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>Fruit available for snack times</li> <li>Opportunities for learning and talk planned into relevant JIGSAW and science lessons</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to talk to staff about feelings (e.g. general staff or school nurse and ELSAs)</li> <li>OPAL Play</li> <li>Balanced lunch choices</li> </ul>	<p>“How could you solve this problem to move forward as friends?”</p> <p>“Is there a different way you could have tried to solve that argument?”</p> <p>“That is a healthy choice.”</p> <p>“Can you tell me how you’re feeling?”</p>	<p>“I feel... because...”</p> <p>“I made a healthy choice today when I ...”</p>	<ul style="list-style-type: none"> <li>Emotions coaching – helping children to label their feelings</li> <li>Promoting healthy lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>Growing ability to self-regulate and name feelings/emotions through emotions coaching</li> <li>Making healthy choices</li> </ul>