

THE EARLY YEARS' POLICY

INTRODUCTION

This policy applies to Laneborough EYFS and is intended to support our whole school's aims and objectives. At Lanesborough, the Early Years Foundation Stage (EYFS) covers those pupils in the Nursery and the Shell (Reception) Classes. Pupils enter the Nursery at 3+ Years and the Shell Classes at 4+. There is one main intake; this being at the start of the academic year in September.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Early Years Foundation Stage sets the standards to guarantee that children learn and develop well and are kept healthy and safe. It upholds teaching and learning to ensure children's 'school readiness' and gives children the all-encompassing range of knowledge and skills that provide the right foundation for good future progress through school and life. This policy seeks to present an overview of how Lanesborough meets these requirements. It must be read in conjunction with whole school policies.

In the EYFS we recognise that every child is a competent learner who can become resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, celebration in assemblies and in class circle times, this encourages children to develop a positive attitude to learning. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional is deemed to have equal importance. We aim to foster in all children a feeling of self-worth, by building confidence and giving encouragement for children to believe in their own abilities and value all efforts and achievements. Our aim is to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and to develop tolerance and understanding towards each other. We encourage the pupils to develop a responsible and independent attitude towards life through our whole school 'Values' system and our Learning habits (Appendix 1) and to achieve their full potential in terms of academic achievement, creative appreciation and spiritual awareness.

Our EYFS curriculum reflects the overall ethos of the school, embracing an environment in which pupils flourish because of their learning. The curriculum engages with the pupils' individual needs and offers variety, pace, challenge and enjoyment in relation to age and ability. This learning environment recognises the gender issue of teaching boys only and sets out to develop their academic, physical, social, cultural, spiritual, moral and emotional potential from Nursery to Year 8.

We meet the needs of all our pupils through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs and styles.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Promoting a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and providing support as necessary.
- Encouraging parents to become involved in observations of their children at home through our on-line Profile tracker, 'Tapestry'.

The Nursery is staffed by a full-time nursery leader (key person) and full-time assistant. The Nursery can cater for up to 17 pupils and is open five days a week from 8.00 am until 3.20pm with a 'Late' class being offered till 4.00pm. All pupils are expected to attend Nursery for the core hours; between 9:00am and 2:00pm. However, the number of hours a boy attends outside of the core hours can be flexible. Breakfast club and After School Care are available for Nursery boys.

The two Shell Classes are each staffed by a class teacher (key person) and a classroom assistant employed for all the school day. We can accommodate up to 32 pupils in the Shell Classes, all of whom attend on a full-time basis.

The school day is from 8.35 am until 3.20pm. A morning drop-off facility operates from 8:00am and all EYFS boys can be signed up for our 'wrap around' care scheme. Parents sign up for this facility a term in advance. A late class operates from 3.20pm until 4.00pm. Breakfast Club is available from 7:30am and After School Care starts from 4:00pm in the Pre-Prep and finishes at 6:30pm following a light supper over in the Prep Department. All our after-school care provision is staffed by

appropriate staff and number ratios. The after-hour's phone number for After School Care is: 07764 300196.

Should a parent need to contact the Pre-Prep office or their son's teacher for any reason, they should telephone: 01483 880660 (working hours) or email ppoffice@lanesborough.surrey.sch.uk

A nutritious cooked lunch is provided from 12:00 - 12:30pm by the school for all pupils in the Early Years and reasonable dietary requirements are catered for. Ahead of starting school, parents complete a questionnaire about their son's dietary needs, including cultural and religious requirements and allergies. These records are regularly checked and are displayed in the staffroom and where necessary boys wear badges in the lunch hall to designate allergies. Menus are available from the school office, but are also displayed on the school's website, notice board and in the dining room. The boys have a wide choice of healthy food. Meal times represent a social time for the boys and their teachers and opportunities are afforded to learn about healthy eating. Snack times are flexible in the EYFS. We are a nut-free school and we recommend that fruit snacks are brought in from home. The boys are provided with a carton of milk and have access to drinking water throughout the day. Named water bottles are brought in from home and returned at the end of the day, if specified. Staff wash and refill water bottles when required. Staff are correctly trained in food handling and hygiene.

