

We believe.....

.....that positive and desirable behaviour for the whole school comes from valuing the worth of everyone in the community. This objective can also be fulfilled through the commitment of our pupils to their studies.

This will mean that.....

1. We will respect the right of the individual, positively valuing gender, race, religious conviction and the rights of those with specific needs.
2. We will always encourage self-discipline.
3. We will value quality in learning and teaching.
4. We will respect the school's immediate environment, we will care for resources and look after the building.
5. We will take responsibility and care for the local community and acknowledge our place in the wider world, so that we may 'put our dreams to help people into action today'.
6. We will foster a safe environment, both physically, emotionally and spiritually where children and adults feel secure enough to take risks, both in their learning and with their relationships.

What are the rewards?

A limited reward system will be used as an incentive towards good behaviour. It is however, our ultimate desire to see children display good citizenship because they understand the true value of this in society.

Children's achievements, academic or otherwise will be recognised and supported by a structured system of rewards.

Examples of children's work and achievement will be displayed in the classroom and school environment.

Praise and encouragement through the smart/house point system.

Parents will be informed of achievements.

Rewards will be accessible to all pupils and consistency applied across the school.

Assemblies.

Assemblies will be used as an opportunity to deepen and develop our Christian values and spiritual awareness, to acknowledge achievements and to foster a sense of community.

How do we deal with unacceptable behaviour?

- The following steps will be followed or by-passed, dependant upon the nature of the behaviour.
- A quiet word from a member of staff.
- Loss of privileges with appropriate action to address consequence of inappropriate behaviour e.g. drawing on a desk may result in a child having to clean the drawing off.
- Verbal warnings given by an adult, followed by 'Time Out' in class if deemed necessary.
- Sending out of class to member of the leadership team.
- Discussion with parents/guardians and child.
- Behaviour support plan.
- Formal warning of exclusion.
- Temporary exclusion.
- Permanent exclusion.

It is our strong hope that a quiet word will always be enough to direct the children's attention back towards our shared values. The children, however, must be in no doubt that there is a firm and unmoving framework of discipline. This we believe provides security for each child.

Why do we need a positive behaviour policy?

- To enable all members of the school community to develop his or her learning potential.
- To establish shared expectations over what is appropriate behaviour.
- To develop children's commitment and responsibilities as members of the school and local community and to build an increasing awareness of the responsibilities they will have as global citizens of the world.
- To offer guidance over the development of the school as a community within a community.
- To encourage a sense of 'pride' in and commitment to the shared values of our school.
- To foster co-operation between all members of the community.
- To reinforce a positive school ethos.
- To help organise the school through positive and caring management.
- To clarify roles over behaviour management within the school community.

Parents/Guardians

Parents play a crucial part in shaping their children's personalities and attitudes. The establishment of an effective working partnership between parents and schools is essential so that together we can foster high standards of behaviour.

The school operates a zero tolerance approach to bullying, the procedures of which are documented separately.



I
Am
Likeable
And
Capable