As a learner at Whitehouse I will use these learning behaviours to help me:

**Courage**
- I give things a go
- I’m not afraid about what others might think if I’ve tried my best
- I’m willing to take on a challenge
- I can do things on my own

**Perseverance**
- I have ‘stickability’
- I keep trying and I don’t give up - no matter what
- I will always find another way
- I know mistakes help me learn

**Reflection**
- What have I learned?
- Where does this learning fit into what I already know?
- I understand that everyone is different
- I am aware of my learning strengths and weaknesses
- I know my opinion is valued

**Responsibility**
- I learn in a way that lets all my peers learn too
- I make the right behaviour choices
- I always try my best
- I work well as part of a team
<table>
<thead>
<tr>
<th>Learning Behaviour</th>
<th>Whole school language to explain learning behaviour</th>
<th>What does this actually look like?</th>
<th>How might this be taught?</th>
</tr>
</thead>
</table>
| **(I have) Courage** | - I give things a go  
                    - I’m not afraid about what others might think if I’ve tried my best  
                    - I’m willing to take on a challenge  
                    - I can do things on my own | - Being brave  
                    - Challenging yourself to succeed  
                    - Working beyond your comfort zone  
                    - Completing a task/challenge that normally would worry you  
                    - Optimism/positive attitude  
                    - Asking a range of questions | Activities designed to increase confidence e.g. shows/activities/class assemblies/farmers markets – talking to parents etc.  
Ambassadors for activities  
PSHE  
**Growth Mindset – the pit**  
Affiliation focus  
Philosophy 4 children |
| **(I have) Perseverance** | - I have ‘stickability’  
                     - I keep trying and I don’t give up - no matter what  
                    - I will always find another way  
                    - I know mistakes help me learn | - Keeping going when work is tough  
                    - Not giving up  
                    - Trying different ways/methods or strategies  
                    - A positive attitude to learning | Growth Mindset  
**Philosophy 4 children**  
High expectations of learners and outcomes  
Access to a range of resources – independent choice for resources to support learning  
C3B4me/ BBBBB |
| **(I am) Responsible** | - I learn in a way that lets all my peers learn too  
                        - I make the right behaviour choices  
                        - I always try my best  
                        - I work well as a part of a team | - Making the correct choices  
                        - Being self-aware  
                        - Independence  
                        - Self-regulating behaviours  
                        - Beautiful presentation  
                        - High expectations of the work you can produce  
                        - Being able to talk about your work | **Discrete Metacognition /Growth Mindset**  
**Affiliation focus**  
**Philosophy 4 children**  
Opportunities for increased independence  
Range of access to resources  
Class job roles/responsibilities/helping hands  
School jobs/roles – e.g. TOAST  
Golden time/language of choice as school policy |
| **(I am) Reflective** | - What have I learned?  
                        - Where does this learning fit into what I already know?  
                        - I understand that everyone is different  
                        - I am aware of my learning strengths and weaknesses  
                        - I know my opinion is valued | - Understanding mistakes  
                        - Self-awareness  
                        - Self-regulating  
                        - Checking and editing work independently  
                        - Learning from mistakes  
                        - Taking part in class discussions  
                        - Explaining errors in personal and learning choices | **Metacognition / Growth Mindset**  
**Accountability focus**  
Class council – discussing impacts of any changes and reasons these were made explicitly  
Language of choice referred to throughout behaviour policy |
## COURAGE

<table>
<thead>
<tr>
<th>EYFS</th>
<th>KS1</th>
<th>LKS2</th>
<th>UKS2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try new activities</td>
<td>I don’t mind making mistakes because I learn from them</td>
<td>I share my ideas, even if they are different to other peoples</td>
<td>I enjoy the challenge of open ended tasks</td>
</tr>
<tr>
<td>I like to share my answers with a group or my class</td>
<td>I am happy to work on activities, even if they carry on over several days</td>
<td>I show courage in my choices and actions</td>
<td>I step out of my comfort zone</td>
</tr>
<tr>
<td>I don’t mind if I get an answer wrong</td>
<td>I share my ideas with my group</td>
<td>I give every piece of learning a go without hesitation</td>
<td>I believe in myself and my abilities</td>
</tr>
<tr>
<td>I want to learn</td>
<td>I try my best and want to learn</td>
<td></td>
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</tbody>
</table>
## PERSEVERANCE

<table>
<thead>
<tr>
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<th>LKS2</th>
<th>UKS2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try my best even if work is a bit tricky</td>
<td>I keep trying even when something is hard</td>
<td>I ignore any interruptions and carry on working</td>
<td>I use different methods and approaches when the going gets tough</td>
</tr>
<tr>
<td>I keep going on a free-flow task without adult intervention</td>
<td>I keep focussed on a task and don’t let others distract me</td>
<td>I keep trying when I find something difficult</td>
<td>I am patient when tasks are difficult</td>
</tr>
<tr>
<td>REFLECTION</td>
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<td>KS1</td>
<td>LKS2</td>
</tr>
<tr>
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<tr>
<td>I can say what I have done well</td>
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<td>I can pick out the best bits of my work</td>
<td>I can evaluate my work using information from the lesson</td>
</tr>
<tr>
<td>I can follow advice from adults</td>
<td>I can follow advice from adults</td>
<td>I can say how I can improve my work</td>
<td>I can suggest improvements for my own work</td>
</tr>
<tr>
<td>I know that everyone is different but that we are all special</td>
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<td>I am beginning to act on feedback from adults</td>
<td>I can listen and respond actively – asking questions about what I am learning</td>
</tr>
<tr>
<td>I can say what I already know about something</td>
<td>I can say what I already know about something</td>
<td>I can say what I like and dislike in my work</td>
<td>I can actively link my learning to things I already know</td>
</tr>
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</tr>
<tr>
<td>I listen carefully</td>
<td>I can work in pairs and teams</td>
<td>I learn in a way that lets all my peers learn too</td>
<td>I understand and can discuss my own strengths and weaknesses</td>
</tr>
<tr>
<td>I can work with someone else</td>
<td>I listen carefully to everyone</td>
<td>I can work well as part of a team</td>
<td>I am a confident and helpful team member who completes a fair share of the tasks.</td>
</tr>
<tr>
<td>I share nicely</td>
<td>I try my best whenever we are trying to achieve something as a class</td>
<td>I know I am responsible for all choices I make</td>
<td>I appreciate actions I might take could have a negative consequence</td>
</tr>
<tr>
<td>I am kind to everyone</td>
<td>I can share with a range of children</td>
<td>I know that everyone is different and that everyone has skills that need to be appreciated</td>
<td>I am aware of how I learn and how others learn</td>
</tr>
<tr>
<td>I do what I am asked</td>
<td>I am caring if someone is hurt or upset</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESPONSIBILITY**