



## HARTSBOURNE PRIMARY SCHOOL

Mission statement: Valuing Potential, Creating Opportunities

### **BEHAVIOUR AND POSITIVE RELATIONSHIPS POLICY (Anti-Bullying)**

This policy to be read in conjunction with our ethos and mission statement and all other policies including: Equal Opportunities Policy, Child Protection Policy, Lunch Time Behaviour Policy, Positive Handling Policy, PSHE Policy, Teaching and Learning Policy, Racial Equality Policy, Working with Parents Policy

Date of Review	September 2020	Date of Next Review: September 2022
Reviewed By:	Governors, Staff, Pupils	September 2020

### **VISION**

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

### **RATIONALE**

All staff and governors at Hartsbourne Primary School wish to promote positive behaviour to maintain a happy, safe and effective learning environment. The quality of teaching and learning at our school depends upon a consistent and fair whole-school approach to behaviour and relationships.

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what a behaviour might be communicating.

### **AIMS OF THE POLICY**

It is a primary aim of our caring school community that everyone feels valued and respected and treated fairly. This policy will promote strategies that lead to effective and positive relationships so that everyone can work together and learn well. We will help children to see how they 'own their own behaviour' and can grow into confident, independent members of the school community.

#### **We aim to:**

- Develop a moral and social framework within which responsibility, initiative, and positive relationships can flourish.
- Enable children to develop a sense of self-worth and respect and tolerance for others.
- Promote an environment in which children feel safe, respected and able to learn to the best of their ability.

### **OBJECTIVES OF THE POLICY**

#### **For children to develop:**

- Self confidence, self control and independence.
- Motivation for learning and ability to build friendly relationships throughout their life.
- Sensitivity and consideration for others, including a sense of 'fair-play.'
- A pride in themselves and in their school.

#### **For children to take responsibility for:**

- Their actions towards other children and adults
- Co-operating with the school rules and classroom code.
- Showing respect and tolerance for race, religion, gender, other lifestyles and opinions.
- Some of their own learning and their learning environment.



## **SCHOOL RULES (HART RULES)**

These rules were agreed between school staff, governors and children. They are deliberately succinct so they can be learnt by the whole school community and are in line with current research of the Education Endowment Foundation, the DfE and the Hertfordshire STEPS programme.

1. Help and encourage others.
2. Act responsibly and safely.
3. Respect everyone.
4. Try our best and always work hard.

**Class Code:** Ready, Respectful, Safe.

## **COMMUNICATION AND KEY MESSAGES OF THE POLICY**

A copy of the policy will be e-mailed to parents each year and updated on the website. The school rules and Classroom Code will be clearly displayed around school. The school rules and underlying principles will be taught consistently and re-visited each term.

The school newsletter will highlight pupils who have been selected for the Achievement Book. Assemblies and occasional themed weeks will be used to address other aspects of personal and social skills education.

The Head Teacher's Termly Report to Governors will include a report on all behaviour incidents, any fixed-term exclusions, reports of bullying, letters/e mails received from parents regarding behaviour.

Central within the policy is an understanding of choice: we will help children to make appropriate choices (which lead to good consequences) by offering limited choices (eg would you like to sit here or here?). We will manage poor choices by implementing consequences that teach the appropriate behaviour. There are two key reasons for using the language of 'choice':

- To promote self-management: we encourage reflection on the behavioural choices made.
- To avoid labelling children: we refer to choices made and must take responsibility for.

**The following key messages will be developed and reinforced by all adults for pupils, staff and parents (in no particular order):**

- All staff will focus on de-escalation and preventative strategies rather than reactive (in line with STEPS training).
- Similarities and differences will be celebrated, respect and empathy modelled.
- We all have choices and rights; with rights comes responsibility (you own your own behaviour).
- Our feelings are under our control and we 'THINK' before we speak (see below).
- Feeling bullied can happen to anyone, and we are a school where 'telling' is the norm.
- Poor behaviour will always be addressed by adults in line with this Policy.