In the Early Years we aim to provide a happy, caring, safe and disciplined environment for the pupils and provide a range of stimulating activities and equipment to enable each child, where appropriate, to learn through first-hand experience. We encourage pupils to feel free to express their own thoughts, ask questions, to develop at their own pace, learn acceptable behaviour patterns through following our 'Golden Rules' (see Appendix 2), developing good manners and a caring respect for others.

We recognise that young pupils display many characteristics which are special and unique. They are usually boisterous, noisy, egocentric, lively, inquisitive and curious about the world around them. Their attention span is short but varies depending upon moods and interests. They like their learning to be active and respond well to a hands-on pro-active approach.

In the Early Years and through to Key Stage 1 we see education in its broadest sense as the development of individual potential and the preparation for future learning.

Pupils enter the Nursery in the September following their 3rd birthday. Ahead of the assessments for entry into the Nursery, pupils are invited to 'Stay and Play' sessions to help familiarise them with our environment. In the January ahead of starting in September, pupils and their parents are invited to attend a short session with Pre-Prep Early Years staff. Pupils are assessed in small groups with similarly aged boys. Places for September will then be offered by the end of February. Entry into Shell will be conditional on successfully completing the year in the Nursery and being judged able to cope with the demands of the curriculum at Pre-Prep.

Entry into the Shell (Reception) classes takes place in the September following the child's 4th birthday. Approximately 16 pupils are admitted from home or other settings. Assessments for entry into Shell (Reception) take place in the November of the year before admission. The boys and their parents are invited to attend an hour long session with Pre-Prep Early Years staff. The pupils are assessed in small groups with similarly aged boys. Places for the following September will be offered by the end of December.

The Nursery and Shell waiting lists are maintained and monitored by the school admissions secretary.

Pupils, who are offered places in the Nursery and for Shell, are invited for further 'Play' sessions and get to spend an afternoon with their new teacher and classmates in the June prior to entry. At the same time a meeting is held for parents when full details of the curriculum, school organisation and practical arrangements are addressed.

SETTLING IN (TRANSITION PROCESS)

Starting Nursery or School is usually the very first step children take towards an independent life. We aim to support parents and pupils in this process and try to be as flexible as possible in best meeting the needs of the child.

In order that the transition from home to school is carried out in a sensitive and secure manner, parents of the nursery pupils, especially in the early days, are encouraged to bring their child into the classroom. During this period positive relationships are established between home and school; this enables parents and pupils to feel secure, confident and welcome. Continual sharing of information between home and the setting is strongly encouraged. Progress records from previous settings are carefully scrutinized ahead of a child starting at the school, in order to maintain the personal learning journey of each child.

Time spent by the staff with the children, being involved with their play, exploration and encouragement in practical activities, establishes positive attitudes and learning habits, providing a firm foundation for the future.

From the outset Shell Class pupils are involved in Pre-Prep assemblies and break times to help them feel part of the whole school community. At our special EYFS lunch break, the boys sing grace together and share a meal with their teachers and peers. A joint play time takes place after lunch and mid-afternoon to help the Nursery and Shell boys integrate.

In the Nursery, time is set aside for simple worship within the classroom with the pupils attending the main Pre-Prep assembly on special occasions and at the end of term. Assembly time is focused upon Christian worship with a hymn and prayer. It is also seen as an opportunity to celebrate our school 'Values' and the boys' success in all aspects of school life. From time to time guest speakers may be invited in to lead an assembly on other religious festivals; like Diwali, Eid, and Rosh Hashanah and Easter.

Playtimes, assemblies and lunchtimes are dealt with in a sympathetic manner. Children are supported and encouraged by qualified staff, who fully understand the needs of young children. Nursery and Shell boys take part in PE, Music and Movement lessons using the Pre-Prep Hall and /or playground. The Shell boys also use the Lanesborough playing field for Games.

