



# Positive Behaviour and Relationships Policy

Reference: Safeguarding

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# Positive Behaviours and Relationships

## 1. Introduction and Context

### **Context: The Academies for Character and Excellence – Vision, Values and Curriculum**

The approach we take to promoting Positive Behaviours and Relationships is anchored in the Trust's vision, values and curriculum.

The Trust's vision aspires to excellence in everything that we do in school, and how this is achieved through cultivating character, sharing talents and pursuing innovation. Supporting positive behaviours and relationships is directly shaped through this – be it through our programme of character education, through how our staff within and across schools work together to continually improve the approach to positive behaviour, to how we positively embrace new approaches to help our pupils develop [discipline and self-control]. This is reinforced through the Trust's values such as acting with integrity, equity and uncompromising excellence.

Our Curriculum focuses on achieving three main outcomes for our children, which are shown below:



Positive behaviour and relationships are reinforced throughout the delivery of all three aspects of the curriculum. For example, by supporting pupils to develop character values – such as taking responsibility and supporting others, and through developing their metacognition (self-awareness and self-reflection).

The first stage in our approach to positive behaviour and relationships is therefore *proactive*: through teaching, modelling and experience, we want to ensure our children are able to develop self-discipline, and excellent behaviour and kindness to, and empathy of, others.

The remainder of this policy builds on the vision, values and curriculum implementation to help ensure that school is a happy and positive place for all pupils in our care.

## Purpose

***The purpose of this policy is to promote very positive behaviours and relationships between all members of our school with a view to:***

- promoting, among pupils, relational awareness of themselves and others.
- promoting self-discipline and an understanding of the need for rules.
- encouraging excellent behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.

## Policy Aims

As part of our ACE approach to promoting positive behaviours, we believe that teaching children to regulate their own behaviour **MUST** start with pursuing positive relationships. We believe this is a more constructive approach than a system of sanctions and punishments. We also believe that our ongoing work around character will develop our pupils' ability to develop those mutually respecting relationships. We aim to focus on solutions rather than problems.

Our ACE approach to Positive Behaviour follows that of the Church of England Education Office, in that it seeks to be faith-sensitive and inclusive. It is under-pinned by Our Vision of "Achieving and Flourishing together in God's Loving Arms" and ensures that all of school life incorporates the values of the Christian Faith.

These values are central to all that we do and determine how we will implement all policies and procedures. We want to ensure that through our gateways of Citizenship, Leadership, Expression, Exploration and Flourishing, all pupils and adults are shown how to be Compassionate, Forgiving, Determined and Honest individuals, who act with integrity and responsibility. By starting with our vision, we aim to ensure that all members of our school community understand our expectations, our practice and the ways in which we will implement policy. This policy therefore aims to:

- Provide a **consistent approach** to behaviour management and **secure very positive relationships for all**
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave and relate** to others
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **incentives and consequences**.

## Underpinning Principles:

Delivery of this policy is underpinned by our collective understanding that:

- all behaviour is communication and we need to be diagnostic in the quest to support our pupils to demonstrate excellent behaviour
- the most effective way of securing excellent behaviour comes as a result of trusting, respectful and connected relationships

- meaningful relationships build self-esteem and develop our sense of belonging. We aim in this policy to create a simple and effective system and recognise the importance of our work around Character education and metacognition
- restorative practice supports positive interactions among all, by using effective language, remaining non-judgemental and encouraging everyone to speak using restorative questions and restorative conversations
- it is important to embrace and embed best practice in how we support children's growth, including providing opportunities to build communication skills, confidence, resilience and independence
- an effective partnership between parents/carers and the school is vital in order to ensure the causes of – and potential solutions to – challenging behaviour can be collectively identified
- the delivery of this policy in our school will be more effective if it is informed by input from pupils, staff, parents and wider stakeholders.

## 2. Legislation and statutory requirements

This policy is informed by the following key documents:

- [Our ACE curriculum document including our outcomes for all pupils](#)
- [Behaviour and Discipline in Schools](#)
- [The Equality Act 2010](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting Pupils with Medical Conditions at School](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online. This policy complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

### The Headteacher

The Headteacher is responsible for preparing the school's Positive Relationships and Behaviour Policy in consultation with the Trust's Head of Safeguarding and Inclusion and the school's Local Learning Committee. The Headteacher will ensure a copy of the policy is placed on the school's website and is available on request.

The Headteacher is responsible for ensuring the effective implementation of the policy in their setting. This will include ensuring a school culture and environment that actively encourages positive relationships and excellent behaviour. They will support staff to do this effectively, including monitoring to ensure that rewards and consequences are applied consistently.

## **Staff**

All staff in the school are responsible for:

- Ensuring they are fully aware of the behaviour policy and for implementing it consistently at all times in school
- Modelling positive relationships and behaviour
- Supporting the development and implementation of personalised approaches to enable children with specific behavioural needs to meet the expectations set out in this policy
- Recording behaviour incidents in the school's behaviour log (and on School Pod for anything more than very minor disciplinary measures (such as basic reprimands/warnings)).

The senior leadership team will support staff in responding to behaviour incidents.

## **Parents and Carers**

Parents are expected to:

- Support their child in adhering to this policy and the pupil code of conduct (see below)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly, and work in partnership with the school to support their child to succeed.

Pupils are expected to:

- Put into practise our gateway values and exemplify these values in all that they do
- Behave in a compassionate and self-controlled way
- Show good manners to others and an increasing drive to take responsibility for their own actions
- In class, make it possible for all pupils to learn independently and collaboratively
- Move safely and responsibly around the school
- Treat the school buildings and school property with care and respect
- Wear the school uniform and be proud to do so
- Accept consequences when given and reflect on behaviour during restorative sessions
- To increasingly become aware of their own behaviour and develop strategies that will have long term benefits for themselves and others

## **The Local Committee/Local Learning Committee**

The Local Committee is responsible for monitoring the policy's effectiveness and holding the headteacher to account for its implementation.

## **The ACE Board and Central Team**

The ACE Board is responsible for oversight of all schools in the Trust, including compliance with legal and statutory requirements in relation to behaviour (including safeguarding

and SEND). The ACE Central Team supports the Headteacher in the implementation of the behaviour policy through provision of specialist advice, guidance and resources.

## 4. Definitions

**Unacceptable behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork when reminders are given
- Unkind and inconsiderate behaviour to others
- Repeated breaches of the school rules
- Any form of bullying (see below)
- Sexual or physical assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as inappropriate materials, alcohol or drugs
- Possession of any article a staff member 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).

(This is not an exhaustive list.)

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

More detail to the school's approach to bullying is set out in our Anti-Bullying Statement, which is available on the school website.

## 5. Expectations for pupil behaviour across ACE schools

Pupils are expected to:

- Put into practice our gateway values and exemplify these in all that they do, including seeking to develop positive relationships with their peers and adults in school
- Behave in a compassionate and self-controlled way

- Show good manners to others and an increasing drive to take responsibility for their own actions
- In class, make it possible for all pupils to learn independently and collaboratively
- Move safely and responsibly around the school
- Treat the school buildings and school property with care and respect
- Wear the school uniform and be proud to do so
- Accept consequences when given and reflect on behaviour during restorative sessions
- Increasingly become aware of their own behaviour and develop strategies that will have long-term benefits for themselves and others.

## **6. Incentives, rewards and consequences**

All ACE schools share the same principles around the securing of excellent behaviours and relationships. However, specific approaches taken in each individual school are tailored to reflect the different contexts and inputs from pupils and staff on how excellent behaviour and relationships will be achieved in Torre C of E Academy. We use a variety of approaches to:

- Raise self-esteem and confidence
- Recognise and reward good and improving behaviour
- Reinforce and maintain good behaviour
- Motivate students to engage and participate
- Modify behaviour
- Incentivise achievement
- Develop relationships and pro-social behaviours and problem-solving skills
- Develop resilience and independence.

At the end of this policy you will find details of the specific approaches we use at Torre C of E Academy including:

Appendix 1 – Securing excellent behaviour at Torre C of E Academy

Appendix 2 – When behaviour becomes challenging: our escalation plan

Appendix 3 – Rewards and incentives

## **7. Supporting Positive Behaviours**

### **Pupil Support**

We have the same high expectations of behaviour for all pupils in our school community. However, we recognise that some children with specific needs will require additional support to be successful in this regard. The teacher, working with the SENDCo and other adult support as appropriate, will work with the child and parents/carers to put measures in place to do this, and due adjustments to the application of the behaviour policy will be made where it is appropriate for individual pupils' needs.



## Safer Handling

On very rare occasions and where all other approaches have been utilised, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Being unsafe/putting themselves or others in danger.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents as soon as possible.

## 8. Monitoring arrangements

A Trust-wide Positive Relationships and Behaviour policy will be updated every two years by the ACE Central Team and approved by the ACE Board. This will be reviewed by the Headteacher, in consultation with their local committee, to ensure it is then appropriately tailored for the school's context and to reflect specific procedures for behaviour in that setting.

## 9. Links with other policies

This behaviour policy is linked to the following policies and documents:

- ACE curriculum documents (EYFS/Disadvantaged/Nine Essentials)
- ACE: Developing Depth and Progression
- ACE Safeguarding and Child Protection policy
- ACE Exclusions policy
- ACE mobile phone policy. (This policy highlights that children bringing mobile phones into school should hand these in to the school office on arrival at school. The phone will be returned to the child at the end of the school day. Children are not allowed to use mobile phones in school.)

Appendix 1

Our Approach to Securing Excellent behaviour and Relationships at Torre						
Golden Rule	Pupils will...	Adults will...	Which enables...	And prevents...	This will be celebrated by...	This may be escalated when...
<b>Be respectful</b>	<ul style="list-style-type: none"> <li>• Speak politely and considerately to others</li> <li>• Be respectful of their own property and that of others</li> <li>• Treat the school environment with respect by taking care and pride in it</li> <li>• Respect the view points of others</li> </ul>	<ul style="list-style-type: none"> <li>• Remind children to use a courteous voice</li> <li>• Always remain calm</li> <li>• Be the most respectful themselves so that this can be modelled to children</li> </ul>	<ul style="list-style-type: none"> <li>• Mutually respecting relationships</li> <li>• An appreciated and productive environment</li> <li>• A safe place to share views and differences</li> <li>• An understanding that speaking respectfully is the best way of communicating</li> </ul>	<ul style="list-style-type: none"> <li>• A lack of consideration for others</li> <li>• Untidy and unsafe environments</li> <li>• Unhealthy disagreements</li> <li>• Intolerance of others</li> <li>• An inability to listen and understand others</li> <li>• Bad manners</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition, highlighting the behaviours you want to see</li> <li>• Verbal praise</li> <li>• Certificates</li> <li>• Headteacher reward</li> <li>• Selecting children to represent the school and carry out additional responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• The lack of respect results in harm, verbally or physically, to another person.</li> <li>• The school environment or resources are deliberately destroyed or spoilt</li> </ul>
<b>Be ready</b>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Have the correct resources ready</li> <li>• Be in the right place</li> <li>• At the right time</li> <li>• Have the correct uniform/kit on</li> </ul>	<ul style="list-style-type: none"> <li>• Always be ready themselves</li> <li>• Modelling excellent organisational skills</li> <li>• Ensure the whole class arrives on time for set parts of the day</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of time across the day</li> <li>• Maximum learning time</li> <li>• Sense of orderliness</li> <li>• Sense of calm and purposefulness</li> </ul>	<ul style="list-style-type: none"> <li>• Wasted learning time</li> <li>• An impact on others</li> <li>• A calmer environment because there is no rushing</li> <li>• A frenetic atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Incentives and privileges eg leading the line</li> <li>• Praise for being ready</li> <li>• Highlighting of child as role model</li> <li>• Additional responsibilities and recognition of effort</li> </ul>	<ul style="list-style-type: none"> <li>• We recognise that for some children, they receive poor role models from home.</li> <li>• Teachers to have conversation with parents to see how we can find solutions together</li> </ul>
<b>Be safe</b>	<ul style="list-style-type: none"> <li>• In the right place, at the right time, doing the right thing</li> <li>• Follow school rules</li> <li>• Have safe hands and feet</li> <li>• Follow adult instructions</li> <li>• Use equipment the correct way</li> <li>• Be honest</li> </ul>	<ul style="list-style-type: none"> <li>• be consistent in their expectations, in their language and in the following of this policy</li> <li>• Always accentuate the positive, especially for those who struggle more</li> </ul>	<ul style="list-style-type: none"> <li>• Optimal conditions for learning</li> <li>• Children feeling secure and safe in school</li> <li>• Understanding of routines and rules</li> <li>• Independence and dependence</li> <li>• Developed sense of self and self control</li> </ul>	<ul style="list-style-type: none"> <li>• A lack of trust</li> <li>• Lack of contact time wasted time</li> <li>• Power struggles</li> <li>• poor relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback (self-fulfilling prophecy)</li> <li>• Incentives for the individual and whole class</li> <li>• Messages to parents</li> <li>• HT awards and other reward certificates focusing on character values</li> </ul>	<ul style="list-style-type: none"> <li>• When a lack of reliability escalates into challenging behaviours and impacts on individual learning and the learning of others</li> </ul>

## Appendix 2

Steps	Action
Stage 1- Warning	For a child displaying orange behaviours, a member of staff will warn the child in a discrete way to consider their actions and the impact on others, reminding them of the agreed class contract and our expectations.
Stage 2- Orange Behaviour	<p>For repeated orange behaviours, or immediately for an orange behaviour deemed to have a significant impact on someone else, a member of staff will discretely inform the child they have been logged as 'orange' on the school's behaviour tracking system 'School Pod'. The approach taken should be diagnostic, validating the child's experiences but with clear expectations on how to modify behaviour.</p> <p>A restorative response will be used immediately (if possible) or at a later stage if necessary (see Restorative Conversations section).</p> <p><u>Example 'orange' behaviours (as agreed by children and staff)</u></p> <ul style="list-style-type: none"> <li>• Running indoors</li> <li>• Shouting</li> <li>• Disorganisation</li> <li>• Rudeness</li> <li>• Not showing respect</li> <li>• Unkind hands and feet</li> <li>• Not looking after property and furniture</li> <li>• Talking when we should be listening</li> <li>• Lying</li> <li>• Calling people names</li> <li>• Disrupting the learning of others</li> <li>• Throwing equipment</li> </ul>
Stage 3- Red behaviour (phone call home)	<p><u>Stage 3 – Red</u></p> <p>For receiving repeated logged 'oranges', or for a red behaviour, a member of staff will discretely inform the child that they have been logged as 'red' on the school's behaviour tracking system 'School Pod'.</p> <p>A Restorative Conversation will take place immediately (if possible) or at a later stage (see Restorative Conversations section).</p> <p><u>Example 'red' behaviours (as agreed by children and staff)</u></p> <ol style="list-style-type: none"> <li>1. Kicking</li> <li>2. Spitting</li> <li>3. Punching</li> <li>4. Hitting</li> <li>5. Pushing others</li> <li>6. Swearing or using inappropriate words</li> <li>7. Bullying</li> <li>8. Racism</li> <li>9. Breaking and damaging property</li> </ol> <p>A red behaviour will result in a phone call home to the family from the class teacher or a member of the SLT. This conversation will be logged and where appropriate, family may be offered support e.g. Early Help.</p>
Stage 4- Yellow Letter	<p>For a serious incident such as causing serious injury to another child or adult, racism and bullying and also for a child receiving three 'Red's in one term, a Yellow Letter will be issued to the parents/carers and will be logged on the school's behaviour tracking system 'School Pod'.</p> <p>A Restorative Conversation will take place immediately (if possible) or at a later stage (see Restorative Conversations section).</p> <p>Yellow letters allow the school to confirm patterns of behaviour that may warrant deeper exploration diagnostically.</p>

<p><b>Stage 5- Fixed-term suspension</b></p>	<p><u>Fixed-term Suspension (may be internal, or external)</u>  For three Yellow Letters issued in one term, a child may receive a fixed-term suspension. A fixed-term suspension may also be issued in response to a very serious incident. Suspension is always a last resort.  A reintegration meeting is held between the school, parents/carers and child on his/her return to school. The child will be offered restorative support.</p>
<p><b>Stage 6- Permanent Exclusion</b></p>	<p><u>Stage 6 – Permanent Exclusion</u>  Repeated incidents of fixed-term exclusion, or a one-off incident deemed to be very serious, may result in a permanent exclusion. Exclusion is always a last resort.   All external exclusions are logged with the Local Authority.</p>
<p><b>Consequences</b></p>	<p>For any child receiving a ‘Red’, or a ‘Yellow Letter’, a consequence will be agreed. The consequence will relate directly to the behaviour (e.g. requested to complete work in the child’s own time if the ‘Red’ was issued for a refusal to complete a piece of work). A phone call home will be made for any child receiving a ‘Red’. This may be made by a member of staff, or the child with a member of staff present if deemed appropriate. If a parent/carer cannot be contacted, then they will be informed about the consequence when the child is collected at the end of the school day.</p>
<p><b>Restorative approach</b></p>	<p>Every staff member has prompts to enable a restorative response to unacceptable behaviours attached to his/her lanyard. There is an agreed structure for a restorative conversation – See Appendix 4.   Staff will try to respond in a restorative way at all times and will attempt to help the child understand the impact of his/her behaviour on others e.g. “When you [behaviour], I/others feel [impact]. What I need you to do is [what you need them to do]. This response could be used when a child is being given a ‘Warning’ (Stage 1).</p>
<p><b>SEND</b></p>	<p>All pupils at Torre are treated and respected as individuals. Due to additional needs, the above ‘Behaviour Stages’ and ‘Consequences’ have to be flexible. Reward systems may be used dependent on the additional need.   Where needed, pupils have an individual behaviour plan. This behaviour plan seeks to support staff with the deescalation process and is individual to each child. See example below.</p>

<b>Torre C of E Academy</b>		<b>CPI Crisis Development Model</b>	
<b>Step 4 Positive Behaviour Support Plan</b>		<b>Using a traffic light system for easy reference</b>	
<b>Date</b>		<b>Name</b>	

Colour code	Behaviour	Staff strategies and support
Calm and on task	<p><b><u>Calm</u></b></p> <ul style="list-style-type: none"> <li>Smiling/laughing</li> <li>Interacting and listening to instructions</li> <li>Playful</li> <li>Responsive to interaction and instructions</li> <li>Completing short tasks</li> </ul>	<p><b><u>Positive behaviour support strategies</u></b></p> <ul style="list-style-type: none"> <li>Structured choices</li> <li>Keeping X regulated</li> <li>Now/Next board</li> <li>Key adult/trust tribe adults close by at all times</li> <li>Use of sand timer for visual understanding of how long X is expected to work on task</li> </ul>
Anxiety	<p><b><u>Anxiety</u></b></p> <ul style="list-style-type: none"> <li>Refuses to listen</li> <li>Runs away from adults</li> <li>Calls adult names</li> <li>Says things are 'boring, 'stupid'</li> <li>Climbing up onto tables/work tops and jumping off</li> <li>Change in facial expressions</li> <li>Refusing to complete work</li> <li>Disrupting learning of others</li> <li>Swearing</li> <li>Hurting other children</li> </ul>	<p><b><u>Supportive</u></b></p> <ul style="list-style-type: none"> <li>Distraction techniques</li> <li>Re-direct and ignore negative behaviour</li> <li>Re-assurance, remind X of the good choices he has made before</li> <li>Use 'I wonder if...'</li> <li>Use 'when...then..'</li> <li>Remind X of the reward he is working towards</li> <li>Reminder of 'Now, next' board</li> </ul>
Defensive	<p><b><u>Defensive</u></b></p> <ul style="list-style-type: none"> <li>Refusing to move</li> <li>Hiding under tables</li> <li>Climbs onto tables and jumps across the tables from one to another</li> <li>Runs out of the classroom</li> <li>Calling adults names</li> <li>Continuously destroying classroom area</li> </ul>	<p><b><u>Directive</u></b>  <b>Redirect X to his safe space and remind him we are ready to talk once he is ready. Commentate on how he may be feeling and how you would have felt in that situation to build emotional understanding.</b></p> <ul style="list-style-type: none"> <li>Remind X that we are here to keep him safe and that we will be helping him to make a safe choice</li> <li>Remove objects where possible</li> <li>Reinforce 'when...then...'</li> <li>'I can see you are feeling....I wonder if it is because...'</li> <li>Remind X of expectations</li> </ul>
Acting out	<p><b><u>Acting out</u></b></p> <ul style="list-style-type: none"> <li>Throwing himself onto the floor</li> <li>Kicking</li> <li>Hurting himself and others</li> <li>Running out of the classroom</li> <li>Climbing on fences, trees etc</li> </ul>	<p><b><u>PIP and self protection/ strategies</u></b>  <b>In the first instance use caring C's to direct child to a safe space (if not already there) remind X of his calming strategies. If he does not calm staff may need to use a higher level intervention.</b></p> <ul style="list-style-type: none"> <li>Remind X that he can make the choice to be safe</li> <li>Use minimal language.</li> <li>When he starts to calm use distraction and humour</li> <li>Reassure X we are here to help.</li> </ul>

	<ul style="list-style-type: none"> <li>• Throwing objects at people / across the room</li> <li>• Hitting out at other children</li> </ul>	
<b>Tension reduction</b>	<p><b><u>Tension reduction</u></b></p> <ul style="list-style-type: none"> <li>• Quiet voice</li> <li>• Time in the safe space</li> <li>• Given options</li> <li>• Change of activity</li> <li>• Talks about nice things that happened that day</li> </ul>	<p><b><u>Therapeutic Rapport</u></b></p> <p><b>Talk through the incident if X is calm. Comment on what you saw and how you think he may have felt.</b></p> <ul style="list-style-type: none"> <li>• Normalise feelings, 'it's ok to feel sad/angry' but...</li> <li>• Refer to times you have felt that way and why, this will build your relationship with X</li> <li>• Make sure he knows it has finished and we have all moved on.</li> <li>• Repair ruptures</li> </ul> <p>THRIVE activities</p>

### Appendix 3 - Rewards, Incentives and Privileges

Although we recognise that the use of over-praising can be counterproductive, we do want to accentuate positive behaviour and develop excellent relationships with all of our pupils. Positive behaviour and reinforcements are used at all time.

Praise is used to:

Reinforce the rules

- Reinforce and communicate our '3 golden rules'
- Draw other children to positive behaviours
- Give emphasis to the wanted behaviour rather than the unwanted
- Encourage self-esteem and an ethos of friendly acceptance
- Encourage children to make choices so that they can see good behaviour is rewarded

<b>Awards</b>	<ul style="list-style-type: none"> <li>• Headteachers Award - hot chocolate is earned by those who always follow the 3 golden rules</li> <li>• Verbal praise and stickers</li> <li>• Attendance awards</li> <li>• Character value recognition certificates</li> <li>• TTTs (Torre's triumph texts)</li> </ul>
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