

Policy Document

St. Botolph's C of E Primary School

Behaviour Policy

September 2025

Unique Reference Number (URN):	141579
Approved By:	Full Governing Body
Policy Type:	Statutory
Adopted On:	September 2025
Date of Next Review:	September 2026
Review Period:	One Year

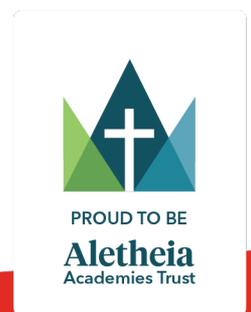
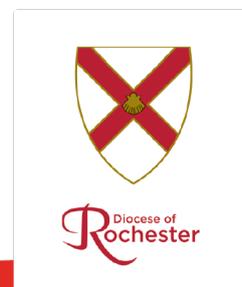




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1. Shared Values and Beliefs of Behaviour

Positive behaviour is a cornerstone of school life at St Botolph's, supporting the distinctive Christian character of our school. We reaffirm our Christian values and celebrate the contribution that each child makes to our community. Our school lives are led by being "Inspired by Jesus, helping children to become the best they can be".

We are an inclusive school, where everyone is recognised for the valuable contribution, they make to our community. Our foundation in Christian belief and practice helps us to embrace and value not only the spiritual but also the physical, intellectual, emotional, moral, and social development, of our children. Our motto is rooted in a desire to enable children at St Botolph's to be the best they can be, 'for themselves, for God and for others, living life in all its fullness (John 10:10).

We believe the guidance of children's behaviour should reflect the Christian values of the school: respect, responsibility, and resilience.

Respect - Jesus showed respect when he fed the five thousand, ensuring everyone was loved and no one went hungry. Our pupils and staff show the same consideration, love, and forgiveness, working always for peace and harmony in our community, our country, and our world.

Responsibility - Pupils and staff actively serve and support the school and the wider communities in which they live and strive for justice and equality for all people. We support the community to overcome barriers just as Jesus did when he held out his hand to encourage Peter to step out of the boat, taking responsibility for ourselves and others.

Resilience - We empower the children to have faith in themselves; to overcome the barriers of life to achieve their full potential. Pupils and staff live in a positive climate of hope, have courage, show compassion and keep their faith in each other as Peter showed to Jesus as he stepped out of the boat. They are thankful both for the challenges they face and the blessings they receive.

Our Behaviour Principles underpin our behaviour ethos (See Appendix 1).



2. Aims

This policy aims to:

- Define what we consider to be positive behaviour
- Outline how pupils are expected to behave by supporting and guiding positive behaviours and provide a consistent approach to this
- Summarise the roles and responsibilities of different people in the school community with regards to supporting and guiding positive behaviour
- Outline our system of rewards and consequences.

At St Botolph's, we uphold the expectation that all members of our school community will demonstrate respect, take responsibility for their actions, and contribute to a safe and supportive environment where everyone is empowered to learn.

Our aims are:

- To ensure that all individuals feel safe, valued, and respected within the school community.
- To treat everyone with care, understanding, and empathy.
- To set a positive example at all times, with all adults modelling exemplary behaviour for pupils.
- To ensure that all adults actively listen to children, fostering a culture of mutual respect.
- To encourage pupils to develop self-expression, independence, and resilience.
- To support pupils in taking responsibility for their actions and choices.
- To nurture strong relationships between the school, home, and the wider community.
- To ensure that the behaviour policy is well understood by staff, pupils, and parents/carers alike.
- To apply rewards and consequences consistently and fairly, in alignment with the behaviour policy.
- To maintain an environment where all pupils, staff, and visitors are free from discrimination in any form.

To facilitate and achieve this we:

- Begin the year with a set of expectations that are discussed and understood by all in the classroom, these are displayed regularly referred to
- Show that we care for all children by ensuring all staff are approachable, kind and there to help.



