



The Topsham School

Promoting Positive Behaviour Policy

Reviewed for CV 19 March 2021

Please see end of document marked **Guidance to support schools considering the temporary amendment of their Behaviour Policy to meet the changing circumstances related to Covid19: Devon Local Authority, Babcock**

Ethos

Every member of the school community has the right to feel safe in school. We aim to create a calm, nurturing, purposeful learning environment where every individual feels valued and respected and which supports all children make excellent progress.

At The Topsham School, children are expected to behave in a considerate and responsible manner and it is our aim that children grow up to be co-operative, fair minded, courteous, respectful and responsible citizens.

To support this, our core values are embedded across the school and are at the heart of our “**Good Choices**”. Children actively participate in the writing of these ‘rules’ to ensure they are part of the process and committed to abiding by them. These ‘rules’ are clearly linked to the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

We believe that the home/school partnership is vital in achieving standards of good behaviour. Parents will become involved at an early stage if behavioural difficulties become a matter for concern.

How school staff supports positive behaviour

All adults working in the school are expected to be consistent, firm and fair in promoting good standards of behaviour throughout the school. We know that effective working relationships are based upon clear expectations, mutual respect and regular praise. We create a climate where children understand that they have a choice in how they behave and adults actively support children in making ‘good’ choices and being responsible for their own actions. If an incident occurs, it is the behaviour and the ‘poor choice’ that is discussed with the child and a dialogue is had to enable the child to understand the appropriate behaviour or response that is expected and why i.e. the impact good/poor choices has on the individual learner, their peers and their teachers in relation to teaching, learning and progress and/or the well being of themselves and/or others.

All staff model how to talk and interact with others with respect and compassion. Children are taught how to talk and listen to each other and to explore feelings so that they are able to develop emotional intelligence, empathy and sensitivity. We use ‘circle time’ sessions to work on these issues with support from SMSC (Spiritual, Moral, Social and Cultural) materials as appropriate. We also plan our curriculum to include the development of learning and social behaviours.

Lessons are planned, pitched and matched to the needs of every child, to ensure that children are actively engaged throughout their learning time. This ensures low level disruption is eliminated.

Class systems to promote positive behaviour

- Every class has a display entitled: Our Choice Good Choice which includes the 'Good Choice' rules, associated with the school values and expected learning behaviours.
- Alongside these things each class in Key Stage 1 and Key Stage 2 has a ladder at the top of which is a star. At the start of each day all children's name are on the star. This is a daily process and resets at the end of each day, in readiness for the next day. The ladder provides a visual representation of the following process:
 - ✓ If inappropriate behaviour is noticed the child is given a warning. They are told they are choosing to behave in a manner not acceptable, in relation to one of the agreed values and the impact this is having on their learning and/or the learning and well being of others and their name is moved down from the star onto the first rung on the ladder. The child is warned that if they choose to continue making this 'poor choice' or decide to make a different poor choice their name will be moved again. This gives pupils the opportunity to correct their behaviour.
 - ✓ If the child then chooses to make another poor choice their name will be moved to the second rung and their teacher will explain why. The child will then be moved to a different place within their classroom and be told if they choose to make another poor choice their name will be moved again and they will then need to leave the class to complete work in another classroom. This will usually be the classroom of the Key Stage Leader. If necessary, where a key-stage classroom is not appropriate at that time, a child may be sent to the Reflection Table outside the Headteacher's office.
 - ✓ If behaviour that day does not improve the child's name is moved to rung 4 and they will spend some of their lunch time in the Reflection Room with a member of the SLT to discuss their choices, the impact of these choices on their learning and progress and consider what they could choose to do differently to either manage their behaviour or the situation more effectively. They will also be supported in relation to how they can make things right with their teacher or child/children that may have been negatively impacted by their behaviour choice; this may include finishing incomplete work. Once this has been done the child is reassured that this incident is now finished and has been dealt with. Any incidents that lead to a child being in the Reflection Room are logged by the Senior Leadership Team. Class teachers will speak to any parent whose child has needed to be sent to the Reflection Room three times within a half term, to discuss the behaviour choices being made and how the child might be supported further. This includes an individual support plan if needed. If the child's name appears after this meeting the Headteacher will contact the parents/carers and invite them to attend a meeting with their child to discuss what is causing poor choices and what further support can be put in place to improve behaviour.
 - ✓ If after being in the 'Reflection Room' the child goes on to make another poor choice on the same day the child's name will be moved for a final time and the child will be sent to the Headteacher to discuss their behaviour, complete any work that remains outstanding, and parents will be informed by the Headteacher and invited into school to speak together with the child about what support can be provided to ensure behaviour improves the following day.
 - ✓ Foundation Stage follow a similar process but children start off on the sunshine and can be moved up to the rainbow or 'Into the stars' if their behaviour is above and beyond expectations; this includes showing positive learning behaviours the child is specifically working on. A child will be moved onto the raincloud if they make a poor choice and the teacher will speak to the child about their behaviour, the impact of the behaviour and what the child needs to do next to continue to make progress.

NB: Children with specific Behaviour Care Plans will continue to follow a bespoke plan in order to support their needs. These plans will be developed by the SENDCO with the child, parents, and key teaching staff, with support and advice from outside agencies such as the Behaviour Support Team, EWO, Inclusion Team and Educational Psychologist.

Individual and Class recognition of Positive Behaviour:

Promoting and rewarding of school learning behaviours

- Each child has their own personal 'monster' used as part of the online webpage Dojo.

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Children aim to earn dojo points for excellent learning behaviours. Any member of staff can award a child a dojo. Every time a child earns 20 points their name is put into the 'class draw'. The more points they earn, the more chance they will have to earn a personalised prize. At the end of each half-term, as part of the achievers assembly, two children from each class, whose names have been 'drawn' will receive their personalised award and their achievement celebrated by the school as a whole.

Promoting and rewarding of School Values:

Trust and Respect

Opportunities for all

Partnerships

Success

Health and Happiness

Aspiration and attitudes to learning

Motivation

Please see appendix 1 for definitions of these values

- To promote a team ethos children work together to achieve a class reward. A picture is printed and squares will be rewarded either for excellent whole class achievements or outstanding individual achievements. The squares are coloured in using the colour linked to each one of our values to visually show which value is being celebrated. Squares can be awarded by any adult working with the children. Examples of rewards may include an extra playtime, watching a short film, cooking, construction equipment play or playing on the computers. The aim is to choose an activity that the whole class will enjoy to celebrate and enjoy being together. Any member of staff within the school can award the class a piece of their picture and pieces can be awarded for something as simple as walking into assembly sensibly and silently.
- House tokens are awarded individually to children showing our School Values and again these can be awarded by any adult working within the school. At the end of each week House Captains will count up the number of tokens and convert these into House Points. At the end of each week's Achievers Assembly the winning House is applauded and at the end of the term the House with the most points are awarded a House Party. This allows children from all phase groups to come together and celebrate their joint achievement.

Whole school recognition of Positive Behaviour

- Whole school assemblies are held every Monday and Friday and are usually led by the Headteacher. The theme for the week is set during Monday assembly and on Friday there is a Celebration Assembly. Two children are chosen each week by their class teacher to receive a certificate in Friday's assembly to recognise their achievements; if possible teachers try to link these achievements to the theme for week, usually a Learning Behaviour or a School

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Value. The certificates and a photo of each recipient is displayed in the hall and their names are mentioned in the

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weekly newsletter. Alongside class certificates children are invited to receive certificates or trophies they may have been awarded outside of school during the week.

- At the end of each half term the school holds an 'Achievement Assembly'. During this time two children from each year group are chosen by the staff to receive a special achievement award. These awards may celebrate significant achievements in; progress, attainment or attitude to learning. School governors are invited to be part of this celebration and parents will receive a celebration post card, written by the class teacher sharing with them the reasons their child gained the award.

Promoting Positive Behaviour at lunchtime

Good communication between lunchtime supervisors, play leaders, teaching assistants and teachers is vital to ensure that problems that arise during the lunch hour are dealt with effectively and **do not** interfere with the afternoon teaching sessions.

Some Year 5 and 6 children are trained to assist the play leaders and lunchtime supervisors. They help to resolve minor disputes in key stage 2 and support FSU and KS1 in their play. More complex issues are referred to adult staff.

At the end of each lunchtime the lunchtime supervisor or play leader responsible for an allocated class discusses any incidents with the class teacher to ensure that any behaviour concerns have been communicated effectively. Lunchtime staff also use this time to feedback and celebrate positive behaviours they have witnessed during lunch time. In the lunch hall there is a Lunch Time House Token Display where lunch time staff can record children's names and the reason the child has been awarded a House Token. These names and reasons stay up for the week and at the end of the week House Captains add these tokens to their grand total. Lunch time staff also award Dojo tokens that the child can then give to their class teacher.

Lunch time staff will follow these stepped procedures if poor behaviour choices are noticed:

1. A verbal warning to the child

2. Time out from play in the playground for approx 5-10 mins

3. If there is an incident of further poor behaviour or **any** incident of violent behaviour, including verbal abuse, the child will be asked to leave the playground and be accompanied to 'The Reflection Room' where a member of the Senior Leadership Team will be on duty. The member of the SLT will talk to the child about their behaviour and the child will then spend time reflecting on how they should have behaved while outside and if necessary decide how they will go about apologising and rectifying the situation. The class teacher will be informed. The child's name and the reason they were sent inside will be recorded in the behaviour book.

4. If a child is sent into the reflection room more than three times within a half term this will result in a phone call to the child's parent by the class teacher informing them of the offences and requesting a meeting to discuss the poor behaviour and decide on a way forward. As above if poor behaviour persists the Headteacher will contact parents/carers to request a meeting.

5. A further deterioration in behaviour will mean that the child will potentially be excluded from school during the lunchtimes for a fixed term. The parents will be responsible for their child during this time.

6. The behaviour log is monitored by the Headteacher and a member of the governing body every term.

Further support for persistent poor behaviour in school

- In the small number of cases where poor behaviour persists, parents will be invited to a meeting with the class teacher, Phase Leader (a member of the SLT) and the child. During this meeting discussion will focus on systems that will support the child make 'good choices' and see their own progress. The child will be given a home/school book or a behaviour sheet/plan which will be a record of a child's behaviour throughout the day. This will be completed by the teacher and the child each day and shared with the parents either daily or weekly. After an agreed period parents/carers will attend a review meeting. If at this time behaviour has not significantly improved the Headteacher will become involved to add extra support, including meeting with the child at the end of each day and having regular conversations with the parents/carers. At this point the SENDCO may be asked to offer

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support and guidance. Again this will be done for an agreed period of time with the expectation that by the end

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of this period the child will be able to successfully manage their behaviour throughout the day.

Exclusions

In exceptional circumstances, for repeated poor behaviour, or where there has occurred a single incident of an extremely violent, disruptive or abusive nature, the Headteacher can make the decision to exclude a child. Exclusion is always the last resort and the decision to exclude a child is never taken lightly.

There are four forms of exclusion:

1. Internal Exclusion- these can be used in circumstances such as if a child hurts an adult or seriously hurts another child. Internal exclusions are often but not exclusively used for a teaching session, lunchtime or longer.
2. Lunch Time Exclusions- these can occur because of persistent inappropriate behaviour at lunch time. Parents will be given the responsibility of the child from 12-1pm for FSU and KS1 children and from 12.15-1.15 for KS2
3. Fixed Term Exclusion- In the case of continuous disruptive behaviour over a period of time or a one off- incident which is considered completely inappropriate and led or had potential to lead to the endangerment of another person and/or the child the Headteacher can choose to exclude the child from school for a fixed number of days. The Headteacher must contact the parents of the child, the Local Authority Inclusion Team and fill out the appropriate documentation as soon as possible to the decision to exclude is made. The Headteacher will then inform the Chair of Governors. A re-integration meeting will be set up where a Pastoral Support Plan is prepared in conjunction with the parents, child and school. If necessary the school Inclusion Support Worker alongside any other involved agency such as the EWO, Educational Psychologist or Behaviour Support Team, will be present at this meeting to provide extra support and guidance for all concerned. An Appeals committee operates in the unlikely event that a child is excluded from the school. A range of governors make up the membership of these committees.
4. Permanent Exclusion: Should Fixed Term Exclusion not result in improved behaviour and attitude, permanent exclusion remains the ultimate sanction. Again the Headteacher must follow Local Authority guidance and take advice from the Inclusion Team. An Appeals committee operates in the unlikely event that a child is excluded from the school. A range of governors make up the membership of these committees.

Records of any forms of exclusion are kept securely on CPOMS (Child Protection Online Monitoring System)

The School has a duty under the Equality Act of 2010 to ensure that reasonable adjustment is made for children with special educational needs or disabilities. As an inclusive school some of our SEND children may at times display challenging behaviours. These children will have individual behaviour plans written by the SENDCO alongside other adults who work with these children. These plans are shared with all adults who may work with the child at any point in the day to ensure continuity of care and the safety of both the child and any adult with the child.

Recording and reporting

Record keeping and reporting behaviour concerns is a fundamental part of our approach to behaviour management. Effective record keeping ensures that the school can monitor the chronology of events, location of events as well as communicate accurately and effectively with colleagues, parents and other agencies where appropriate. Behaviour incidents will be recorded on CPOMS (Child Protection Online Monitoring System)

The Topsham School has a zero tolerance approach to bullying and details are written in our Anti Bullying

Policy. Malicious Accusations against School Staff

When there has been an allegation of inappropriate conduct made against school staff, we follow the statutory guidance provided by the Department of Education. Any allegations against staff will be referred to the LADO- the Local Authority Designated Officer. Following investigations, if pupils are found to have made malicious allegations against staff, we will consider an appropriate sanction, which could include a fixed-term or even a permanent exclusion. If a criminal offence has been committed a referral to the police will be made.

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The Department for Education Behaviour and discipline in schools Advice for headteachers and school staff:

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Teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
Please see the schools Positive Handling Policy
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

Further details that the school will adhere to can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

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Items schools may wish to add to their behaviour policy during the COVID19 pandemic:

- Following any altered routines for arrival or departure
- Following school instructions on hygiene, such as handwashing and sanitising
- Following instructions on who pupils can socialise with at school
- Moving around the school following specific instructions (for example, one-way systems, out of bounds areas, queuing, lunch routines)
- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')
- Telling an adult if they are experiencing symptoms of coronavirus
- Rules about sharing any equipment or other items including drinking bottles
 - Amended expectations about break & play times, including where children may or may not play
- Use of toilets and cloakroom facilities
- Clear rules about coughing or spitting at or towards any other person
- Amended rewards and sanction system where appropriate.

Schools will need to identify any reasonable adjustments that need to be made for pupils with more challenging behaviour or special educational needs.

In line with the advice given above the values of Health and Happiness and Trust and Respect have been updated.

Health and Happiness:

I keep myself and others around me safe. I follow our school values and am example to others ; using kind hands, feet and words. I work hard to be physically and mentally healthy so I can be happy and I know who I can talk to if I am feeling sad, or upset. I am empathetic and accept that we all need different support at different times.

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At this time to keep myself and everyone around me safe I will:

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- Come into school and leave the school through the right gates and doorways. • WASH my hands regularly and thoroughly when I come into school, before I eat, after I eat, before and after play and lunch time, after using the toilet, before leaving the school and at any other time told to do so by any adult in school.
 - CATCH any cough or sneeze in a tissue or crock of my arm, and then bin the tissue straight away to catch and bin germs
 - USE the toilets identified for my 'pod' and only go when the adults caring for me check it is safe for me to do so
 - FLUSH the toilet after I have used it, making sure the lid is closed, so it is clean for the next person • STAY OUT of any red marked areas unless it is safe to do so (Year 6)
 - STAY A SAFE DISTANCE: Try my best to stay as socially distanced as I can from those around me, this includes when I am outside playing. I will do as any adult in school asks me to do; they can help to keep me and others safe.
 - STAY IN MY SPACE: this means staying in my group's space inside the school and in my group's space outside.
 - KEEP HANDS OFF: Keep my hands away from my face as much as possible and not touch anyone else
 - USE my own resources and not touch anyone else's. I will tell an adult if I have touched someone else's things so they can be cleaned and be safe.
- TELL an adult straight away if I start to feel ill and then do what the adults tell me to do straight away.

Trust and Respect: I take responsibility for own behaviour, strive to make good choices and accept the consequences of any poor choice I make. I trust my peers to look after me and school property. I trust and respect others by listening to them, valuing their opinion, and acting with care and kindness in all I do. I expect to be treated in the same way.

At this time: I know that school is different and I can be trusted to do what the adults have put in place to keep myself and everyone else around me safe. I understand that if I choose not to listen and keep safe, or if I choose to deliberately do something that endangers someone else, then there will be a consequence and my parents will be informed.

In order to support children with SEND, EHCP's and any child we know may find managing their behaviour challenging we are doing the following:

- Risk assessments have been completed by the SENDCO with parental involvement to support children and their families at this time and manage risk
- Social stories have been developed with vulnerable children and their parents to support them understand the new 'rules'
- Risk assessing children identified at risk of exclusion or those who had been excluded prior to lockdown. Part time timetables will be used as appropriate and with the knowledge and agreement of the Inclusion Team and child's parents and Annex R completed as needed
- Continue to work with outside agencies, including 0-25, Behaviour Support and the Inclusion Team to ensure the safety of our most vulnerable children and the safety of other children and staff in school
 - Children's personalised provision plans will continue to be monitored and reviewed regularly to ensure planned provision is manageable for the child and support them feel successful and safe

The Exclusion of any child will remain the last resort but will be used to support the safety of the child and others if needed. If a fixed term exclusion is deemed necessary the Headteacher will complete Annex B IN consultation with appropriate agencies and other members of the Senior Leadership Team, including the SENDCO. As in any other fixed term exclusion, time after the exclusion and before the child returns will be

spent liaising with outside agencies, reviewing EHCP/ pastoral provision plans and considering all options to

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ensure a successful return to school. Changes in provision will be communicated with the parents and child at the re-integration meeting at the end of the fixed term exclusion. The Chair of Governors will be told about any fixed term exclusions.

Appropriate safe-guarding measures will be followed throughout the time of the fixed term exclusion

PEx will only ever be used as a last resort.

Appendix 1

OUR VISION:

A love of learning and commitment to the success of every child at the heart of all we do. Our TOPSHAM values have been created, in consultation with the whole learning community, to ensure we reach this goal.

OUR VALUES:

Trust and Respect: A positive learning environment is based on respectful relationships. We expect everyone to treat each other with courtesy and with kindness in words and actions. We expect everyone to listen to one another and accept and value each other's differences. Conflict is part of life and we strive to ensure that our children learn ways to manage disagreement effectively through compromise and tolerance and this is modelled by all staff within the school. Teaching and learning is a collaborative process. Teachers trust that children will be ready to learn and actively engage in every learning opportunity. Children trust that their teachers will be well prepared and able to meet their individual needs with understanding, whether these be educational or emotional. Parents trust teaching staff to be honest in regards of their child's needs, progress and attainment and know that their child will be appropriately supported. As a school we trust parents to actively participate in their child's education, supporting their child to succeed and achieve. **Opportunity for all:** We value every person in our learning community and strive for equity for all. As a community we celebrate diversity, ensure equal opportunities are created and welcome everyone regardless of their background, race, culture or religion. We are dedicated to meeting the needs of all our children and families and are determined to give every child a wide range of experiences and challenges to support them to develop their interests, discover their strengths and celebrate personal achievements. Our curriculum is clearly linked to children's interests to ignite their curiosity and engagement and to support children feel part of our community. School trips, residential, sporting events, visits and workshops led by outside artists and professionals provide inspiration and support in raising children's aspirations. We want our children to dream big and know that with the right attitude, and grasping opportunities they can achieve their goals.

Partnerships: An effective, successful school is based on effective, successful partnerships. Our teaching staff work hard to develop strong, working relationships with parents, knowing what a valuable contribution they make to their child's progress and achievements. Opportunities are provided for children to build relationships within our community that encourage them to be proactive in their responsibilities towards the local community and the wider world. Our school governors are actively engaged in all aspects of school life, providing both support and challenge as the school continually strives to improve outcomes for children. The school is outward looking and works closely with other schools in our locality, as part of the River Exe Learning Partnership (RELP); collaborating, researching and sharing best practice. We actively engage with initiatives and research at a national and international level. **Success:** We are committed to the success of every child. We know that each child's learning journey will be unique to them and celebrate with them when a goal has been met. As well as providing high quality provision we also ensure that children understand their role in achieving success. This includes showing them what success looks like, the steps they need to learn to succeed and providing them with the appropriate level of challenge to support them in meeting their next step targets.

Health and happiness: We want everyone in our learning community to be happy. To support this, we teach our children how to keep physically healthy through our PE provision, active playtimes and a wide variety of sports clubs. We strive to ensure everyone knows how to achieve good mental health and what strategies to use to support this. Our Mental Health Ambassadors work as valuable role models for this. Everyone needs to feel safe and cared for if they are

to learn, succeed and be happy. We create a warm, safe and nurturing environment that meets and matches the needs of everyone in our school community. We understand that people encounter many ups and downs within their lives and

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at times may need more support than others; this includes supporting our children, parents and teachers during times of transition. We teach our children empathy and understanding, and adults' model this at all times. **Aspiration and Attitudes to Learning:** We ensure all our children become confident, independent learners with an enthusiasm for acquiring knowledge. Challenge is at the heart of successful learning and everyone aspires to 'achieve or be more'. Children are taught to understand how they learn and the skills and learning behaviours they need to work through and conquer each new challenge. They are taught the process of learning and understand that making mistakes is part of this process and is to be seen as a positive. We continue to ensure that strong leadership is embedded at all levels and provide a challenging and motivating environment for staff so that they are supported to be the best they can be. Teachers actively seek out and participate in developing collaborative networks that have the capacity to sustain continuous improvement.

Motivation: Teachers are passionate about teaching and learning and the subjects they teach. They are relentless in finding ways that engage, enthuse and inspire the learners in their care. Children are encouraged to be curious and have a 'thirst' for knowledge. They know what their next steps are and want to achieve.

OUR MISSION STATEMENT: With a passion and commitment to learning, centred on warm, nurturing and respectful relationships we provide an environment and curriculum that motivates and challenges **everyone** in our school to succeed.

How the children have defined these values for themselves:

Trust and Respect: I take responsibility for my own behaviour, strive to make good choices and can accept the consequences of any poor choice I make. I trust my peers to look after me and our school property. I trust and respect others by listening to them, valuing their opinion, and acting with care and kindness in all I do. I expect to be treated in the same way.

Opportunities for all: I dream BIG and put 100% effort into all I do! I actively involve myself in my learning and the many opportunities school provides, supporting others to do the same. I know that we are not all the same and I accept and celebrate others' differences.

Partnerships: I am able to talk to others and can resolve disagreements with respect and kindness. I am able to work well with others, sharing ideas and collaborating, helping others to achieve their goals.

Success: I am learning what success looks like for me and how I can get there. I know that it is OK to ask for help and I do this when I need to. I want to challenge myself and I do my best to achieve my goal.

Health and Happiness: I keep myself and others around me safe. I follow our school values and try and be an example to others; using kind hands, feet and words. I work hard to be physically and mentally healthy so I can be happy and I know who I can talk to if I am feeling sad, or upset. I am empathetic and accept that we all need different support at different times.

Aspiration and Attitudes to Learning: I want to be the best I can be. I am in school to learn and make the most progress I can. I know I am as equally responsible for my learning as my teacher. I know that learning is hard but am strong enough not to give up and I learn from my mistakes.

Motivation: I know that learning never stops and I work hard in every aspect of school life because I want to. I want to be proud of myself.

We have worked hard to ensure that the British Values of Law, Tolerance, Democracy, Liberty, Respect and Responsibility are embedded in the values that we have chosen to create and follow as a learning community. This supports our children understand what British Values actually mean in relation to their own behaviour choices and how they, themselves, relate to others both within our learning community and the wider community.

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