



**Behaviour Policy,  
incorporating  
Anti-Bullying Policy.**

***Written after consultation with  
all staff, parents and children at  
our school.***

***Approved by staff : 4<sup>th</sup> October 2017  
Discussed by School Council : 18<sup>th</sup> October 2017  
Approved by Governors: Draft***

***Review date: January 2019***

***Behaviour Policy***

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## Aims and Expectations

At Rosehill Methodist School, it is our aim to develop a positive atmosphere and ethos that is so important to the learning and personal development of every pupil in our school. We aim to do this by promoting an environment that is safe and supportive so that all children can reach their full potential, emotionally, socially and intellectually. All adults in school are committed to behaving in a respectful manner both with each other and with all children. Following a series of Staff meetings, a Rosehill Promise was created to highlight our core values and expectations relating to behaviour.



# ROSEHILL METHODIST COMMUNITY PRIMARY SCHOOL OUR PROMISE

## Core Values

Generosity Compassion Courage Forgiveness Friendship  
Respect Thankfulness Trust Perseverance Justice Service Truthfulness

**In our school we promise to teach pupils about our core values. We will model these ourselves and help prepare our children for the next stage of their education and place in society.**

By promoting such High Social Standards, we will teach children to respect themselves and others.

How?

Co-operation and consideration for others will be rewarded through praise as will the efforts of those people who are trying hard to improve.

When giving sanctions or praise we will always focus on the behaviour rather than the individual.

Sanctions will be given in sorrow rather than in anger, stress it will happen as a consequence of wrong choices and seek a solution and improvement. This will be done in a way which is polite, consistent, persistent and insistent.

When dealing with poor social standards, no adult will speak to or punish a child in a way that demeans them or undermines their self-esteem.

We will find a way for every child to be successful in some appropriate way and build their self-esteem.

We recognise parents are our partners in managing pupils' social standards and we expect them to join us in modelling these high standards.

When will we promote Social Resilience?

Each day we will teach pupils how to successfully interact with each other and where to find support when in difficulty.

Each day we will encourage pupils to consider how their peers are feeling and to support them to succeed in school.

Each day we will teach pupils to be responsible for their actions, that everyone makes poor social decisions at times, but that such decisions must be paid for with a consequence if we are to learn from mistakes and move forwards to succeed.

How will we promote Learning Resilience?

We will teach pupils strategies to allow them to work independently and take responsibility for their own learning.

We will teach pupils that their genuine efforts will be rewarded with success, to rise to learning challenges with confidence and to support their peers in doing the same.

Each day we will teach pupils to appreciate both intrinsic and extrinsic reasons for their learning and aim to raise aspirations regarding future opportunities.

At Rosehill Methodist Community school we will continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

**Rights and Responsibilities in Promoting Positive Behaviour**

<b>Rights and Responsibilities</b>	
<b>Staff will:</b>	<b>Staff will need:</b>
be consistent and fair	consistency and fairness from others
be able to justify their actions in the imposing of rules, rewards and sanctions	understanding and support in using the rules, rewards and sanctions
set high levels of expectations of children's academic and social progress so that they may experience satisfaction and a sense of achievement	everyone to work hard in aiming to achieve these high standards both with and for the children and will expect training and support in working towards these targets
promote the Methodist ethos of the school, involving the school chaplain in the everyday lives of the children	support and guidance about how the Methodist ethos impacts on the spiritual development of children
set the right climate in class and around the school in promoting positive relationships between all members of the school community	training and development for all members of the school community in encouraging these positive relationships
consult and co-operate with others when and where appropriate	consistency and cooperation from others in promoting good behaviour throughout the school
take the appropriate action to try to solve issues with speed and sensitivity	the support, understanding and patience of others when that appropriate action is taken
set clear targets to enable future identifiable progress	pupils to work hard towards those targets and parents to understand and help with these targets
provide challenging, exciting and meaningful learning activities for all children, which are matched to their needs and abilities	pupils to engage and interact with these activities behaving in an appropriate way
assess children's achievements so that they can be made aware of their own progress	pupils and their parents to engage in the assessment process so that they are aware of their targets
use praise and encouragement <b>WHENEVER POSSIBLE</b>	consistently applied systems and structures that promote the use of praise and encouragement
provide extra-curricular activities which enable children to develop new interests and skills	pupils to show a good attitude and appropriate behaviour both in and out of school time
ensure, wherever possible, the safety of children in their care	pupils to show good sense and a developing awareness of their own health, wellbeing and safety
consistently enforce rules about care and tidiness of the whole school and surrounding community and to set a good example of such.	all members of the school community to apply the same rules and care so that the school is looked after and a good example is set by all
be considerate to the needs of others and <b>be prepared to listen without judgment</b>	respectful and polite interaction from parents, staff, children and the school community