At Pre-Prep we aim to create and maintain a supportive and enabling environment for all our pupils; one that promotes the objectives of the school. We have identified various transition stages that might hamper this progressive development. As a result, we have developed a 'moving on' policy and procedure.

Moving from Nursery to Shell

The Head of Pre-Prep visits the nursery once a week, and both Shell teachers spend one afternoon in a week in the nursery garden interacting with the children as well as participating in lunch duty on a daily basis. Nursery boys also attend our Friday awards assembly once a week, thus interacting with Pre-Prep staff in a more formal manner prior to their entry into Shell. The nursery leader is also involved in planning and delivering curriculum in the Shell classrooms. Free flow outside play times are available for all nursery and Shell boys to enjoy together in the afternoons. This promotes further integration between all staff and boys in the EYFS department.

Throughout the year Nursery boys eat their lunch in the dining hall with Shell pupils and staff. Parents of EYFS boys are invited to attend workshops, showcasing the delivery of phonics, literacy and numeracy in a Shell classroom during the Michaelmas Term. Each boy's Learning Journey records and Profile judgment

assessments are given to the Shell staff members in the July before moving to Shell. Additional information is shared between key personnel in the nursery and the Shell staff at the end of the Trinity term.

Moving from Shell to KS1

Shell boys are familiar with the Year 1 teachers and assistants from playtimes, PE and music lessons. Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. Copies of each boy's report will be available on the school's system for Year 1 staff to refer to. These form the basis of a dialogue between Shell and Year 1 teachers about each child's stage of development and learning needs in order to assist with the planning of activities in Year 1.

Weekly assemblies held in Pre-Prep Hall, enable the Shell boys to become familiar with all the Pre-Prep staff. Joint activities with the rest of the Pre-Prep department such as Sports Day practices, Nativity rehearsals, joint workshops, House events and some curriculum teaching also provide opportunities for the Shell boys to develop their relationship with Year 1 staff.

The Lanesborough Parents' Association holds a new parents' evening at the beginning of term. Each class elects a parent to serve as a member of the LPA Committee which meets on a half-termly basis.

THE LEARNING ENVIRONMENT

The Nursery has a large enclosed playground to the rear, which includes covered and open areas for outside learning to take place. This is equipped with a playhouse, sand and water facilities, tables and seating. Large toys are provided to promote physical development and activities are planned for both the inside and outside learning environments.

There is a carpeted area for whole class activities and sharing books and an area for art and investigative work. An additional room provides extra space for circle times and to welcome parents and visitors. A digital screen with a computer supports learning where appropriate. A bank of i-pads is available for use in the EYFS classrooms to complement digital learning. Toilets and cloakrooms are within the setting with the pupils having free access.

The Shell Classes are accommodated in two classrooms on the ground floor of the New Building. There are coat pegs and access to toilet facilities by way of a covered walkway. There are a variety of floor coverings for different activities and use is made of the covered area leading to the hall to facilitate free flow activities outside. Each classroom has a sink, water and a small stock room. There are computers in

each class and an interactive white board. I-pads are available for staff to book out for class activities. The classrooms are arranged to deliver all the areas of learning contained within the Early Years Curriculum.

Resources are organised attractively, clearly labelled and accessible to the children. They learn how to handle books, materials and equipment with respect and confidence. Children are encouraged to take the first steps towards independent learning in a well organised and resourced environment.

Displays are bright, varied and well labeled helping to celebrate the success of the pupils and provide a stimulating learning environment.

THE EARLY YEARS CURRICULUM

The curriculum in the Nursery and Shell Classes is built around the four principles of: A Unique Child. the seven areas of learning and development are covered in the educational programme.