- Treat all children with courtesy and respect.
 - Recognise a child's fears and help them to understand that their fears and difficulties are not unique.
 - Appreciate how well children cope with their personal problems.
 - Have a positive, restorative behaviour management approach that builds children's social skills.
 - Deal with each incident afresh and not jump to conclusions.
 - Listen to and take children's views into account.
 - Check in with pupils each morning with an 'active welcome'
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- Create a positive, calm, and purposeful learning environment that encourages pupils' engagement
 - Support each child's spiritual development increases their self-awareness and empathy for others, promoting a positive climate for learning.
 - Provide a well supervised, stimulating 'zoned' playground environment with suitable equipment for play.
 - Provide a curriculum that is relevant, challenging, inspiring and that develops children's self-awareness
 - Ensure that teaching and modelling of personal, social, and emotional development is a core element of all lessons and activities and the whole curriculum.
 - Promote children's independence, resilience, and personal responsibility with an awareness of their role within the community.
 - Ensure all staff have an understanding and acceptance of the needs of all children and that variance is sometimes necessary to meet any specific social, emotional, learning, or other need which requires a personalised approach, guidance of which can be discussed with a member of the Senior Leadership Team (SLT).
 - Have a shared understanding of the restorative approach and apply this consistently.
 - Effectively communicate with children and parents/carers our high expectations for learning and behaviours: building good home-school partnerships.
 - Work in partnership with external agencies, where necessary.



3. Definitions

Positive behaviour at St Botolph's Primary School is defined as pupils:

- Respecting others and themselves, showing kindness, patience, and understanding in all interactions.
- Taking responsibility for their actions, demonstrating honesty and a willingness to learn from mistakes.
- Showing empathy and compassion, being considerate of the needs and feelings of others.
- Persevering with resilience, facing challenges with determination and a positive attitude.
- Engaging in learning with enthusiasm, always striving to do their best and supporting peers in their learning journey.
- Collaborating and cooperating, valuing teamwork, inclusivity, and the strengths of others.
- Celebrating and embracing differences, promoting acceptance, fairness, and diversity within our school community.
- Acting safely and thoughtfully, making decisions that ensure their well-being and that of others.
- Contributing to the school's positive atmosphere, upholding our Christian values and being a role model for others.

Unacceptable behaviour is defined as behaviours that limit or disrupt learning both for the individual and for others or behaviours that interfere with the smooth running of lessons.

The following list, although not exhaustive, gives examples of behaviours are deemed unacceptable:

- Not focusing on tasks.
- Taking too long to begin tasks.
- Inappropriately calling out
- Refusal to follow instructions or school rules
- Lack of cooperation with peers or staff
- Misuse of equipment or resources
- Use of inappropriate or offensive language
- Bringing playground discussion/issues into the classroom



Serious unacceptable behaviour is defined as:

- Repeated violations of the school's rules and expectations.
- Intentional damage to school property or the environment.
- Theft or taking something without permission.
- Aggressive or violent behaviour towards peers.
- Aggressive or violent behaviour towards staff members.
- Any form of bullying, including verbal, physical, or cyberbullying.
- Racist, sexist, homophobic, or any discriminatory behaviour.
- Possession of any item that a staff member reasonably believes could be used to cause harm or injury to any person, or damage to property.



4. Roles and responsibilities

The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Phase Leaders

In addition to the points listed below for 'Staff', Phase Leaders are responsible for:

- Being the first port of call for parents, children and staff within their phase
- Investigating behaviour matters within their phase and escalating to the relevant member of the Senior Leadership Team if required
- Provide the Senior Leadership Team with updates on behaviour standards within their phase

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Model positive behaviours whilst on school premises
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly



Pupils

Pupils in our school are expected to:

- Listen to teachers and one another, and allow everyone to learn
- Be proud of their school and community, have a positive attitude to all activities and to try their best
- To value each other by working and playing co-operatively together
- Be polite and respectful to all pupils and adults – teachers, support staff, office staff and visitors
- Walk around the school quietly and calmly
- Never deliberately physically, emotionally or spiritually hurt another person
- Respect school property, the environment and other peoples' belongings
- To acknowledge when they have made the wrong choice and attempt to make amends
- Regard each day as a fresh start

Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or at a sports event.