<b>Rights and Responsibilities</b>	
<b>Children will:</b>	<b>children will need:</b>
show kindness to one another	kindness shown to them
be supportive of each other in times of need	the support of others when they need it
be polite to at all times and treat everyone with respect	to be treated with politeness and respect by all members of our school community
be considerate to the needs of others and <b>be prepared to listen</b>	their needs to be considered and to be listened to when they have something to say
respect school property and the property of others	to be encouraged to use equipment and resources appropriately
strive to work to the best of their ability	support from staff who plan for excellent and enjoyable learning experiences
behave in a way that ensures their safety and the safety of others	guidance from others who will model, teach and encourage safe practices
dress appropriately and safely for all school activities	support from parents/carers in supplying appropriate dress and resources

<b>Rights and Responsibilities</b>	
<b>Parents will:</b>	<b>Parents will need:</b>
Get to know about their child's life in school	to be informed about all aspects of their child's experiences at school
Support the school policies and guidelines for behaviour	to be consulted and informed about policies regarding behaviour
See that their child attends school regularly, on time, properly equipped and wearing school uniform	to be made aware of school targets for attendance and follow all guidance about continued absence from school
Let the school know about any concerns or problems that affect their child's work or behaviour	to know immediately if there is a concern about their child's behaviour
Attend information and open evenings and opportunities for discussion about their child's effort, progress and behaviour	clear information about how their child is doing as well as ample opportunity to discuss the progress of their children
Support their child in homework and other opportunities for home learning	a clear understanding of what is expected of their child when doing home study
treat staff members with respect and politeness, listening and communicating with courtesy	to be listened to and spoken to calmly, politely and respectfully by staff members

Good behaviour is expected and promoted by providing high quality teaching and learning experiences. We will aim to ensure that each child receives their entitlement to excellent and enjoyable lessons that engage them fully.

We understand that good behaviour is promoted through good modelling. Our staff will 'walk the talk', behaving in a way that we want children to copy. It is our responsibility to ensure that our activities are appropriate, stimulating and challenging for children; aiming to make their experiences as enjoyable and fulfilling as possible.

As a Methodist school, we will work with the church community to engender good behaviour within our children. With the church's support, we will work towards the aims as stipulated above with love, compassion, fair-mindedness, and restorative justice.

## **Procedures and Practice**

The whole school will work towards the premise that each staff member will look for (and create) opportunities to reward positive behaviour, and that the rewards will remain consistent throughout the school with this policy.

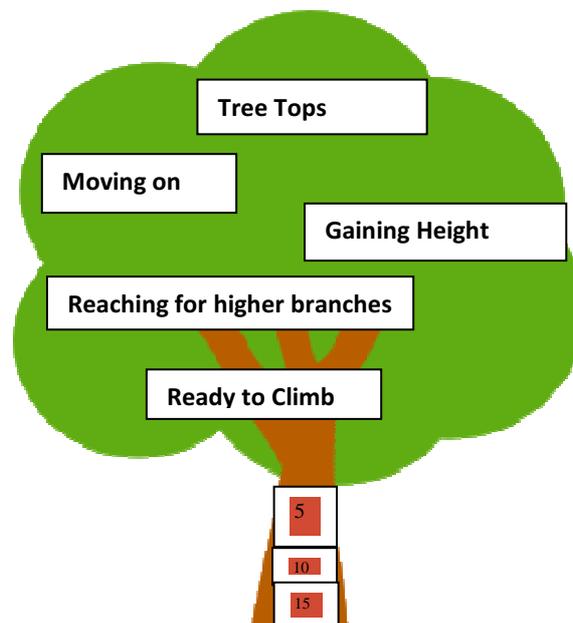
We work towards the school's

### **Golden rules:**

**DO be gentle**  
**DO be kind and helpful**  
**DO work hard**  
**Do look after property**  
**DO listen to people**  
**DO be honest**

## **Rewards**

Rewards will have a physical and visible presence in all classrooms



The Class Tree will replace the old sanctions ladder. Children will place their name pegs on the tree at the section labelled Ready to Clim at the start of each day. Good effort and good learning behaviour will be praised and children's pegs will be moved through the various parts of the upper tree during the day.

**Reaching for higher branches:** Teachers will give positive praise and name the effort which is being applied. Child moves peg to this section. Further good effort and learning behaviours can be recognised and the child praised for continuing to reach for higher branches. Teacher discretion and the nature of further efforts will determine when a child moves up to next section e.g. maybe 5 instances of good effort before a move. This will be dependent on the needs of the class.

**Gaining Height:** Teachers will still praise positive behaviour and name the effort but can now award stickers for sticker chart. These will vary for KS1 and KS2. When a sticker chart is full a child may take a lucky dip from a selection of class gifts e.g. pencils and small toys.

**Moving On:** Teachers will still praise positive behaviour and name the effort but can now award smelly Stickers for sticker chart. Teacher discretion and the nature of further efforts will determine when a child moves up to next section e.g. maybe 5 instances of good effort before a move. They may or may not result in another smelly sticker but the child would remain on these branches.

**Tree Tops:** Teachers will still praise positive behaviour and name the effort but can now inform Head Teacher of the good effort. Head Teacher Postcard home and Head/Deputy sticker. 5 Tree Tops in a term and the child may chose own reward to share with a friend e.g. time on IPad or raft activity.

Promoting good learning behaviours in class will be as visible as sanctions have been in eh past.

### **Discovery Time**

Discovery Time will be replaced with an enrichment activity for the **whole** school each term e.g. Pantomime or adventure assault course. Historically those who had received sanctions lost time in well done activities or missed them altogether. Pupil and staff voice have shown that these are often the very children who would most benefit from such an experience.

### **Enrichment Activity Procedures**

These activities will take place each term. Children will be informed about the nature of the activity at the start of each term. The School Council will be involved in the selectin of activities available.

### **Other ways of promoting and rewarding positive behaviour**

Teachers and staff members may wish to provide other ways of promoting positive behaviour in their classrooms or with their workgroups. This could be in the setting up of table points championships, points awards or stamp awards. This may or may not work towards rewards that are detailed above but must not take the place of those procedures, except under circumstances that have been agreed with the class teacher, the SENCo and the Head or Deputy, (e.g. when a behaviour action plan or script is in place).

### **Praise Assembly**

Although Rosehill School staff believe that all children should behave well always and make the correct decisions regardless of an incentive system, rewarding good behaviour and effort is viewed as a useful tool for raising the aspirations and self esteem of the children at. Praise Assembly gives the school community a chance to say “well done” to all children, (and staff) whose achievements we are celebrating. A ‘Golden Child’ will be chosen each week by the class teacher. Their names will be written in the ‘Golden child book’ and then presented with a certificate and conduct special duties in class e.g. monitor roles for the following week. Whole school well done assemblies or Praise assemblies will take place each week on Fridays.

### **Buddies**

We recognise the need to establish a sharing community within our school. We endeavour to do this by engaging year 5 pupils in our buddy scheme. This takes place at lunchtimes and involves those children supporting younger children in the dinner hall and playing with them in the courtyard. Their role is a modelling one, seeking to promote and model good, considerate and tolerant behaviour.

## **Early Years: Rewards**

The Early Years follow much of the Whole School Behaviour Policy, however they adapt this to suit the needs and age of the younger children in our school.

The children have a ten space sticker chart, which they receive a prize for when complete.

## **Lunchtime:**

As the **Golden Rules** apply around school, **Silver Rules** apply in the dining hall, where all lunchtime staff will look for (and create) opportunities to reward positive behaviour. Lunchtime Supervisors will issue stickers for jumpers and inform teachers about those who have behaved particularly well.

## **Silver Rules**

**Do line up sensibly**  
**Do remember to say please and thank you**  
**Do walk carefully around the hall**  
**Do take your coat off and sit on it**  
**Do use a knife, fork and spoon correctly**  
**Do speak quietly to your friends around the table**  
**Do keep the dining room floor clean. Pick up anything you drop**

# **Sanctions**

Children will be sanctioned because of undertaking behaviours that are considered unacceptable within the school environment and impinge on the rights of others. We are committed to sanctioning children fairly and with consistency. Sanctions within our school should allow the child to consider the consequences of their actions and to reflect on their behaviour.