The prime areas of learning are as follows:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas through which the three prime areas are strengthened and applied are;

- Literacy
- Mathematics
- Understanding the World;
- Expressive Arts and Design

Work covered in the Early Years is child centred using the Framework for the Early Years. Visits to places of interest form an important part of the work and visitors are welcomed into school to share their experiences with the children. Details of these activities are given to parents via the school newsletter or through the daily home/school journal. Staff consider the individual needs, interests, and stage of development of each boy in their care and use this information to plan a challenging and enjoyable experience for each boy in all of the areas of learning and development. In planning and guiding pupils' activities, teachers focus on the three characteristics of learning and reflect these in their practice and assessment processes:

- **playing and exploring** - pupils investigate and experience things, and 'have a go';

- **active learning** - pupils concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things.

EYFS children begin 'reading' through a systematic programme of phonics, based upon the 'Read Write inc' scheme. Nursery pupils are introduced to the basic code of phonics when they are deemed ready by the nursery leader. Pupils are taught a cursive handwriting from the start of Shell. For further details on our approach to the teaching of English and Mathematics please refer to our separate subject policy documents.

In the Early Years, play is a biological, psychological and social necessity and is fundamental to the healthy development and well-being of our boys. Structured and imaginative play therefore, forms an important part in all our work at this stage. By following their own instincts, ideas and interests the boys explore social, material and imaginary worlds and their relationship with them. Our curriculum is geared for boys' and their ideas inform our planning and topic reviews. By playing, the boys learn and develop as individuals and as members of our school. There is a careful balance in the choice and control that boys have over their play. Our environment offers challenge and stimulation, but staff sensitively monitor levels of risk and encourage the boys to make decisions about play based on an understanding of our Golden Rules. Adult intervention is for a real purpose and in all areas, language is one of the prime indicators of achievement and progress. Workshops are held from time to time to remind parents of the importance of 'play' in the Early Years.

The Shell pupils remain with their key person and teaching assistant for most of the school day, except for short periods of time when they are taught by the Head of Pre-Prep Department, the Pre-Prep music co-ordinator, the Prep department games master and the French teacher. When appropriate the two classes may, be joined together, for example for games, PE, or drama.

The EYFS staff list includes:

Head of Pre-Prep	Mrs Alison Heath-Taylor
Nursery Leader	Mrs Sam Sweetland
Nursery Assistant	Mrs Anne Smith
Shell P/EYFS coordinator	Mrs Jo Petersen
Shell K Teacher	Mrs Amelia Key
Shell P Assistant	Mrs Nicola Sadler
Shell K Assistant	Mrs Tanya Irving
Music teacher	Mrs Sian Ford
French teacher	Mdme Bingham

Games Coordinator
Learning Support
After care Supervisor
Medical officer/secretary

Mr Nick Dwyer
Ms Laura Wilson
Mrs Liz Threlfall
Mrs Annette Battley/Mrs Debbie McConnell

PLANNING, ASSESSMENT AND EVALUATION

Staff plan, review and work together co-operatively. Time is set aside each week for this purpose and there are regular meetings for the Early Years staff, facilitated by the EYFS curriculum coordinator. We plan according to The Early Years Statutory Framework, using guidance from the EYFS Profile Handbook to make judgements on progress through the seventeen EYFS goals.

Observations and Assessments are ongoing and in accordance with the school's Assessment Policy and Early Years requirements. Assessment plays an important part in helping us to recognise children's progress, understand their needs, and plan activities and support. It aims to be supportive and positive, identifying the child's strengths and areas for development. Ongoing assessment is an integral part of the learning and development process in Nursery and Shell. It is at the heart of effective early years practice. We observe children's play and planned activities assessing where they may be in their own developmental pathway. Whenever possible it is done in discussion with the child and is used as a basis to plan further learning experiences. Recorded observations are kept electronically on 'Tapestry', creating an individual Learning Journey for each pupil. Parents can access these at any time on the safe site using their own login. Evaluations of activities are all part of the teachers' on going planning and assessment.

Before entering Shell, the boys are assessed using the PREST (Pre-School Screening Test) to identify strengths and difficulties at the initial stage of their learning journey. GL Baseline indicators are administered twice yearly in Shell; at the beginning of the academic year and as a 'follow-up' at the end of the year. The results are available to all staff and follow-up meetings are arranged with parents if necessary. During Shell each child's level of development is assessed against the early learning goals. In the final term of the year in which the child reaches age five, the EYFS Profile is completed for each child. The Profile provides us with a well-rounded picture of the child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Staff indicate whether pupils are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). The results are shared with parents and passed to the Year 1 teaching staff. Parent/teacher consultation sessions are held in November and March and a written report is provided at the end of each academic year. The school also reports EYFS Profile results to Surrey County Council's Education Department by the end of the Trinity term. Parents are

informed about the reporting structure, in specific workshops held for EYFS parents at the beginning of the Michaelmas term.

PARENTAL INVOLVEMENT

Prospective parents can visit the school on a normal working day on tours guided by the Head of Pre-Prep Department. There are also formal open days in October and March.

The School Calendar, Newsletter, termly curriculum notes and notice boards inform parents of activities and events taking place in school.

Parents are welcomed into the classroom to share their interests and knowledge with the children. The school encourages parents to support their child's development at home by sharing their reading and adding detail to their Journal throughout the year. Parents are invited to attend informal after school workshops on various topical issues throughout the year. Parents sometimes volunteer to assist in the classroom under the guidance of the class teacher.

The LPA provides the opportunity for parents to meet socially and participate in fund raising activities to support the aims of the school.

Parental concerns are initially dealt with by the class teacher. Our compliance officer and or the Head of Pre-Prep may sometimes participate in additional discussions. Concerned parents may contact the Head of Lanesborough and if appropriate, Ofsted, on enquiries@ofsted.gov.uk or 03001231231, for further clarification if necessary.

SPECIAL EDUCATIONAL NEEDS and ENGLISH AS ADDITIONAL LANGUAGE

The pupils in the Early Years are covered by the Special Educational Needs and Disability code of practice (SEND) and the school's own Learning Support and EAL policies. *'All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response'* – Code of Practice 2014. Staff are aware that the provision for children with learning needs, is the responsibility of all practitioners. Initial concerns should be brought to the attention of the Head of Pre-Prep Department who will then take the appropriate course of action and inform the Head of Learning Support based at the Prep Department. After consultation with parents, the gathering of information from school and home and any assessments deemed necessary, a decision is made on the necessity to draw up targets and implement an ISP (Individual Support Plan). Provision is directed by the Head of Learning Support. Through the link with Surrey County Council's 'Early Help' partnership, the school

can access the County Advisory Teams for pupils who are identified as having SEND. In the event of a boy meeting the Local Education Authority (LEA) criteria for the issue of an Education and Health Care Plan (EHCP), the process will be set in motion. Outside agencies would be invited to visit the school to undertake assessments, to work alongside pupils and consult with members of the Early Years team. Funding for extra support may also be available through the LEA. Wherever possible, opportunities are provided for pupils whose home language is not English. These are created so that the pupils can engage and participate in learning and sharing activities in their home language at school.

HEALTH & SAFETY and BEHAVIOUR MANAGEMENT

‘The EYFS statutory framework sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe’.
(Statutory Framework for EYFS 2019)

It is important to us that all pupils in the department are ‘safe’. We have a very secure Pre-Prep site that is surrounded by fences with controlled gates. We aim to educate children on boundaries, rules, and limits and to help them understand why they exist. This applies when the children are outside of Pre-Prep site and accessing the wonderful facilities on the Prep site. We provide children with choices to help them develop this important life skill.

Daily checks by way of a visual inspection, are carried out on the premises and equipment before the children arrive. The outdoor play area is inspected on a daily basis by staff members before the children go out to play to ensure that the outdoor play area is free from hazards. Any concerns are reported to the Head of Pre-Prep Department, the Pre-Prep secretary and the maintenance team. Actions will be taken to minimise any risks from hazards identified immediately. Children are encouraged (where appropriate to their age/stage of development and understanding) to do their own risk assessments of activities to identify what might happen and what can be done to reduce the hazard or risk. Our risk assessments are formally reviewed every term unless there is any change in circumstance, environment, equipment or activity in which case a new risk assessment will be carried out immediately. The Head of Pre-Prep, and the Nursery Leader regularly update risk assessments of the Pre-Prep site. Risk assessments are reviewed to meet the particular needs of children. We aim to protect the physical and psychological wellbeing of all pupils.

Health and Well-being

We understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage and the

Safeguarding Vulnerable Groups Act 2006 where it refers to the Disclosure and Barring Service. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Report any member of staff who has been disqualified or has left before they had been made to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their individual needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Accidents involving pupils are recorded and parents are notified by phone call and/or by an accident report. All Health and Safety measures, including the administration of medicines and first aid, are in line with the school's Health and Safety Policy. Staff and pupil supervision are in line with the school's Supervision Policy. All EYFS staff are trained in the administration of first aid, completing and updating the Paediatric First aid course. Staff are aware of pupils with health-care plans (IHCP), for severe allergies and specific health conditions and what the procedures should be, to keep them safe.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs. Staff and parents work in partnership to give the right support to an individual child, including that of intimate care. Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children can carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. We actively encourage parents to start helping their children become independent with these tasks before they start in Nursery. Pupil's intimate care needs cannot be seen in isolation or separated from other aspects of their lives. Encouraging them to participate in their own intimate or personal care is seen as part of a general approach towards facilitating participation in daily life.

The Head of Pre-Prep Department is a member of the school's Health and Safety Committee. The Head of Pre-Prep is also responsible for behaviour management in accordance with the whole school's Behaviour, Discipline and Exclusions Policy.

SAFEGUARDING

Safeguarding and welfare requirements are met through the whole school Safeguarding Policy. Any concerns regarding child protection or welfare issues, should be reported to the Head of Pre-Prep who is the designated lead (DSL) for these matters. The Early Years co-ordinator is the deputy lead in all safeguarding matters pertaining to the EYFS. The Head of Lanesborough, is designated safeguarding lead (DSL) for the whole school.

CONCLUSION

This document should be read in conjunction with whole school and corporation policies namely:

Admissions Policy,
Anti-Bullying Policy,
Arrival and departure and non-attendance Policy,
Assessment Policy,
Behaviour, rewards and sanctions Policy,
Disability Policy and Accessibility Plan,
Educational visits Policy,
E-Safety Policy
Equal opportunities Policy,
Every Child Matters Policy,
Exclusions Policy,
Fire Risk Policy,
First Aid Policy,
Health and Safety Manual/Policy,
Learning Support Policy and English as an Additional Language,
Lockdown Policy,
More-Able and Gifted and Talented Policy,
Moving on Policy
Missing Child Policy,
Pastoral care policy,
Pupil code of conduct Policy,
Risk assessment Policy,
Safeguarding Policy,
Supervision Policy,
Values Policy
Visitor Policy,

Many of these documents can be viewed on-the school's website, but all documents can be acquired from the Pre-Prep or main school office on request.

Reviewed: Trinity 2019

Next review: Trinity 2020 AH-T Head of Pre-Prep (DSL), JP-EYFS coordinator (Deputy DSL)

Appendix 1

Our Whole School Values

Our Lanesborough Values

Two Year Cycle

Teamwork	Co-operation
Courtesy	Fairness
Integrity	Honesty
Generosity	Gratitude
Ambition	Enthusiasm
Empathy	Humility
Rest	Balance
Responsibility	Respect
Confidence	Tolerance
Adventure	Courage
Appreciation	Positivity

Our Learning habits

Our Lanesborough Learning Habits

Pre-Prep Order of the Lanesborough Rose

Persisting
Listening with understanding and empathy
Striving for accuracy
Taking responsible risks
Thinking independently

Prep Learning Habits

Perseverance
Reflection
Engagement
Risk Taking
Independence

Appendix 2

Our Golden Rules

★ Our Golden Rules ★

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We take care of property

We don't hurt others

We don't hurt other's feelings

We don't interrupt

We don't tell lies

We don't waste time

We don't damage things