

ST. CHARLES' VC ACADEMY



ST CHARLES' VC ACADEMY

Behaviour Policy

Policy Author	Date Published	Date Reviewed	Date for Review	Reviewer
Mr A Foster/ Mrs K Siedle	February 2018	September 2022	September 2023	S.Woodmansey

Our Mission Statement:



ST CHARLES'
VC ACADEMY

Our Mission Statement:

We accept the mission of Jesus...

To share, learn and love; nurturing the
God-given gifts that make us unique.

Share • Love • Learn

How we live out our mission each day:

- We pray together
- We always try to be the best we can be in all that we do
- We speak and act kindly to one another
- We include others in our play and in our learning
- We follow the example of Jesus by helping others
- We know how to say sorry
- We grow closer to Jesus through our work, play, prayers and songs
- We know that God loves us because he made each one of us in his image

"I have come so that they may have life, and have it to the full" (John 10:10)

- We love and care for each other because Jesus loves us and we follow his example
- We use and share the gifts that God has given to us
- "Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you." (Ephesians 4:32)

At St Charles' VC Academy, we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio-economic background.

Aims of Policy

- To reflect the teachings of the Catholic Church whose Christian values will enable us to embrace all children and adults as equals.
- To support the educational and other aims of the school.
- To contribute to the ethos of the school.
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To create a safe predictable working environment in which all children can learn positive social behaviour.

The Leadership Team will:

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school.
- Report to the Trust regarding the effectiveness of the policy
- Meet with parents/carers of those children who require further support in regards to their behaviour
- Support staff when dealing with challenging behaviour
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with praise, rewards and dedicated assemblies

Staff will:

- Provide a well-balanced and creative curriculum
- Support children when dealing with their emotions and feelings using a restorative approach.
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model – modelling the high expectations we have of the children
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills.
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children

Children will:

- Foster social relationships in the school community of mutual engagement.
- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair
- Be Willing to be reflective to change behaviours
- Follow the 3 school rules
- Learn to work cooperatively

At St. Charles VC Academy, we will use a restorative approach to deal with negative behaviour which will put repairing harm done to relationships and people at the centre of the focus.

The Key Principles of Behaviour Management

Being Inclusive:

Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.

Some of our children, for some or all of the time, will need more of our attention and support than others.

We have a responsibility to teach social behaviour to all children.

We should be clear with staff, pupils, parents, about which expectations are non-negotiable.

All pupils have the right to be educated no matter how challenging their behaviour.

Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

Being Positive:

Parents and Carers need to be as fully involved as possible.

We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.

If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.

We should recognise acceptable behaviour through positive reinforcement.

We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

Being Assertive:

We believe we all have rights - teachers have the right to teach, pupils have the right to learn.

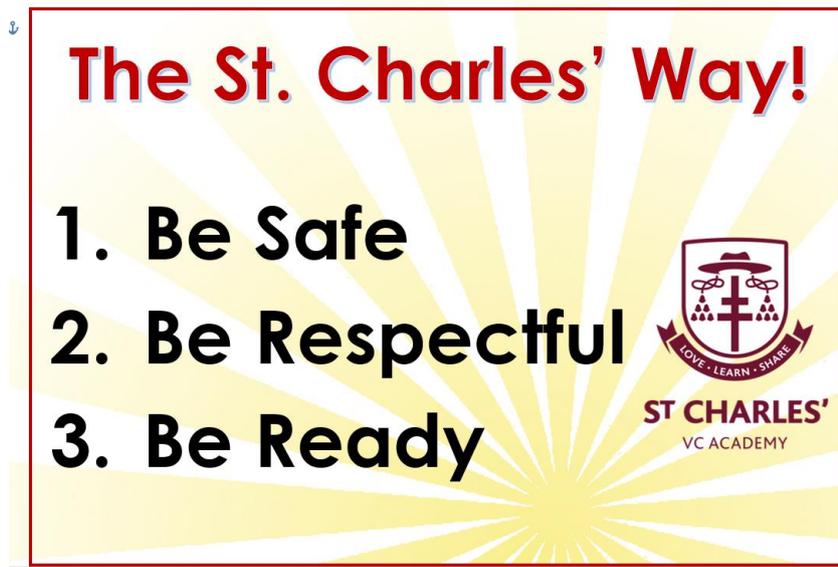
Pupils and staff have the right to feel safe in school.

Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.

We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.

Staff requires support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

Our School Rules (to be displayed in all areas where children learn):



Be Ready – being ready to learn and allow others to learn

Be Respectful – being respectful to all

Be Safe – being and keeping yourself and others safe

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

“Praise, recognise and respond”

We believe that praise is the most powerful form of influencing children's behaviour.

Verbal Praise

At every opportunity, when positive behaviour is displayed, the 3 school rules are followed and those that go 'Above and Beyond', verbal praise will be given so that the behaviour we expect is recognised and modelled to those around.

St. Charles' Core Values (see appendix 8)

At St. Charles, we believe that our Core Values of Resilience, Empathy, Aspiration, Contribution and Happiness are not just vital for successful learning but are essential life skills.

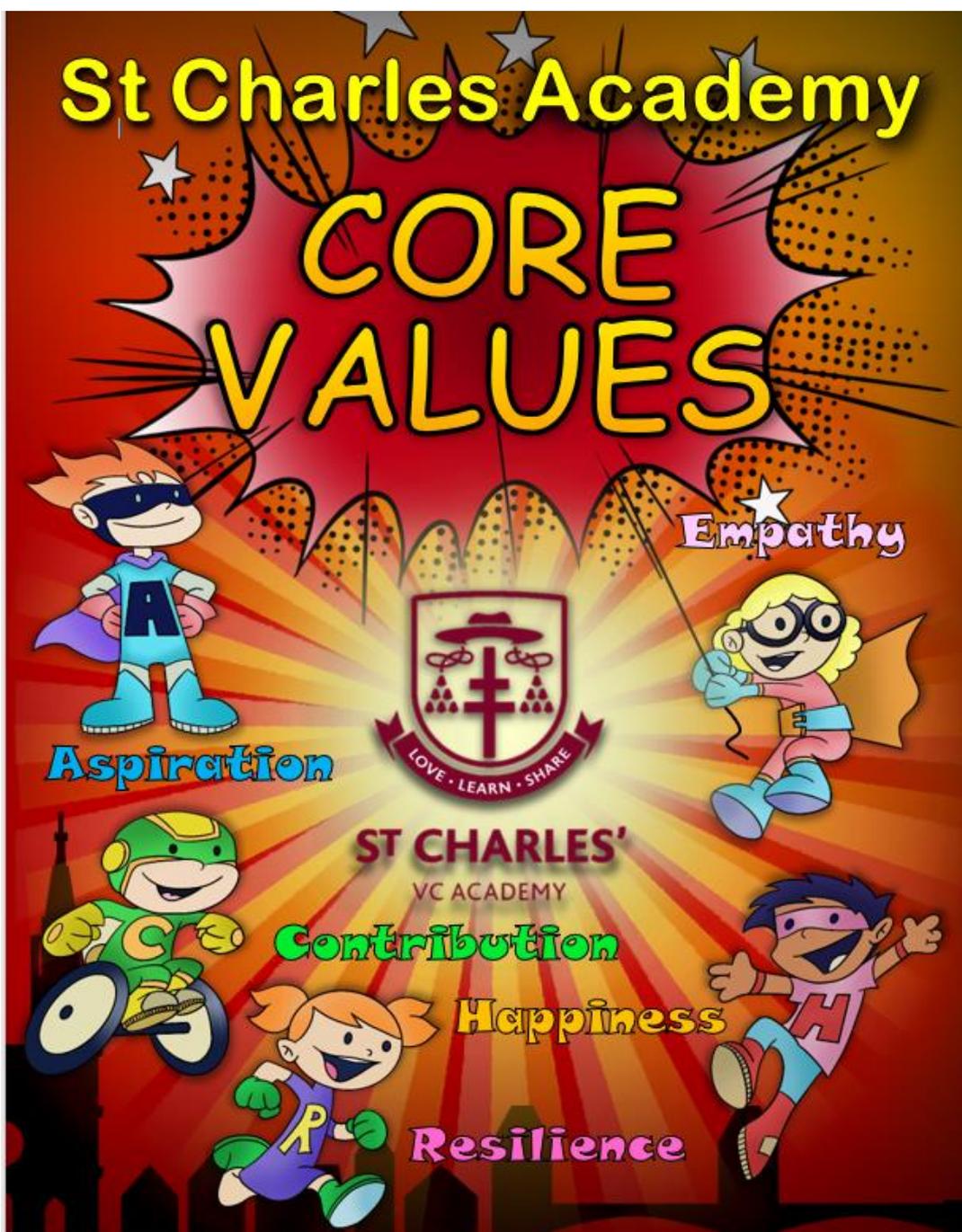
Each adult in school has access to a supply of Core Value Tokens with colours that match a specific value. Whenever a child goes 'above and beyond' demonstrating a core value, they will receive a coloured token matched to that value. These tokens are then placed into a Token Bank (one situated in the KS2 corridor and the other, in the KS1 corridor).