5. Rewards and consequences

The behaviour management approach at St Botolph's is centred around a system of behaviour steps displayed in all classrooms (See Appendix 2) with a clear system of rewards and consequences.

Rewards are used to promote and reinforce our positive behaviour expectations. Rewards are agreed and used consistently by all staff members. Every child should receive regular praise and encouragement and should experience success and recognition for following our expected behaviours. Through rewards given, other people (including peers and parents/carers) share in each child's success.

Positive behaviour will be rewarded with pupils being moved up the behaviour steps. In addition, they may receive:

- Praise, both verbal and non-verbal
- Stickers
- Dojo point(s) (Appendix 3)



- Star cards sent home to parents and carers
- Opportunities to share achievements with adults in the school
- Merit awards
- Governor awards
- Messages on Seesaw to parents/carers
- Positive behaviour point on Arbor which parents/carers can see (Merit award/Governor award/Star on our behaviour steps)
- Asked to visit other staff to share what they have achieved
- Personalised reward charts

In response to unacceptable behaviour, pupils will be moved down the behaviour steps. The school may also use one or more of the following consequences:

- A verbal warning
- Given a second warning
- Moved within the classroom (thinking time in class)
- Time out of the classroom with another teacher/ phase leader
- Expecting work to be completed at break or lunchtime
- Spend specific time with a designated adult or in a designated area during unstructured times (such as on the marked court lines on the playground to speak with staff on duty)
- Referral to SLT
- Negative behaviour point on Arbor (parents/carers will not be able to see this, but staff may discuss with parents/carers at the end of the school day)
- Internal suspension*
- Fixed term suspension with pastoral support programme (PSP) upon return to school
- Permanent exclusion

* When we use internal suspension in response to serious or persistent breaches of this policy, pupils will spend time in one of our sensory rooms. If this was as a result of poor classroom behaviour, the pupil will be expected to complete the same work as they would in class.



We recognise that:

- There are always reasons behind why a child is unable to learn effectively and display behaviour that is stopping learning.
- Behaviours that stop learning for an individual also stop the learning for other children.
- All children need to make the best learning progress, and these behaviours are not acceptable.
- The needs of children are all different.
- At times, additional support may be required from other agencies.

6. Bullying

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

Bullying is, therefore:

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, gestures
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Repetitive name-calling, sarcasm, spreading rumours or teasing
Cyber-bullying (online bullying)	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

As an important part of the PSHE programme, we teach children about how to resolve minor conflicts in a non-violent manner. Children learn to take ownership of their feelings and are given strategies for dealing with them. They also learn to recognise a range of feelings and emotions in other people and to understand how these can affect actions.



Reporting bullying

It is essential that bullying is reported as soon as possible. This can be done as follows:

- Pupils can report issues of bullying to any adult in the school
- Parents/carers can report bullying to the class teacher in the first instance or to their child's phase leader
- Members of staff need to report any issue of bullying to their line manager.

Support following a report

Any report of bullying will be thoroughly investigated, and an appropriate course of action will be agreed upon. This typically includes providing support for the pupil who has been bullied, as well as addressing the behaviour of those involved to promote understanding and prevent recurrence.

We employ a range of proactive whole-school strategies to foster resilience, prevent bullying, and equip pupils vulnerable to bullying with coping strategies. For instance, through our PSHE curriculum, we address key topics such as friendships, relationships, and personal safety. Additionally, we observe Anti-Bullying Week and Anti-Racism Day annually, providing opportunities for open discussions and engaging activities to raise awareness and promote positive behaviour.



7. De-escalation and the use of reasonable force

At St Botolph's, de-escalation is always our first response to unacceptable or serious unacceptable behaviours. All staff receive regular training in de-escalation techniques to support positive behaviour and reduce the need for more extreme interventions.

