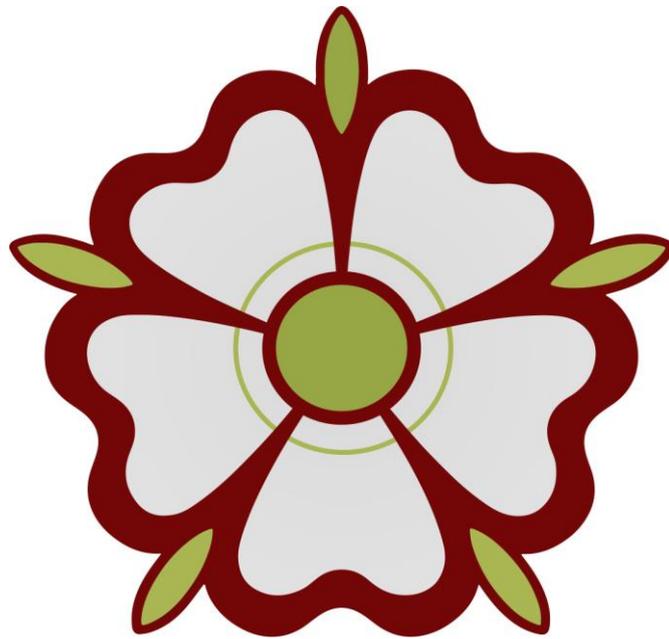
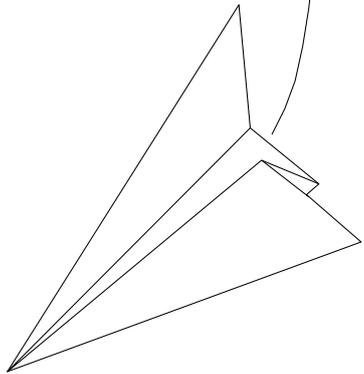


Rose Hill School



**PSHEE and Citizenship
Policy (including SRE)**



INTRODUCTION

This policy covers Rose Hill School's approach to Personal, Social, Health and Economic Education (PSHEE). PSHEE is the planned provision used to promote pupils' personal, social and emotional development, as well as their health and well-being. The PSHEE curriculum aims to assist the Rose Hill School mission statement: to provide a quality all-round education for all pupils, which enables them to reach their true potential. Within a secure environment, based on clear Christian principles, children are encouraged to meet new challenges with confidence.

We aim to equip children with the knowledge and skills they need in order to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are part of growing up. We aim to give pupils an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, therefore, developing a secure sense of identity in order to function well in the world.

We believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHEE in preparing children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHEE supports many of the principles of safeguarding (see Child Protection – Safeguarding Policy and Procedures).

School based PSHEE complements and helps children and young people make sense of what is implicitly and explicitly learnt at home from parents, carers, family, friends and wider society. This is a vital part of their personal development.

We take a whole school approach to the subject: we believe that PSHEE teaching will not impact upon beliefs and behaviour if school systems, structures, experiences and expectation do not support classroom learning (Appendix A). The Rose Hill Code of Behaviour (Appendix B), written by pupils, is an important part of supporting the pastoral development of pupils in the school.

PSHEE POLICY REVIEW AND UPDATE

The PSHEE policy is produced by the Head of PSHEE in consultation with the senior management team and Governors. It is reviewed every three years and is made available on the school website and at the School Office. Regular monitoring and evaluation occurs through the Senior Management Team (SMT) checking PSHEE annual department development plan; regular meetings with PSHEE staff and lesson observations.

		Signed Headmaster	Signed Chair of Governors
Date of last review	Spring 2011	DW	AB
Date of last review	Spring 2014	DW	AB
Date of next review	Spring 2017	DW	

OBJECTIVES

Personal, Social, Health and Economic Education (PSHEE) is provided at Rose Hill to assist pupils with the process of growing up. It is designed to enhance their well-being and to show them how to get on with people; to help them to acquire and strengthen their personal values and to prepare them for the responsibilities of adult life.

We aim to help pupils to:

- understand *themselves and others*;
- learn about their own *physical, emotional, spiritual and moral development*;
- discover more about the *community and society* they live in;
- improve their *social skills*;
- recognise *the importance of good behaviour*.

Through **PSHEE** pupils are:

- learning **FACTS**
- acquiring **SKILLS**
- understanding **CONCEPTS**
- being encouraged with their **VALUES** and **ATTITUDES**.