These tokens are then counted by year 6 Token Monitors every Friday afternoon and are then celebrated in our Friday Attendance assembly.

We will also, have specific Core Value weeks where we focus on a particular Core Value; this is so we can ensure children are reminded of the meanings of the Core Values and we continue the high expectations which we expect within our school and community.

Core Value Assembly

Each Friday, teachers choose two children from their class who have gone above and beyond demonstrating a St. Charles' Core Value and invite their parents/carers to a special praise collective worship. Children receive a special certificate to take home and an invitation to have hot chocolate and a treat with the leadership team during morning break.



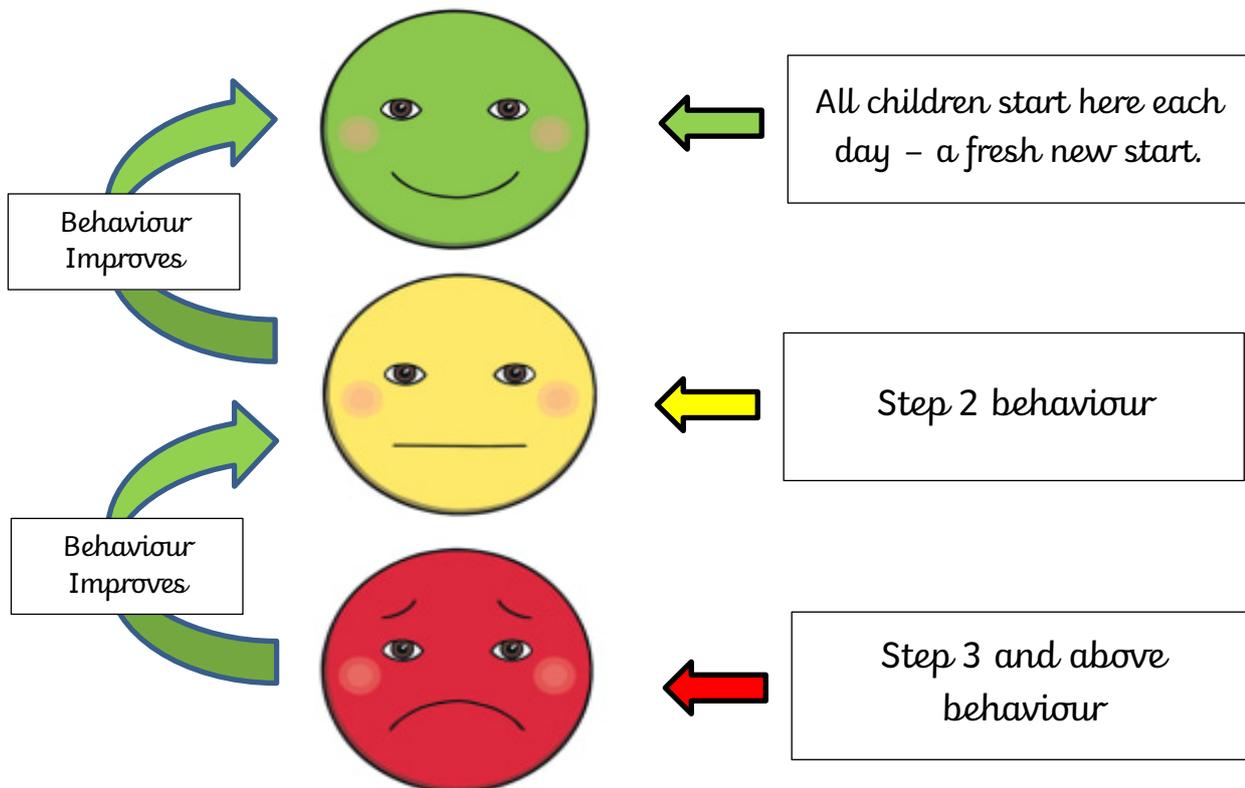
Behaviour in Children:

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.

On occasions behaviours, and/or attendance can deteriorate through events such a bereavement, abuse, divorce or separation of parents or due to a specific diagnosed or undiagnosed condition.

It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should speak to the Behaviour Lead or SENCo to discuss additional support strategies using the school's graduated response. However, if staff believe the behaviours relate to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.

Our Traffic Light System:



Restorative Practice and Meetings

Where possible the school will try a range of strategies before issuing any consequences. These will be used in line with the St Charles' 'agreed script' (appendix 5).

For real change to take place it is essential that the children face up to their own responsibilities in a realistic and reflective manner. This may take the form of 'restorative conversations' with the adults working in the class or with a member of the Senior Leadership Team. These may occur during morning play or lunchtime but must be conducted at the earliest opportunity.

Alternative lunchtime play provision organised by the SENDCo and supervised by experienced support staff is also an option for vulnerable pupils or for those with specific needs.

Sanctions:

The system works as follows (using the traffic light system on previous page):

1. Positive reminder about behaviour.
2. A non-verbal or verbal warning. Focus on positive praise with desired behaviour. (Step 1)
3. If the behaviour continues, the child's name moves from 'green' to 'amber'. Only children making the wrong choices will miss 2 minutes of playtime to complete their work. Child's name can be returned to 'green' once the desired behaviour has been seen. (Step 2)
4. If the behaviour continues, the child is given time out within their classroom – placed on table away from other children to stop learning disruption. Only children making the wrong choices will miss 5 minutes of playtime to complete their work. Again, their name can be returned to 'green' once the desired behaviour has been seen. (Step 3)
5. If the behaviour continues, the child is sent to the Phase Leader and name placed into red. (Step 4) The child will then see the phase leader. The child will then need to miss 10 minutes of their break to make up the learning time missed. The class teacher will record the incident on the CPOMS. If a child is sent to the phase leader twice, then the phase leader must inform the parents of this behaviour and discuss steps forwards for the next day.
6. If the child continues to persist with their chosen behaviour or the incident is deemed serious then the child is referred to the Assistant/Deputy/Head of school(Step 5/6), a CPOMS log must be recorded by adult who dealt with the incident, a meeting will be arranged with parents and possible exclusions will be sanctioned dependent upon severity of behaviour (Step 6).