The use of reasonable force is rare and is only employed in exceptional circumstances as a last resort. While all schools have a legal right to use reasonable force, it should only be used by trained staff, unless there is an immediate risk of physical harm to staff, pupils, or others. In such cases, a dynamic risk assessment will be carried out to determine the appropriate action.

Reasonable force can be used in two main ways:

- **Control:** This involves either passive physical contact (e.g., blocking a child's path) or active physical contact (e.g., guiding a child out of the classroom).
- **Restraint:** This involves holding back or bringing a child under control, typically used in more extreme situations, such as when pupils are physically fighting and cannot be separated without intervention.

The use of reasonable force will be applied only when necessary to ensure the safety of the pupil, others, or staff members. It will always:

- Be applied with the minimum amount of force and for the shortest period of time necessary.
- Be done in a manner that preserves the safety and dignity of all individuals involved.
- Never be used as a form of punishment.
- Be recorded and communicated to parents, ensuring transparency and accountability.



8. Confiscation

Any prohibited items found in a pupil's possession will be confiscated. Prohibited items are defined as any item that could cause harm or disrupt the learning environment. Examples of prohibited items include, but are not limited to:

- weapons
- drugs
- alcohol
- tobacco
- fireworks
- pornography
- stolen items

The school will request that such items be collected by a parent or carer at the end of the school day.

Searching and screening of pupils will be conducted in accordance with the Department for Education's latest guidance on searching, screening, and confiscation in schools.

9. Inclusion

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, medical practitioners and/or others, to identify or support specific needs.

When additional needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



10. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

All St Botolph's staff are provided with training on our behaviour policy and de-escalation on a regular basis. Some members of SLT have also been trained in the proper use reasonable force through Team Teach.

All staff are trained in 'Positive Range of Options to Avoid Crisis and use Therapy – Strategies for Crisis Intervention and Prevention' (PROACT-SCIPr-UK®) a therapeutic, values-based approach to behaviour support developed by the Loddon Training Foundation. This provides staff with the practical skills and knowledge to apply the approach whilst supporting pupils with challenging behaviour. It focuses on understanding triggers and distress to build personalised, safe environments, teaching communication and coping skills, and using a gradient approach to support well-being.

The principles of PROACT-SCIPr-UK® are centred around positive behaviour support, crisis prevention, and person-centred planning. Key principles include:

1. **Minimising Physical Interventions:** Emphasising the use of proactive and positive strategies to reduce the need for physical interventions, which are only used as a last resort.
2. **Behaviour Support:** Recognising that behaviour serves a purpose and addressing the underlying needs, characteristics, and preferences of individuals.
3. **Person-Centred Planning:** Ensuring interventions are tailored to the individual, focusing on their strengths, preferences, and quality of life.
4. **Proactive, Active, and Reactive Interventions:** Using proactive strategies to prevent crises, active interventions to address early warning signs, and reactive interventions only when necessary.
5. **Functional Analysis:** Understanding the function of behaviours to develop effective support plans and teach substitute skills.
6. **Respect for Human Rights:** Upholding the dignity, rights, and best interests of individuals, in line with legal and ethical standards.
7. **Team Collaboration:** Involving multidisciplinary teams, including the individual, family, and



advocates, in planning and decision-making.

8. **Training and Empowerment:** Equipping staff with the knowledge and skills to support individuals effectively and safely.
9. **Continuous Improvement:** Regularly evaluating and refining behaviour support plans and interventions to ensure effectiveness and alignment with best practices.

These principles aim to create supportive environments, enhance individual well-being, and reduce the occurrence of behaviours of concern.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing board every year. At each review, the policy will be approved by the headteacher.

13. Links with other policies

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

- Kent Exclusion Guidance
- SEND policy
- Safeguarding policy



14. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Searching, screening and confiscation](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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



Appendix 1

St Botolph's C of E Primary School Principles of Behaviour

We provide a committed and consistent approach to behaviour, inspired by Jesus, we enable children at St Botolph's to be the best they can be, 'for themselves, for God and for others, living life in all its fullness (John 10:10). Our core Christian values underpin the consistent approach for all members of our community.