We aim:

- To teach children **facts** on those topics stated in their specific age group's schemes of work - such as *health, sex related issues* and, as individuals, *in living among people in a community*.
- To enable children to acquire **skills** - such as *personal safety*.
- To enable the development of the importance of *dialogue and decision making*, which are crucial to their well-being and their interaction with others.
- To assist children in understanding **concepts** such as *tolerance, freedom and respect for people and property* which are fundamental to our democratic society.
- To encourage children to develop their own **informed opinions** relating to personal and social issues and develop **values and attitudes** which will guide them through their lives. The heart of these values is consistently present through the school's *Christian ethos* and is explicit in the school's *code of behaviour (appendix 1) and the Mission Statement*.
- To interlink with the five main outcomes of the Every Child Matters initiative.

TEACHING AND LEARNING

The curriculum has been developed to meet the aims stated above. It is considered flexible and not overly prescriptive; it is recognised that the subject requires the teacher to be at times reactive to circumstances that arise and to children's needs.

In Pre-Prep, the content of our PSHEE programme is delivered in one thirty minute session per week as well as being enhanced by a cross-curricular approach, for example in Science, Religious Studies, PE or Humanities. Circle time provides a useful platform for discussing pertinent topics with our youngest children. The content of these sessions may be planned according to our programme, or may arise from issues and questions raised by children in response to their experiences.

In Key Stage 2, one forty-five minute lesson per week is currently dedicated to the subject. In Key stage 3, one thirty minute lesson is provided. These lessons can be supplemented during the weekly 30-minute form time session. The statutory teaching of Citizenship in Key Stage 3 is incorporated into the scheme of work.

A variety of teaching and learning strategies are used to deliver PSHEE in Key Stages 2 and 3, which take into account pupils' age, development, understanding and needs. Emphasis is placed upon pupils learning in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Because PSHEE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all are important elements of creating this. In the course of PSHEE lessons, pupils may indicate that they are vulnerable or 'at risk'. It is important to make a clear link to the school's safeguarding/child protection policy to ensure clarity about what is required in such circumstances.

Effective PSHEE lessons involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place;
- Collaborative and interactive work;
- Circle time activities;
- Research and presentations using a variety of media;
- Opportunities for reflection;
- Challenge within a safe environment;
- Respect for each other's contributions;
- Building on current experience and using first-hand experiences to achieve positive ends.

In addition, form assemblies and whole school assemblies provide a useful forum for imparting and discussing information, experiences and attitudes. As such the whole school supports the programme. In addition to class-based lessons, pupils are given the opportunity to hear a diverse range of outside speakers covering relevant topics. National awareness weeks, such as Internet Safety week, are also reflected upon and used as a spur for activities. Currently the following speakers and courses are offered to pupils to enhance PSHEE provision:

Sex and Relationships Education	Emily Dickinson (Specialist SRE teacher) Years 5, 6, 7 and 8
Kent County Council	Y6 Safety in Action Course
Life Skills	Y7 Study skills (Life Skills Company) Y7 Team building at Bewl Water
Residential	Y 8 Water sports training Y 6 Bowles outdoor skills course Y6 and 7 French residential trip
Water safety	Y8 Safety in water training including first aid
Work experience	Y8 Three days at Bishops Down Primary School Y7 and 8 pupils manage stalls at Christmas and Summer Fairs
Drugs Education	Y6 and Y8 – Talk to pupils from representative from Project Salus

LEARNING SUPPORT PROVISION:

Teachers conducting PSHEE sessions make every effort to include and support all pupils with suitable and accessible learning material. Support and advice can be sought from the Heads of Learning Skills (Prep & Pre-Prep), other Teaching staff and Teaching Assistants. This may be achieved through working closely with individuals, finding exercises that boost their self-esteem or feelings of inadequacy, or working on a whole-class exercise that makes others aware of how that individual may be feeling.

DIFFERENTIATION:

As in all other subject areas, the School strives to enable all pupils to reach their full potential. Timetabled PSHEE sessions are delivered within the context of form groups. All these groups are, therefore, of mixed academic ability. Appropriate differentiation needs to be taken into consideration by PSHEE teachers when preparing their lessons in order to enable all members of the group to have equal access to the session.

ASSESSMENT:

It is important that PSHEE work is evaluated and marked by PSHEE Teachers because we must be able to:

- monitor our provision;
- give pupils (and parents) feedback about their progress and how their learning might be improved;
- improve learning and increase pupils' motivation;
- help pupils to reflect on and identify what they have learnt.

