

Our ethos is rooted in a **trauma-informed, relational approach** that recognises each pupil's unique experiences and supports them with compassion, consistency, and care.

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### **Recognition and Rewards**

We use a structured and inclusive **Points and Rewards System** to celebrate pupil achievements and encourage positive behaviour across all phases of the school.

These can be used to encourage desired behaviours and expectations throughout the day – this is not fixed, and pupils can always turn things around.

**“You are not ready to learn yet, but what can we do to support you in getting there”**

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Pupils can:



## ☀️ Go Above and Beyond

- Shows exceptional effort or improvement
- Excels in learning or a piece of work
- Helps others without being asked
- Stays positive and resilient in challenging situations
- Acts as a role model for peers



Merits are used to access **Friday Reward Sessions** and can be exchanged for rewards in our **Merit Shop**.



We are extremely fortunate to have our Merit Shop lovingly stocked and supported by our wonderful PTA and dedicated fundraisers. Their generosity, time, and effort ensure that our students are regularly rewarded with exciting and meaningful prizes, making our recognition system truly special. We are deeply grateful for their continued support and commitment to enriching our school community.

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## Merit Awards

Merits accumulate towards tiered rewards, examples include:



- **Bronze (5 Merits):** Football, film time, karaoke, indoor/outdoor play
- **Silver (10 Merits):** Playstation, arts & crafts, music, pool table, computer time
- **Gold (15 Merits):** Tea & cake with Mr Sambrook
- **Platinum (25 Merits):** Inflatables!



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## Behaviour Support and Relational Practice

We understand that **behaviour is a form of communication**. Our approach is not about punishment, but about understanding, support, and growth.

### Key Principles:

- **PACE:** Playfulness, Acceptance, Curiosity, Empathy
- **Thrive:** effectively support pupils' social and emotional development, ensuring they feel safe, supported and ready to learn.
- **Protect, Relate, Regulate, Reflect:** A trauma-informed framework guiding all staff interactions
- **Natural Consequences:** Used only when pupils are emotionally ready to reflect and learn

- **Restorative Conversations:** Help pupils understand the impact of their actions and repair relationships
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### **Working Together with Families**

We value strong partnerships with parents and carers. You can expect:

- **Weekly positive phone calls home**
- **Postcards celebrating achievements**
- **End-of-term celebration assemblies and reward trips**
- **Regular updates on your child's RRS scores and progress**

We also involve families in behaviour planning and support, ensuring consistency between home and school.

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### **Inclusive and Equitable Behaviour Policy**

Our Behaviour Policy is designed to:

- Promote a **safe, respectful, and inclusive environment**
- Support pupils with **individualised strategies** based on their needs and EHCPs
- Use **relational and restorative approaches** rather than punitive sanctions
- Ensure **fair and proportionate responses** to behaviour incidents
- Provide **meaningful education and support** during any behaviour-related interventions

We believe that **every interaction matters**, and we are committed to helping pupils build resilience, self-worth, and a sense of belonging.