Extreme behaviour

There are a wide range of totally intolerable behaviours which are covered in separate policies: racism, sexism and bullying for example. In addition to these, St Charles' will also take direct action in the case of: abuse of staff, extreme violence, weapons, vandalism, alcohol and cigarettes. Whilst we are guided by restorative principles (and will arrange a full restorative meeting involving all affected parties when severe harm is caused) it is also the case that behaviours of this type could result in exclusion from St Charles'.

Behaviour Support Plans

For some pupils more specific support is needed in the form of an Individual Behaviour Support Plan. This plan is individual to the pupil, identifies where and what support is needed and it recognises triggers and coping mechanisms.

Internal or Fixed Term exclusions

If a serious incident occurs, (see appendix for incident forms), the Senior Leadership Team may decide that a pupil should be excluded from the classroom and playground for longer periods of time and asked to work in another class. This can happen from between half a day and up to 5 days. The child may also be excluded from eating their lunch with their peers.

Fixed term exclusion is an extreme sanction, the Head of School will normally consult with the Chief Operating Officer and Chief Executive Officer, so that all options can be explored. The decision to exclude will be followed immediately by a telephone call to the parent/carer, followed by a letter home. A parent has the right to make written representations to the Trust board about the exclusion.

Permanent exclusion is an extreme sanction and is only administered by the Chief Executive Officer of the Trust.

Intervention and support

For children with an BSP additional resources are available. In school these children have access to and time with the Emotional Wellbeing and Behaviour co-ordinator. The co-ordinator not only works alongside the pupil but also with the family, class teacher and other professionals. Some pupils are referred to outside agencies for alternative provision (both temporary and permanent, depending on circumstances.) We work closely with parents/carers under these circumstances. Children can access the resource of the EWB co-ordinator if they have emotional or social difficulties. Pupils without an BSP should be disciplined by the class teacher or phase leader. Pupils who have been identified as involved in bullying will be dealt with in accordance the Anti Bullying Policy and will have the support of the EWB co-ordinator.

Vulnerable Pupils

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. Behaviour is a fixed agenda point during weekly senior leadership team meetings and vulnerable children are discussed. Fortnightly, the SLT, SendCo and Designated Safeguarding Lead meet to review our vulnerable children and discuss support, if required. This could be internal in school or from the various outreach services we have available across the city.

Peer on Peer Abuse

At St Charles' VC Academy, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying
- being coerced into sending sexual images/texts (sexting)
- physical or sexual assaults
- child sexual exploitation
- sexual harassment

These forms of behaviour should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EH&SH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.
- Necessary pastoral support will be offered to all affected parties.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)

Screening, Searching and Confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. All searches must be undertaken by a member of staff who is the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

Prohibited items include:

- alcohol
- knives or weapons
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Support from outside agencies

Sometimes support from outside agencies may be necessary in supporting the child and meeting the needs of the individual. This will be done with the consent from parents. Agencies may include the Whitehouse, Barnardo's, Womens Aid, KIDZ, The Warren, School Nursing Team, etc.

Inappropriate conduct beyond the school gates

Teachers' powers: This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

Use of reasonable force At St Charles' VC Academy

We view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment. Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following: · committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); · causing personal injury to, or damage to the property of, any person (including themselves); or · prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise. Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

False allegations against members of staff

Allegations against members of staff are taken extremely seriously and will be dealt with in line with guidance from the Local Authority. St Charles' VC Academy will make every effort to maintain confidentially in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation. Suspension of the accused member of staff will not necessarily be the default action of the school. If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Executive Head and Head of School will consider the appropriate disciplinary action against the pupil who made it.

(Reference to Keeping Children Safe in Education September 2020)

Monitoring and tracking Behaviour

Behaviour incidents are logged by all adults using CPOMS. We use CPOMS to electronically to ensure incidents are logged which enables us to monitor and analyse types and patterns of behaviour to ensure all children are safe within our school. The Leadership Team will collate and analyse these logs at the end of each half term to identify key problem areas around the school & ensure plans are put into place to address them.