## **PROMOTING POSITIVE BEHAVIOUR**

Adults will model positive behaviour and relationships and use specific, positive praise to promote good behaviour. Children will be taught a range of core behaviour skills and attitudes, for example:

- Independence and organisation
- Positive self-image and self-esteem, resilience, motivation and perseverance
- Self-reflection, self-control and honesty
- Fairness, co-operation, collaboration and empathy
- THINK before you speak strategy: (T = Is it true? H = Is it Helpful? I = Is it Inspiring? N = Is it Necessary? K = Is it Kind?)
- Kelso's Choices (for the playground)



## **STEP On – Hertfordshire Behaviour Strategy**

Hertfordshire Steps is a therapeutic approach to positive behaviour management and is based on the following shared principles:

- A focus on inclusion of children and young people
- A set of values and beliefs about understanding behaviour
- Open communication with opportunities for reparation, reflection and restoration
- A commitment to diversion and de-escalation
- Risk Reduction Planning

## **REWARDS**

### **House Points**

- All pupils will be allocated to one of four 'houses' (currently Sika, Fallow, Roe) and linked to a colour to help children with early reading skills and the organisation of sports activity day etc.
- Each class will keep a record of house points awarded to children and the totals will be shared in achievement assembly.

### **Class Rewards**

As well as House Points, each class will use a system of individual/group/whole-class reward; eg marbles in a jar, Class Dojo or similar. Rewards will NOT be removed as a sanction for poor behaviour.

### **Achievement Assembly**

One girl and one boy will be mentioned in the school achievement book each week for learning attributes that relate to our Learning Gems. The whole class may be mentioned for a certificate (for instance for behaviour on a class trip). The Head Teacher will award a certificate each term to one girl and one boy for their behaviour and learning attitude. Other certificates and trophies won out of school will also be presented in Achievement Assembly.

### **Other Certificates/Praise and Praise Notes/Postcards**

Praise notes will be used by staff to share good news with parents; (posted and or e/mail as appropriate). **Other rewards include (in no particular order):**

- ✓ Specific descriptive verbal praise (excellent you are remembering to use finger spaces).
- ✓ Eye contact and smiling, clapping (applause), appropriate jokes, laughing.
- ✓ Give yourself a 'pat on the back'.
- ✓ Telling another adult, the class or parents, something positive (in child's hearing).
- ✓ Inviting an adult into the class to observe the learning.
- ✓ Playing whole class games, extra playtime, using resources/play equipment.

### **End of year awards will be presented to individuals for:**

- HART award (Honesty, attitude, respect, teamwork).
- Service Family Award
- Spelling (KS1 and KS2)
- Omelia Cup for Sporting Achievement.
- Wood Trophy for Effort.
- Tanna Trophy for Maths.
- Caetano award for Perseverance.
- Class writer(s) of the year (certificate).

### **Behaviour Charts/Stickers**

Class teachers may use Behaviour Change Charts for individual children for a specified period of time. To be effective they must be agreed with the parents and implemented for a set period of time, with consistency and fairness. Stickers will be used judiciously by other adults when deemed appropriate.

### **Senior Leadership Team**

It is important that the Head and Deputy are clearly identified as people who like to celebrate good work and effort and individuals will be sent to a member of the SLT or Head to show good work or effort.



## **CONSEQUENCES THAT TEACH APPROPRIATE BEHAVIOUR**

A firm reprimand from a member of staff is expected to be enough to correct most errant behaviour. Effective reprimands might include:

- ✓ A quiet word (public praise, private censure).
- ✓ Rule reminder to avoid escalation (Eg 'What is our rule about speaking to others?').
- ✓ Label the act or the behaviour **NOT** the child (eg 'that was unkind behaviour...').
- ✓ Acknowledgment of feelings ('I can see you feel..... but I need you to....').