## **Key Stage 1 and 2 Sanctions:**

If a child behaves inappropriately within the school day they will be issued with a series of accumulative sanctions as detailed below:

1. 'The Look'
2. A reminder about inappropriate behaviour
3. Verbal Warning
4. Written Warning 1: Move peg - recorded by teacher, including the reason for the warning; 5 minutes loss of Play Time.
5. Written Warning 2: Move peg - 10 minutes loss of Play Time.
6. Written Warning 3: Move peg - 15 mins loss of Play Time. Parents should be made aware at earliest possible opportunity
7. If a child receives 4 written warnings a child will be sent to work in another class (pre-arranged classes). More than 4 warnings in a day a member of the SLT should be informed, a letter sent home (App C) and a meeting arranged with parents if necessary.

Children who lose minutes from their playtime will be supervised by a member of the year group team. Class teacher may exercise discretion as to when the playtime is missed or lunchtime.

Importantly once the 'Time' has been served for the 'Crime' a child is able to return to READY TO CLIMB on the tree. This may be at lunchtime if the time has been served at playtime or the following morning if an opportunity to do the 'Time' was not possible. In these circumstances the loss of playtime may be parked in a 'Holding Bay' to ensure it is not forgotten but the child MUST be given the opportunity to start each new day afresh and have the opportunity to learn from their mistakes.

### Early Years

The children are given a verbal warning; they are reminded that they are making the 'wrong choice' and then informed that if they continue to do so they will serve a 'Time-Out.'

Time-Out involves the child sitting on a designated spot on the carpet for 1 minute for each of his/her years, ie 4 minutes for a 4 years old / 5 minutes for a 5 years old.

Nursery have a 'calming corner', a space for reflection with cushions and sensory toys which can be used by children to calm down and manage their emotions.

### Red Cards at Lunchtime

**Issued for:**  
**Calling someone names**  
**Ignoring an instruction**  
**Hurting another child**  
**Being rude to an adult**  
**Breaking the safety rules**

Inappropriate behaviour at lunchtimes may mean the child is given a **red card**. This is given after repeated warnings about behaviour. A red card will result in a written warning. Three red cards in one half term will mean that contact is made with parents by the head/deputy regarding persistently poor behaviour. A fourth red card will result in a lunchtime exclusion and the child will need to be collected from school by a parent and returned after lunchtime (see example of letter to parent's in appendix.) Red cards will be monitored by the SMT. SMT should be informed by duty staff of children with 3 red cards or more.

### Lunchtime Time-out sessions:

If a child's behaviour is causing concern at lunchtimes, or for other relevant reasons, (i.e. they have been issued with a red card), the duty teacher will be informed and the child will spend Time-Out in The Central Support Room (currently Mrs Feakes classroom) for the rest of the session. This will be recorded by the duty teacher on the Time-Out tracking sheet. This will be monitored by the SLT and take any required action.

### Duty Staff.

To ensure that any issues that arise are dealt with quickly there is always a member of the SLT or SMT on duty at lunchtime.

In addition to this, TA staff are on duty to cover any First Aid need and in the event of a child feeling poorly or who has soiled or wet their clothes, then a TA is on duty to look after them and call parents if necessary.

### Play Time Red Cards

Teachers and staff on duty issue red cards for the same behaviour seen at lunchtime. The senior member of staff makes the decision whether it constitutes a red card or not. Depending on the time, a child may be asked to stay with a teacher or serve their 'Time' at lunch time detention for no more than 15 minutes. Staff have their own pack of Red Cards (with a **P** on the front to denote Playtime)

### **PE Kit**

On the first occasion of a child not having a PE kit in school they are given a verbal reminder which is recorded by the sports coach. On the second occasion the PE coach gives the class teacher a letter for the child to take home. On the third occasion the class teacher is informed by the sports coach. The teacher then contacts the child's parents. A written warning is **NOT** given.

**Warnings:** Once a written warning has been given to a child by a member of staff then it cannot be removed.

## **Serious Offences**

Serious Offences will result in a **Purple Slip**

### **Definition of a serious offence:**

Aggressive and inciteful behaviour, including swearing  
Any form of physical and/or verbal abuse of adults within school  
Deliberately harming another child  
Deliberate damage to property within school  
Racial remark, comment or name calling  
Homophobic remark, comment or name calling  
Refusal to comply with instructions  
Stealing

### **Procedure for dealing with serious incidents:**

- Teacher or staff member completes part 1 of purple slip and sends child with slip to Head or senior manager
- Head or senior leader deals with incident and fills in part 2 of the slip. This is then placed in the purple file
- Child's parents informed
- The Head Teacher or senior leader then returns the child to the class teacher, informing them of action taken.
- Depending on the incident, the sanctions could be warnings, isolation in the Star space or lunchtime isolation or exclusion
- More than 2 purple slips in any half term may result in a fixed term exclusion.

### **Deescalating Strategies Team Teach**

Through the Team Teach scheme, the staff at Rosehill Methodist School have been trained in positive handling strategies and deescalating techniques thus enabling them to deal with children behaving in an inappropriate way. Team Teach works within the guidelines produced by the DCSF (2007)

The Head Teacher has a list of the staff members who are trained in Team Teach strategies.

All incidents where Team Teach de-escalation strategies have been used must be recorded on a Team Teach Incident Form and passed to the Head Teacher. Where pupil's behaviour is regularly putting themselves or others at risk, a meeting will be held with parents to establish and record a Positive Handling Plan. This plan will detail what the parent believes to be acceptable handling during situations where their child is at risk.

# **Bullying is not tolerated in this school**

**We take every report of bullying seriously and respond to all incidents as described in our Anti-Bullying Policy, (see App A).**

Each class teacher has a 'Concerns File', in which the teacher will log any issues that they deem significant in how each child is behaving in school. These may be of a pastoral nature.

An Incident Log of all potential bullying incidents is kept centrally in the Learning Mentors room.

A Bullying log of any incidents which are deemed to be bullying is kept centrally in the Learning Mentors room.

This is accompanied by any actions of follow up support provided by the pastoral team.

## **Homophobic Bullying**

The school promotes a positive and inclusive environment for all, and celebrates difference and diversity in all aspects of the school day. All staff have been trained in identifying and challenging Homophobic Bullying and the school is a Stonewall Champion. (Stonewall is a member of the Equality and Diversity Forum and campaigns for gay and lesbian rights)

Homophobic language will be challenged by all staff and any incidents of Homophobic Bullying will result in a purple slip. (ref App D )

## **Racism:**

The school deals with all racist incidents within the guidance of LEA policy.

All incidents of racism are dealt with seriously. Each is recorded within the appropriate sanctions book and is reported to staff, governors and parents as required by LEA policy. All

Racist language will be challenged by all staff and any racist remarks or comment will result in a purple slip. (ref App D )

## **Allegations about a member of Staff**

Should an allegation of abuse, which may include inappropriate physical contact, be made against a member of staff it will be fully investigated per Local Authority Safeguarding Procedures. If the allegation is found to be untrue and malicious the Governing Body would support the Head Teacher's decision to take disciplinary action which may include permanent exclusion of the pupil.

*Safeguarding Children in Education: Dealing with allegations of Abuse against Teachers and Other Staff*

***If an allegation is shown to have been deliberately invented or malicious, the Head Teacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible if he/she was not a pupil." (DFES 2005 p9). This may result in a permanent exclusion.***

# Anti-Bullying Policy

## 1. Definition:

- 1.1. At Rosehill we define bullying in the following way:
- It is done deliberately
  - It is done repeatedly
  - It takes power from the victim
- 1.2. Bullying takes many forms but there are four main types:
- Physical; (e.g. hitting & kicking, pushing, stealing),
  - Verbal; (e.g. name-calling, insulting, homophobic and racist remarks),
  - Indirect; (e.g. spreading nasty stories about someone, excluding someone from social groups),
  - Making repeated threats.

## 2. Prevention

- 2.1. At Rosehill, we try hard to create an atmosphere where bullying cannot survive. We will strive to ensure that no one has to tolerate bullies.
- 2.2. Approaches for prevention include:
- Ensuring that EVERYONE is vigilant to the signs of bullying; (anti-bullying week, children to sign the annual pledge etc)
  - Encouraging discussion about bullying, e.g. in class/assembly
  - Specific teaching and learning opportunities within and through the SEAL and PSHE curriculum and through P4C sessions
  - Creating an environment that supports the reporting of bullying, (for example, use of school buddies)
  - The school will work hard to ensure that all pupils know the difference between bullying and “falling out”.

## 3. Procedures

- 3.1. **We will take every report of bullying seriously.**
- 3.2. If an incident of bullying is reported, we will respond in the following ways:
- LISTEN to all reports of the incidents
  - INVESTIGATE the issue thoroughly and fairly
  - DISCUSS incidents with all involved parties.
  - REMAIN NEUTRAL and avoid asking leading or closed questions
  - RECORD any pertinent issues in the class concerns file.
  - INFORM all parties of outcomes where necessary and appropriate, including parents/carers

### Strategies

Use of circle time

Involvement of learning mentor

Class buddies

Involvement of school council

‘Circle of friends’

Involvement of School ‘buddies’

No Blame approach

## 4. Gender Differences in Bullying

- 4.1. There are key differences in the way in which girls and boys bully.

<b>GIRLS who bully typically .....</b>	<b>BOYS who bully typically .....</b>
have many friends	have few friends
are socially skilled	are socially inept
act in groups to isolate a single girl	act alone
are doing well in school	are doing poorly in school
know the girls they are bullying	don't know the boys (or girls) they bully

(Taken from 'Why Gender Matters' by Leonard Sax)

\* "A racist incident is any incident which is perceived to be racist by the victim or any other person"  
 Stephen Lawrence Inquiry Report.

We respond to racist incidents as governed by LEA policy and guidance.

# Rosehill Methodist Community Primary School

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Headteacher Mrs C Redman MA.Ed BSc (Hons)

Dear parent/carer,

Your child ..... from class ..... has received **four written warnings** about their behaviour this week. The four warnings they have received mean that they have lost 15 minutes of their playtime and were required to work in a another classroom.

The warnings may have been given for a number of reasons. Please discuss these reasons with your child and remind them about how they should be behaving during the school day. Any further warnings this week will result in more playtime time being lost and may mean that a meeting will be required with the class teacher and a member of the schools Senior Leadership Team.

**Please sign the slip below and return to your child's teacher to show that it has been received.**

Please contact your child's teacher if you have any questions about this letter.

Regards,

Mrs Redman  
Head Teacher

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I have spoken with my child ..... from class ..... and have explained the need for them to behave appropriately during the school day.

Signed ..... parent/carer.

Date .....

**Purple Slip**

**Name of child..... Class..... Date.....**

**Please indicate which serious incident:**

<b>Aggressive</b> and inciteful behaviour, including swearing	
<b>Any form</b> of physical and/or verbal abuse of adults within school	
<b>Deliberately</b> harming another child	
<b>Deliberate</b> damage to property within school	
<b>Homophobic</b> remark or comment	
<b>Racial</b> remark or comment	
<b>Refusal</b> to comply to instructions.	
<b>Stealing</b>	

**Details of incident,**

**Other ( please add detail ):**

**Response, including action taken and/or required:**

**Purple File..... YES – NO**

**Signed ..... Designation.....**

**Signed ..... Designation.....**



# ROSEHILL METHODIST COMMUNITY PRIMARY SCHOOL OUR PROMISE



## Core Values

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Respect Thankfulness Trust Perseverance Justice Service Truthfulness

**In our school we promise to teach pupils about our core values. We will model these ourselves and help prepare our children for the next stage of their education and place in society.**

By promoting such **High Social Standards**, we will teach children to respect themselves and others.

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Co-operation and consideration for others will be rewarded through praise as will the efforts of those people who are trying hard to improve.

When giving sanctions or praise we will always focus on the behaviour rather than the individual.

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When dealing with poor social standards, no adult will speak to or punish a child in a way that demeans them or undermines their self-esteem.

We will find a way for every child to be successful in some appropriate way and build their self-esteem.

We recognise parents are our partners in managing pupils' social standards and we expect them to join us in modelling these high standards.

When will we promote Social Resilience?

Each day we will teach pupils how to successfully interact with each other and where to find support when in difficulty.

Each day we will encourage pupils to consider how their peers are feeling and to support them to succeed in school.

Each day we will teach pupils to be responsible for their actions, that everyone makes poor social decisions at times, but that such decisions must be paid for with a consequence if we are to learn from mistakes and move forwards to succeed.

How will we promote Learning Resilience?

We will teach pupils strategies to allow them to work independently and take responsibility for their own learning.

We will teach pupils that their genuine efforts will be rewarded with success, to rise to learning challenges with confidence and to support their peers in doing the same.

Each day we will teach pupils to appreciate both intrinsic and extrinsic reasons for their learning and aim to raise aspirations regarding future opportunities.