Staff Training

School senior leaders have the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

Appendix



ST. CHARLES' VC ACADEMY BEHAVIOUR PLAN

Pupil name:	Class:	Teacher:
Date of birth:	Medical conditions/needs:	
Date plan starts:	Staff working with the pupil:	
Date of next review:		
Challenging behavior <i>What does it look like?</i> <i>What triggers it?</i>	Targets <i>What are we working towards?</i> <i>How do we get there?</i>	
Strategies for positive behavior <i>How do we maintain positive behavior?</i> <ul style="list-style-type: none"> • <i>Phrases to use</i> • <i>Rewards, motivators</i> 	Early warning signs <i>How do we prevent an incident?</i> <ul style="list-style-type: none"> • <i>What to look out for</i> • <i>How to respond (reminders, alternative environment)</i> 	
Reactive strategies <i>How do we diffuse the situation?</i> <ul style="list-style-type: none"> • <i>What to do and what not to do</i> • <i>Phrases to use</i> • <i>Calming techniques</i> <i>At what stage should another member of staff be informed? Who should this be?</i>	Support after an incident <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything that staff can learn about working with this pupil?</i>	
Agreement:		
Parent name:	Staff name:	
Parent signature:	Staff signature:	
Date:	Date:	

ST CHARLES' VC ACADEMY SERIOUS INCIDENT RECORD

Name of young person:	Name of person writing report:	
Date & time of incident:	Location of incident:	
Name(s) of staff involved:	Name (s) of witnesses:	
Reason for intervention: <ul style="list-style-type: none"> • Injury to a person • Damage to property • Criminal offence (homophobia, racism, etc.) • Serious disruption • Absconding (leaving the room or building) 	External agencies informed <ul style="list-style-type: none"> • Medical staff • Parent/carer • Social worker • Police • other 	
Briefly describe events leading up to the incident:		
Behaviours that occurred:		
Verbal abuse	Slapping	Punching
Biting	Pinching	Spitting
Kicking	Hair grab	Neck grab
Clothing grab	Body holds	Arm grab
Weapons/missiles	Head butting	Self-mutilation
Pushing	Disruption	Damage to property
Who was at risk?		
Briefly describe events that occurred during the incident:		
Describe any changes made to routines, staff or environment in an attempt to reduce the risk:		

Diversions, Distractions & De-escalation strategies attempted:	
Verbal advice	Limited choice
Clear directions	Distraction
Negations	Planned ignoring
Take up time	Consequences
Time out	Humour
Change of staff	Success reminders
Medical intervention	
Injury to child:	Action taken:
Injury to staff:	Action taken:
Injury to others:	Action taken:
Action following the event:	
Person responsible for safeguarding has checked this record:	
Parent/carer informed by phone or in person:	
Parent/carer informed by letter:	
Risk assessment to be carried out:	
Positive Handling Plan to be completed:	
Procedural change:	
Student support:	
Staff support:	
Relationship repair:	
Disciplinary action:	
Has any complaint been lodged: YES NO (details not to be recorded here)	
Signed by:	Role:
Staff to be informed BEFORE the Head Teacher	PHASE LEADER <input type="checkbox"/>
An informed decision is needed before following the hierarchy of staff. If a child has physically assaulted another child & caused an injury then SENIOR LEADERSHIP TEAM should be informed straight away.	ASSISTANT HEAD <input type="checkbox"/>
	DEPUTY HEAD <input type="checkbox"/>

ST CHARLES' VC ACADEMY BEHAVIOUR INCIDENT RECORD

Name of Child: _____ Class: _____

Date of Record:	Reported by:
Date of Incident:	
Time of Incident:	Location of Incident:
Names and Classes of children involved:	
Type of Incident: Incitement Swearing Name calling (adults' discretion as it may not be a serious incident) Classroom disruption (low level) Unkindness to another child which is not deemed necessary for serious incident form PHYSICAL ALTERCATIONS ARE SERIOUS! (Use the blue form)	Not following instructions (adults discretion as it may not be a serious incident) Rudeness to a child Rudeness to adults (serious if persistent) Ridiculing Other What? _____
Brief description of Incident:	
Phase Leader's comments of actions taken (restorative/parents informed/plans etc.):	
Consequences if needed / further action :	
Class Teacher's actions regarding the incident (restorative conversation/ sanction). TAs MUST inform class teacher of incidents that the teacher may have been absent for	