### **Logical consequences will be implemented:**

Relevant: (The child makes the connection between the behaviour and the consequence).

Realistic: (Use of calm zone or 3-minute discussion with an adult at break-time).

Respectful: (An opportunity to learn from mistakes, not lower a child's self-esteem).

Corrections will usually be followed with positive encouragement a minute or two later. However if this fails to correct the behaviour of a child the following procedures will be adopted:

### **Use of Stepped Boundaries:**

- Tactical ignoring, praise those nearby doing the correct thing.
- Verbal warning via a rule reminder: 'Mary, what is our rule about interrupting?'
- Redirect to the calm zone with a resource to use while listening/working.
- \*Time out at a 'thinking spot' stay behind for two/three minutes to discuss with adult.
- Complete a behaviour sheet with an adult away from the class.
- Missing 5 – 10 minutes of break or lunch play (NEVER left unsupervised) to make up work.
- Parents informed at end of day.

### **\* All children must articulate what went wrong and why. Staff will ensure that:**

- Logical consequences are given as soon as possible after the event (see above).
- The child understands and acknowledges why a consequence is needed.
- Individual circumstances and needs of pupils are taken into account (eg a child with ADHD will not be constantly reprimanded for lack of focus and attention).
- The SENCO will be consulted for advice on pupils with SEND/Communication difficulties.
- Appropriate differentiation will be implemented by an adult (eg social stories, movement breaks, Lego Club).

### **If the boundaries do not lead to behaviour modification, the following will be implemented:**

- Regular discussion with parents and/or communication via a home school-book or e mail.
- STEPS procedures implemented: Eg risk assessment, identifying trigger/stress points.
- Implementation of a Behaviour Support Plan (agreed with parents and member of SLT).
- Removal of privilege (eg use of play equipment/resources, class trip, monitor job, play leader).
- Exclusion from the right to represent the school (eg School Councillor, sports/quiz teams).
- In-school exclusion for a set period of time (eg an afternoon working away from the class).
- Formal exclusion from school for a fixed period of time followed by a re-integration plan (eg a reduced timetable to assist re-integration).
- Permanent exclusion from school.

Only the Head teacher can invoke the formal exclusion process and the Governors have determined that the school will follow Hertfordshire County Council Exclusion Guidance. This Guidance is intended to supplement the statutory exclusion guidance published by the Department for Education (DfE)2, "*Exclusion from maintained schools, Academies and Pupil Referral Units in England*"



## **BULLYING, UNACCEPTABLE AND POOR BEHAVIOUR**

It is important to be clear about the difference between bullying and children not getting on together. Our policy is aligned with the DfE definition of bullying:

*'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (Preventing and Tackling Bullying, Oct 2014).* Bullying behaviour generally involves an imbalance of 'power' between perpetrator(s) and target(s). This can result in intimidation or isolation of the target(s).

Bullying behaviour can be motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, or family circumstances. It might be motivated by actual or perceived differences. Unacceptable behaviour at Hartsbourne (bullying or otherwise) will include any of the following (in no particular order):

- Cyber or social media bullying, any inappropriate and/or mis-use of technology and ICT.
- Deliberate disobedience/defiance towards an adult, refusal to follow the school rules.
- Emotional: tormenting, being unfriendly, excluding, threatening gestures.
- Unfavourable, negative comments, gestures or actions relating to disability or SEN.
- Foul and/or strong language and swearing and/or making unkind remarks.
- Homophobic remarks, insults, verbal name-calling.
- Inappropriate physical contact or sexually abusive comments.
- Joining gangs inciting others to 'gang up' on individuals or groups.
- Physical violence including hitting, punching, kicking, pushing, biting, spitting.
- Religious intolerance, racist and sexist comments/ taunts, gestures (written or spoken).
- Running away, leaving the classroom/school premises without permission.
- Stealing, damaging and defacing property.