However, formal assessment in PSHEE is not undertaken as in other subjects. Evidence of learning comes from:

- improved attitude and behaviour in class and around the School;
- increased awareness of courtesy, trustworthiness and respect for property;
- increasing ability to form constructive relationships with one another, teachers and other adults;
- increasing understanding of the impact the individual makes on others;
- increasing respect for the differences between people, particularly their feelings, values and beliefs;
- an increasing ability to show initiative and take responsibility.

The effort put into PSHEE lessons by each pupil is graded every half term using the Prep school criteria for mid-term and end of term assessment grades. Written reports of topics covered and effort from each individual are also given at the end of the autumn and summer terms. As stated, we have not adopted an attainment grade system for this subject.

PREVENT DUTY:

The Government's Prevent Duty Guidance issued under s.29 of the Counter-Terrorism and Security Act 2015 (Act) and its application came into effect from July 2015. It is essential all staff understand the risks of radicalisation, as well as the procedures in place to deal with it. Our broad and balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for opportunities, responsibilities and experiences of life but, above all else, we promote community cohesion. Staff need to be able to identify children who may be vulnerable and know what to do when they are identified. Staff must be vigilant and, to this end, all colleagues will receive regular, updated training as part of our School's ongoing measures designed to prevent the radicalisation of our pupils. Staff must consult with one of the Designated Safeguarding Leads (DSL) immediately should they feel a pupil may be vulnerable to radicalisation and/or extremist views. Further guidance can be found in The Prevent Duty – Departmental advice for schools and childcare providers (June 2015) and in the updated Keeping Children Safe in Education (July 2015).

FUNDAMENTAL BRITISH VALUES:

Fundamental British Values are embedded throughout the PSHEE curriculum. PSHEE lessons aim to actively promote British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

EQUAL OPPORTUNITIES:

All pupils at Rose Hill have access to PSHEE and its related topics, regardless of: gender, race, disability, Special Educational Needs, sexual orientation, religion or belief. We remain conscious that our PSHEE provision should remain within the guidelines as defined in The Equality Act 2010. However, considerations are given to individuals so that topics of a sensitive nature are dealt with in a delicate manner (e.g. separate talks for girls in Sex and Relationships Education in years 5 and 6, being aware of particular religious beliefs during whole class discussions and making provision for beliefs to be discussed in an open and non-partial way).

PSHEE STAFF:

The following teachers are responsible for the delivery of the PSHEE programme:

Class teachers in Year 1 and Year 2

Form Tutors in Years 3 and 4

Mr Will Skottowe (Deputy Head) in Year 6

Mr Duncan Stacey – PSHEE Head of Department (Years 5, 7 and 8)

Mrs Emily Dickinson – Specialist Sex and Relationships Education (SRE) teacher (Years 5 – 8)

This policy works in conjunction with [Keeping Children Safe in Education](#), DfE, September 2016. These duties are set out in the [2002 Education Act](#). Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding ([Children Act 2004](#)) and community cohesion ([Education Act 2006](#)). The [Equality Act 2010](#) also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all of the responsibilities.

SEX AND RELATIONSHIPS EDUCATION (SRE) POLICY
UPDATED SPRING TERM 2017

PURPOSE OF THE SRE POLICY

Producing an up to date SRE policy is the statutory responsibility of the governing body.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching SRE
- Enable parents and carers to support their children in learning about SRE
- Give a clear statement on what the school aims to achieve from SRE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of SRE
 - (i) Duty to promote well-being (Children Act 2004)
 - (ii) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - (iii) Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - (iv) Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
 - (v) Teach statutory SRE elements in the Science National Curriculum
 - (vi) Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
 - (vii) Meet the school's safeguarding obligations
 - (viii) Make the policy available to pupils and parents (Education Act 1996)
 - (ix) Right of parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)
 - (x) Taken account of the DfEE guidance on SRE (2000)
 - (xi) DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "SRE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
 - (xii) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

DEVELOPMENT OF THE POLICY

This policy was developed by the school governors, the Head of PSHEE, Head of Science, general teaching staff, the school nurse and Emily Dickinson (specialist SRE teacher).

The following documents have been taken account of:

- SRE guidance (DfEE 2000)
- Guidance on PSHEE (DfE 2013)
- Guidance produced by the PSHE Association "SRE for the 21st century" (February 2014)

LINKS TO OTHER POLICIES

This policy forms part of the PSHEE and citizenship policy and links to the Safeguarding and Child Protection policy, anti-bullying/behaviour policy, Equality policy and e-safety policy.

DEFINITION OF SRE

Sex and Relationship Education is not just about learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others, to understand about human sexuality and to **feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different

families, different types of relationships, healthy and unhealthy relationships and where to get help if needed

2. **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
3. **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

WHY TEACH SRE?

- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate on line content
- It is a statutory part of the science curriculum covering the biological aspects of SRE

VALUES PROMOTED THROUGH SRE

Our SRE programme promotes the aims and values of our school which include

- Respect for self and others
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
- Valuing family life and stable, loving and committed relationships, including marriage (both heterosexual and gay) and civil partnerships, for bringing up children

SRE will support the importance of strong and stable relationships, including marriage for heterosexual and gay couples and civil partnerships for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

AIMS FOR SRE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying

- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where are how to seek information and advice when they need help

CONTENT AND ORGANISATION OF THE PROGRAMME

Where is SRE taught?

SRE will be taught through a planned programme in PSHEE and Citizenship as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils.

What is taught in each year group?

We have a statutory duty to teach the SRE elements of the science national curriculum. See (Appendix C) for the SRE aspects of statutory science

- The content is based on the non-statutory SRE aspects in PSHEE and Citizenship (Appendix D) and the statutory elements of the science national curriculum
- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.

Who teaches SRE?

SRE will be taught by the class teacher up to Year 4 and Emily Dickinson (specialist SRE teacher) in Years 5, 6, 7 and 8. If visitors are involved in SRE we will:

- plan and evaluate their contribution as part of the school's SRE teaching programme;
- provide the visitor with an up-to-date copy of the school's SRE Policy and ensure they adhere to it;
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management;
- follow up in later lessons.

The school nurse sometimes provides drop in sessions to support pupils on a range of health issues, including puberty

How is SRE taught?

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5, 6, 7 and 8 to include time when single sex groups can discuss issues with a teacher of the same gender.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- The SRE policy reflects our equal opportunities policy and the school ensures that the SRE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, SRE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a teaching assistant.
- Teachers do not discuss details of their personal relationships with pupils.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of SRE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5, 6, 7 and 8 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and trans-relationships.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of SRE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

INVOLVING PUPILS

To ensure the SRE programme meets the needs of pupils, the PSHEE Coordinator involves the school council in reviewing and evaluating the programme.

CONFIDENTIALITY, SAFEGUARDING AND CHILD PROTECTION

Although SRE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

ASSESSING SRE

Pupils' progress in learning in SRE is assessed as part of the assessment of science and PSHEE and citizenship.

MONITORING AND EVALUATING SRE

The PSHEE Coordinator monitors teachers' planning to ensure SRE is being taught. Pupils and staff are involved in evaluating the SRE teaching programme as part of the annual review of PSHEE and Citizenship which also involves the school council.

TRAINING STAFF TO DELIVER SRE

It is important that SRE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach SRE. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

WORKING WITH PARENTS / CARERS AND CHILD WITHDRAWAL PROCEDURES

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the SRE curriculum and will try to balance parental views with our commitment to comprehensive SRE and equality.

We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website
- Giving parents the content of the SRE teaching programme as part of the annual curriculum overview
- Providing materials for parents to use when talking about SRE with their children
- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from SRE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from SRE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the SRE curriculum they must arrange a meeting with a member of the Senior Management Team who will talk through their concerns and discuss the benefits of school SRE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHEE Coordinator about the resources to support this.

DISSEMINATING THE POLICY

A copy of this policy is on the school website and is included in the staff handbook. It is also available upon request at the School Office.

Copies are supplied to visitors who are involved in providing SRE in school.

SRE KEY CONTACTS

PSHEE and Citizenship Head of Department – Mr Duncan Stacey

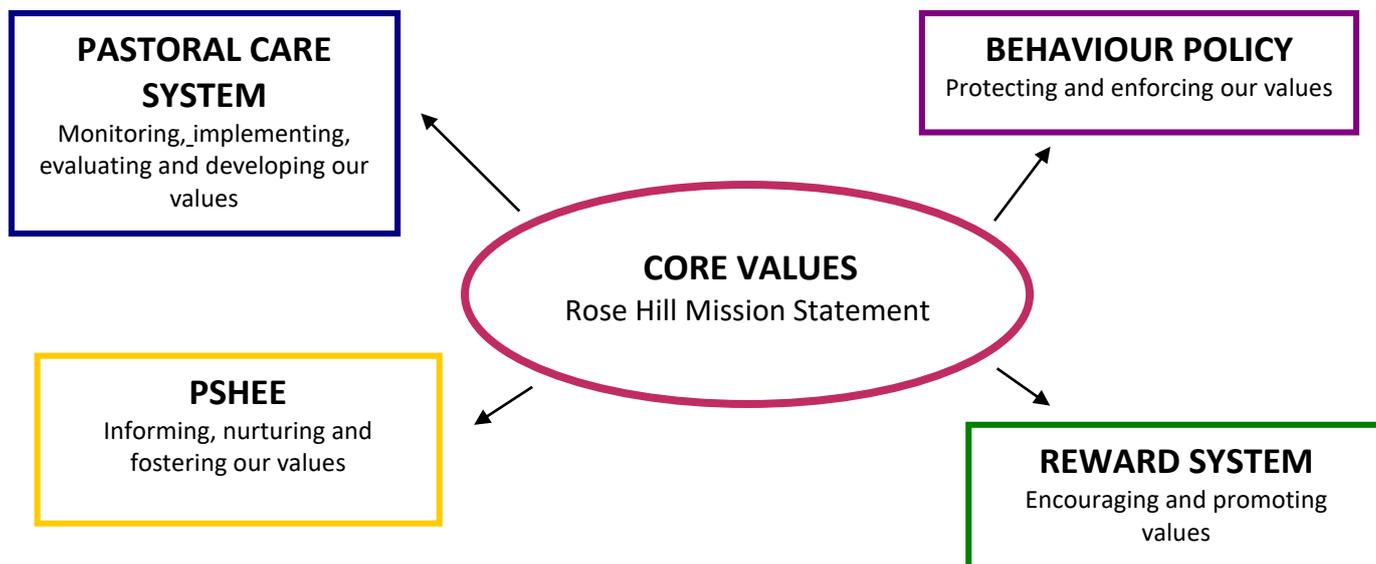
SRE Teacher – Mrs Emily Dickinson

School Nurse – Mrs Juliet Makinson

Designated Safeguarding (Child Protection) Lead: Emma Neville (Head)

APPENDIX A

WHERE DOES PSHEE FIT IN?



ROSE HILL SCHOOL MISSION STATEMENT:

To provide a quality all-round education for all pupils, which enables them to reach their true potential. Within a secure environment, based on clear Christian principles, children are encouraged to meet new challenges with confidence.

AIMS of the School:

To provide the best possible all round education for each pupil in the school by:

- **enabling** every child to achieve his/her full academic potential (including Special Needs and Gifted and Talented provision) in small classes;
- **helping** all pupils to develop their individual personalities within the framework of a stimulating environment;
- **providing** a strong pastoral system which responds to the needs of the individual;
- developing a partnership, between home and school, by **communicating** the social and academic progress of each child to parents at regular intervals, through an all embracing system of parents' evenings, mid-term assessments, detailed end of term reports and personal contact;
- **fostering** many possible talents of the individual, e.g. musical, artistic, sporting, dramatic or other, by providing an environment which motivates the child to explore the wide range of activities available at Rose Hill;
- **encouraging** good citizenship values (positive relationships, good manners, social awareness, and a sense of responsibility and discipline) in a supportive Christian community.

CODE OF BEHAVIOUR

GOOD BEHAVIOUR IS EXPECTED AT ALL TIMES IN OUR SCHOOL

RESPECT EACH OTHER

Always be kind and considerate to others
Treat others, as you would want them to treat you
Ask permission before borrowing or lending
Help others whenever you can

RESPECT YOUR TEACHERS

Put up your hand if you wish to speak in class
Listen to what you are told
Make sure you are organized and ready for lessons
Avoid distracting others
Stand if an adult enters the room
Have good manners during the day and especially at lunchtime
(Remember 'Good Morning', 'Please' and 'Thank You')

RESPECT PROPERTY IN YOUR SCHOOL

Always be responsible and sensible inside and outside
Make sure litter goes in the bin
Wear correct uniform at all times
Look after school property; report damage immediately
Make sure snacks are eaten in the proper place
Look after your own things and care for other people's things

IF YOU HAVE ANY WORRIES AT SCHOOL – TELL SOMEONE!

(This code of behaviour is based wholly upon ideas and suggestions by children in the Main School)