St Charles Behaviour Pathway

Recognition	<p>Positive Recognition Board</p> <p>Pupils who demonstrate work, behaviour or attitudes which are above and beyond what is expected will have their name recorded on a class positive recognition board.</p>
	All children each start each session (before break, after break and afternoon) in green
1	<p>Positive Reminder</p> <p>A reminder is provided about expected behaviour. Positive praise is used to highlight the positive behaviour of other children before a warning is given</p>
2	<p>Warning</p> <p>A clear warning is given which provides a reminder of the expected behaviour and clarifies that the child will reach amber if they continue to behave inappropriately.</p>
3	<p>Amber</p> <p>If inappropriate behaviour persists, the child reaches amber. At this point the child is told they have reached amber but given clear steps to follow in order to return to green by the end of the session. If the child follows the steps outlined, they return to green without consequence.</p> <p>If a child doesn't follow the steps outlined, they will complete 5 minutes reflection time during break time or lunch time.</p> <p>Parents will be informed if a child persistently reaches amber.</p>
4	<p>Red</p> <p>If inappropriate behaviour persists, the child reaches red. Children who reach red will be sent to a senior leader at an appropriate time.</p> <p>Children who reach red will receive a proportionate consequence. Incidents related to a child reaching red will be logged on CPOMS.</p> <p>Parents will be informed of red incidents face to face or via telephone. If a child reaches red twice in a half-term, a meeting will be arranged between parents and the Head of School.</p>
Fast Track	<p>A child may instantly reach red if one of the following occurs:</p> <ul style="list-style-type: none"> • Physical harm to another child or adult • Destruction of property • Defiance • Abusive, racist and homophobic language directed intentionally to cause alarm and distress.



Behaviour Flow Chart



★ **Recognition Board** ★
for behaviour, attitude and work that goes
above and beyond #STCStars



Sustained
positive
behaviour

Green



Positive Reminder



Pre Warning



Amber

Short
reflection time

Serious
incidents of
behaviour



Red

Visit to Senior
Leader

- Communication with parents
- Incident logged
- Proportionate consequence

PiP & RiP

Appendix 5.

Agreed Scripts

30 second intervention

- "I noticed you are (having trouble getting started/ struggling/ etc....
- It was the rule about.....that you broke.
- You have chosen to
- Do you remember last week/ yesterday/ this morning when you (celebrate previous achievement)?
- That is who I need to see today....
- Thank you for listening"
- (Give the child some take up time)

Seven assertive sentence stems to set you off

- You need to (speak to me at the side of the room)
- I need to see you...(following the agreed routine)
- I expect.... (to see your table immediately tidy in the next two minutes)
- I know you will.... (help...)
- Thank you for (letting go of her hair, let's walk and talk)
- I have heard what you said, now you must ...(collect your things calmly and move to,...)
- We will..... (have a better day tomorrow)

Developed script

- You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... if you choose not to do the work, then this will happen...I will leave you to make the decision.
- Do you remember yesterday when you helped me to tidy up, that is the Stefan that I need to see today, that is the Stefan that
- I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.
- I am not leaving, I care about what happens. You are going to be brilliant.
- What do you think the poor choices were that caught my attention?
- What do you think you could do to avoid this happening in the next lesson?
- Darryl it's not like you to...(kick doors/ shout out)