Stopping violence and ensuring immediate physical safety will be our first priority and for these reasons staff will work with both perpetrators and targets to improve attitudes and relationships.

**What Bullying is NOT:** Examples of behaviour that may **not** constitute bullying:

- Rough play / play fighting, accidental injury, teasing that stops when corrected.
- Falling out with friends (once, or more than once).
- Loss of temper during playtime games and one-off arguments.

Whilst we recognise that sometimes pupils can feel hurt or upset when these things have occurred, it is also an important part of children's development to learn how to deal with and develop the necessary social skills and resilience to deal with these situations. These incidents will not be treated as bullying (unless they have escalated) but will be managed in accordance with our policies.

**Possible signs that a child is being bullied might include:**

- Sudden changes in behaviour (aggressive/tearful/clingy), avoiding eye contact.
- Deterioration of work, poor concentration, inexplicable tummy-aches, feeling unwell.
- Increase in anxiety about going to school, reluctance to go out at playtime or break.
- Uncharacteristic desire to be with an adult.
- An unexplained injury, bruises, marks.
- Repeated loss of or damaged personal property.

## **CYBER-BULLYING (IN OR OUT OF SCHOOL)**

At Hartsbourne Primary School, we take cyber-bullying as seriously as all other types and will deal with each situation individually and in partnership with parents as appropriate. Some of the more common types of cyber bullying might be:



**Text/social media/instant messages:** threatening, abusive or causing distress and discomfort.  
**Pictures / video-clips:** images sent to others to make the victim feel threatened or embarrassed.  
**Phone calls:** silent calls, abusive messages or spreading malicious rumours.  
**E-mails:** threatening or bullying emails, sent using a pseudonym or somebody else's name.  
**Bullying via websites/social media:** use of defamatory blogs/vlogs, websites and social media.

### **BREAK AND LUNCH TIME BEHAVIOUR (See also the Lunch-time Play Policy)**

Adults will ask children to line up (table by table) and lead their class to the playground. They will be collected promptly at the end of break; the same system should be used for walking to the Hall.

Y6 will be trained as Play Pals and will wear hi-vis vests and support KS1/Rec pupils at break and lunch.

Adults on playground duty will walk around the playground 'keeping ears and eyes open' – early identification of potential problems is crucial. Lunchtime supervisors will complete incident records as needed and report to SLT or class teachers as appropriate.

### **ROLES AND RESPONSIBILITIES**

#### **Pupils**

It is always the responsibility of pupils to make good choices with adults and pupils in school. This will lead to pupils 'owning their own behaviour' and maintaining good relationships.

#### **Class Teachers and Teaching Assistants**

All staff in our school will have high expectations of the children's behaviour. A key priority is to prevent escalation and reward and praise good choices in order to reinforce good behaviour and positive relationships – 'catching' pupils behaving well is vital (public praise, private censure). Specific responsibilities of staff are to:

- Consistently follow and implement our policies, behaviour system and behaviour guidelines.
- Be a positive role model and treat each child fairly, with respect and understanding.
- Keep records and any relevant notes for incidents of poor behaviour.
- Seek help and advice from colleagues, parents and external agencies.
- Report to parents about their child's behaviour, attitude and relationships.
- Ensure children are offered closure and a 'fresh start' after an incident.

#### **Head Teacher and SLT**

It is the responsibility of the Head Teacher (with the SLT) to:

- Consistently implement the policy and set the standards of behaviour throughout the school.
- Ensure appropriate training opportunities are identified and implemented.
- Report to governors on the effectiveness of training and health, safety and welfare of pupils.
- Maintain a record of all reported serious incidents of misbehaviour including exclusions.

There may be occasions when an exclusion from school is seen to be the only step forward; in which case the school will follow DfE and local authority guidelines.

#### **Governors**

The Governing Body has designated a Governor to link with the school for monitoring of behaviour incidents and reviewing the effectiveness of this policy. It does not condone any form of bullying, which will be taken very seriously and dealt with appropriately. Governors will respond to any formal complaint from a parent / carer in line with our Care and Complaints Policy.

#### **Parents and Home-School Liaison**

Our relationship with parents and carers is fundamental to the success of our Policy and we will establish a welcoming ethos and encourage parents to come into school. The sequence of parental involvement:

- Parents are invited to discuss incident(s) with the class teacher.





- All class meeting/behaviour records will be up to date and used to support this meeting(s).
- Strategies will be agreed and a method of reporting back to parents established.
- The child is made aware of strategies and the report to parents.

#### **We Would Like Parents to:**

- Reinforce the school rules at home through discussion and support.
- Empower their child to report incidents **in school** as soon as they happen.
- Support the school's decision to impose consequences.
- Keep us informed of behaviour difficulties at home or any trauma that may affect their child's performance or behaviour at school eg: separation of parents, bereavement, death of a pet.
- Inform the class teacher quickly if they are concerned about bullying and the Head if they are not satisfied with the response.

### **SUPPORT FOR PUPILS AND FAMILIES**

A variety of strategies will be used at Hartsbourne to support children's relationships at school and all staff will develop and reinforce positive values, emotional intelligence and higher order thinking skills for themselves and the pupils in their care. Support for pupils experiencing difficulties might include:

- Circle of Friends or similar, Lego Club, buddy system.
- 1:1 interventions (eg drawing & talking).
- Behaviour plans, behaviour charts, home-school book, adapted timetables.
- Play therapy/counselling, mentoring in-school.
- Referrals to external agencies (eg Chessbrook, CAMHS, PALMS) as appropriate.

### **TRAINING AND CPD**

All staff will receive training through induction, INSET, staff meetings, external agencies and the Hertfordshire STEPS programme.

### **HERTFORDSHIRE COUNTY COUNCIL EXCLUSION GUIDANCE**

The Government supports Head Teachers in using exclusion as a sanction where it is warranted. Permanent exclusion should only be used as a last resort, 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 pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils based on protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to exclusion and should have a strategy for reintegrating pupils that return to school following a fixed period exclusion.

Where parents dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

All parents have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.



## **BEHAVIOUR MANAGEMENT GUIDELINES**

Children can be very quick to exploit inconsistencies in rules and adult behaviour in school. Occasionally children appear to enjoy using negative behaviour to entertain their peers or receive attention.

### **Examples of Disruptive Behaviour in the Classroom:**

<b><u>LOW LEVEL</u></b>	<b><u>MODERATE LEVEL</u></b>	<b><u>SERIOUS LEVEL</u></b>
Fiddling/fidgeting	Tapping, banging, scraping	Throwing items, disruption
Dropping resources on floor	Hiding resources from others	Breaking resources
Whispering/chatting	Talking when others are talking	Repeatedly calling out
Off task, time wasting	Too little/no work completed	Work refusal
Walking around the class	Running around the class	Leaving the room
Borrowing items without permission	Hiding equipment/resources	Stealing
Telling fibs to 'cover up'	Deliberate lies to mislead	Malicious lies about others
Refusal to tidy up	Stopping others from tidying up	Disrupting others
Pushing into the line	Shoving, grabbing	Hurting others deliberately

## **POSITIVE BEHAVIOUR MANAGEMENT STRATEGIES**

Strategies for avoiding conflict when dealing with unacceptable behaviour:

- Speak quietly from proximity and to the point, using descriptive language.
- Offer take-up time: 'when you're feeling calm, we'll talk about this.'
- Use 'when and then...' 'when you have finished that paragraph then you can get a drink....'
- Get the point of view of perpetrator and target (and others) to ensure clarity and fairness.
- Discuss an alternative way of behaving/responding and get resolution before moving away.