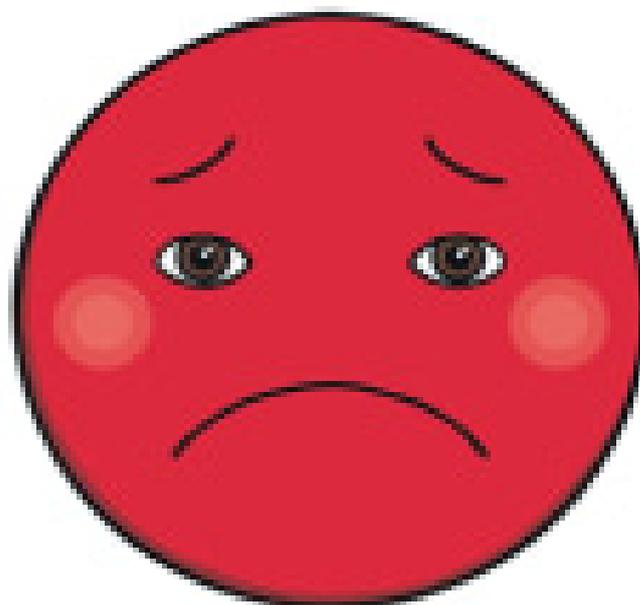
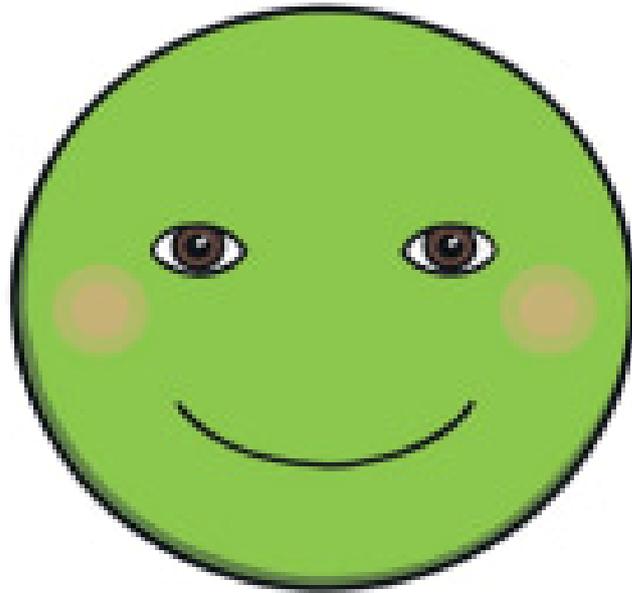
The St. Charles' Way!

1. Be Safe
2. Be Respectful
3. Be Ready



ST CHARLES'
VC ACADEMY





St Charles Academy – Our Core Values

What the Superheroes mean...

<u>R</u>esilience		Resilient Ruby <ul style="list-style-type: none"> Working hard and overcoming setbacks. Working over a longer period to reach a goal. Learning from our experiences. Keeping going.
<u>E</u>mpathy		Empathy Ela <ul style="list-style-type: none"> When we show our peers that we care, that we understand how they feel and that we can help. Working together to a shared goal. Pooling resources so that we all benefit equally. Communicating.
<u>A</u>spiration		Aspiration Arthur <ul style="list-style-type: none"> Presenting what we have learned or done. Explaining ourselves. Sharing our work with other within and outside our academy. Understanding the bigger picture. Leading
<u>C</u>ontribution		Contribution Connoh <ul style="list-style-type: none"> Playing our part Doing the right thing, even when no-one is looking. Being part of a team Supporting others Trying our best Leading a team
<u>H</u>appiness		Happiness Hakim <ul style="list-style-type: none"> Sharing our thoughts with others Showing that we enjoy what we do Rewarding each other Having personal goals Reaching a target Improving and getting better at something – making progress.

Rewarding Core Values...

All school staff will look out for when pupils show one of our Core Values. When a pupil demonstrates a Core Value, they will be rewarded with a token to place in the collection boxes in the Hall. Each week, our School Council will count the number of tokens in each collection box to find out which Value we have shown the most that week.