Use descriptive praise if you are tempted to criticise. Descriptive praise is a technique that consists of noticing and mentioning every **tiny step in the right direction**. Descriptive praise can be a short, one-sentence response, a bit longer and more specific, or a whole 'speech' that involves repetition for maximum impact. Keep the use of pronouns to a minimum (helps speech to sound more important). Say 'That was...' or 'that shows...' rather than 'you are...'. Use body language that conveys authority (no casual slouching or sitting on furniture). Descriptive praise improves all aspects of behaviour and learning.

**Ask direct questions that focus on external events:** (Avoid 'why did you...'):

Adult: What are you doing?

Pupil: Nothing..... (out of seat).

Adult: What are you doing?

Pupil: Borrowing a rubber.

Adult: What are you meant to be doing?

Pupil: Writing a story.

Adult: Get on with that then, I'll come and see you in a minute to see how it's going.

**Give 'I' messages and acknowledge feelings:**

('I want you to...' 'I need you to....' 'I feel that....' 'I'm sure that....' 'I understand – but...')

**Demonstrate acceptance:** I like the way you.... I think you have.... How do you feel....?

**Show appreciation:** Thank you – that helped me... I enjoyed it when you.... I appreciate your...

**Recognise effort:** Well done, you are playing nicely – you tidied up quickly etc





**HARTSBOURNE PRIMARY SCHOOL**  
**Integrated Bullying and Racist Incident Record**

**Focus of Perpetrator:** (Tick all elements that you believe apply):

	<b>Definitely Applies</b>	<b>Possibly Applies</b>		<b>Definitely Applies</b>	<b>Possibly Applies</b>
Ability			Ethnicity/Race		
Age/ Maturity			Religion/Belief		
Appearance			Institutional Racism		
Class/Socio- economic			Gender		
Disability			Homophobia		
			Sexualised		

**Manifestations of Bullying/Harassment (indicate those that apply)**

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

**Those involved – (pupils and/or adults as targets or perpetrators)**

<b>Targeted/wronged/distressed person/s (including ethnicity)</b>	<b>Person/s giving offence (Perpetrator) (including ethnicity)</b>



**Description of incident(s)**

Places, date, times and any witnesses. Attach further information (e.g. pupils' accounts, witness accounts, notes of meetings).

**Actions Taken**

Record all steps (including meetings, letters, investigations, sanctions)

**Summary of those notified and/or involved**

	✓	
Head Teacher		
Chair of Governors		
Class teacher		
Senco/Inclusion Manager		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Local Authority: SEA/SIP, Advisory staff		
Police		
Others (specify):		

7. Date for monitoring progress of those involved and check that all parties are progressing well academically and socially

Date.....

8. Reporting member of staff:

Name .....

Date.



Appendix 2

**PLAYGROUND INCIDENT AND MONITORING FORM**

X	INCIDENT	ZONE	
	Excluded from a game		
	Teasing / name calling		
	Rudeness to others		
	Pulling faces at others		
	Rough/play fighting		
	Arguing, shouting		
	Physical aggression (kicking, hitting, pushing, shoving, pinching, grabbing)		
	Coercing (you're not my friend if you don't...)		
	Mimicking		
	Following / intimidating		
	Mis-use of equipment		
	Running off / refusing to listen to/ co-operate with an adult		
		Year	Perpetrator(s)
		Year	Victim(s)
			Adult
	<b>OUTCOMES</b>		YES / NO
	Class teacher informed		
	Parents informed		
	Head teacher informed		



## HARTSBOURNE PRIMARY SCHOOL BEHAVIOUR RECORD SHEET

NAME: .....

YEAR GROUP: .....

<b>Which rule did you break?</b> 1. Help and encourage others. 2. Act responsibly and safely. 3. Respect everyone. 4. Try our best and always work hard.	<b>Who (or what) was hurt by your actions?</b>
<b>What could you have done instead?</b>	<b>How will you make things better?</b>

**Our Class Code: Ready, Respectful, Safe**