1. Our behaviours are rooted in respect

All God's children have an equal right to feel safe, respected and valued. As Jesus showed love when feeding the five thousand (Matthew 14:15-21); we use his teachings to allow love to bring us together and inform our behaviour. Respect and responsibility will increasingly bind pupils and staff together as a community and promote a strong sense of belonging. Both staff and children strive to develop positive working relationships, showing respect to one another and in turn receiving respect. This teaches us to show love and forgiveness, working for peace in our school community.

2. Behaviour is a product of its environment

Our learning environment provides the model for our high expectations in behaviour. It facilitates positive behaviours, which are reflected in all aspects of learning. The staff 'set the weather' by creating a welcoming, safe and respectful environment. This reflects our Christian ethos, which permeates through everything we do as we work together to enable pupils to realise their God-given potential.

3. Reward the behaviour you want repeated

We set high expectations of our staff and pupils, providing a consistent message that good behaviour reaps positive outcomes. Staff consistently look for good behaviours and reinforce these through a range of pre-determined rewards. By recognising positive behaviours, we are reinforcing them to become natural and repeated.

4. Behaviour affects learning

Behaviour is a form of communication. Adults form strong, positive relationships with pupils and parents, so they can better understand their behaviours and support them individually. Through the building of these relationships, pupils know that adults believe in them and have high expectations. This promotes positive learning behaviours. Lessons are purposeful and engaging, where children are actively involved, learning from their mistakes, questioning and



supporting each other.

5. We are responsible for our own behaviour

We have high expectations of behaviour, to create a positive and rewarding school environment. Behaviour is positively reinforced to produce long term changes in attitude. Awareness of behaviour is encouraged to create an enriching school culture. Life is filled with challenges; we will come across difficulties, but if we believe in Jesus, he will always be there to calm the storms of our life and support us to live life in all its fullness. Everybody makes mistakes but, when we do, we are taught to take responsibility and seek to make amends. At St Botolph's we take responsibility for our actions, striving for justice and equality for all people in our school community.

6. All different, All equal

Inspired by Jesus when he treated everyone equally, feeding the five thousand and providing for all; we are encouraged to do the same. We believe everyone is of equal worth and that our differences make us a richer community. Individual differences are valued and celebrated, resulting in an inclusive environment. By fostering a strong sense of belonging for all of our pupils, positive behaviour will flourish.

7. Lead by the power of example

Our vision for behaviour is rooted in the model of Christ. We lead by example, celebrating positive actions, allowing the behaviours we expect children to demonstrate to come to fruition. Children's positive behaviour is valued and used to exemplify expectations within the school community; therefore, both adults and children are seen as role models. It is recognised that mistakes are part of the developmental journey; learning from these mistakes has the power to turn us into something better than we were before.

8. Resilient behaviour overcomes challenges

Resilience creates a positive climate of hope, where members of our community show courage and compassion through supportive provision. We model ourselves on Peter as he stepped out of the boat (Matthew 14:22 -32); we take risks, show faith and are courageous. Children learn to overcome their challenges and improve their resilience in a safe environment. They become confident individuals so that they may go on to live fulfilling lives. Pupils are supported in expressing feelings appropriately; for God gave us a spirit not of fear but of power, love and self-control.



9. You'll never look good trying to make someone else look bad

We do not tolerate bullying. In line with our Behaviour Policy, we actively seek to raise awareness through the education of pupils, staff and parents, regarding bullying and discrimination. Our school is a safe environment where, as God's children, all pupils' views are equally valued, respected and heard and where bullying and harassment has no place. When concerns are raised, we seek to educate, not punish, all of those involved. Change hearts. Change minds. Change Lives.

10. Good behaviour isn't magic; it's a skill which everyone can learn

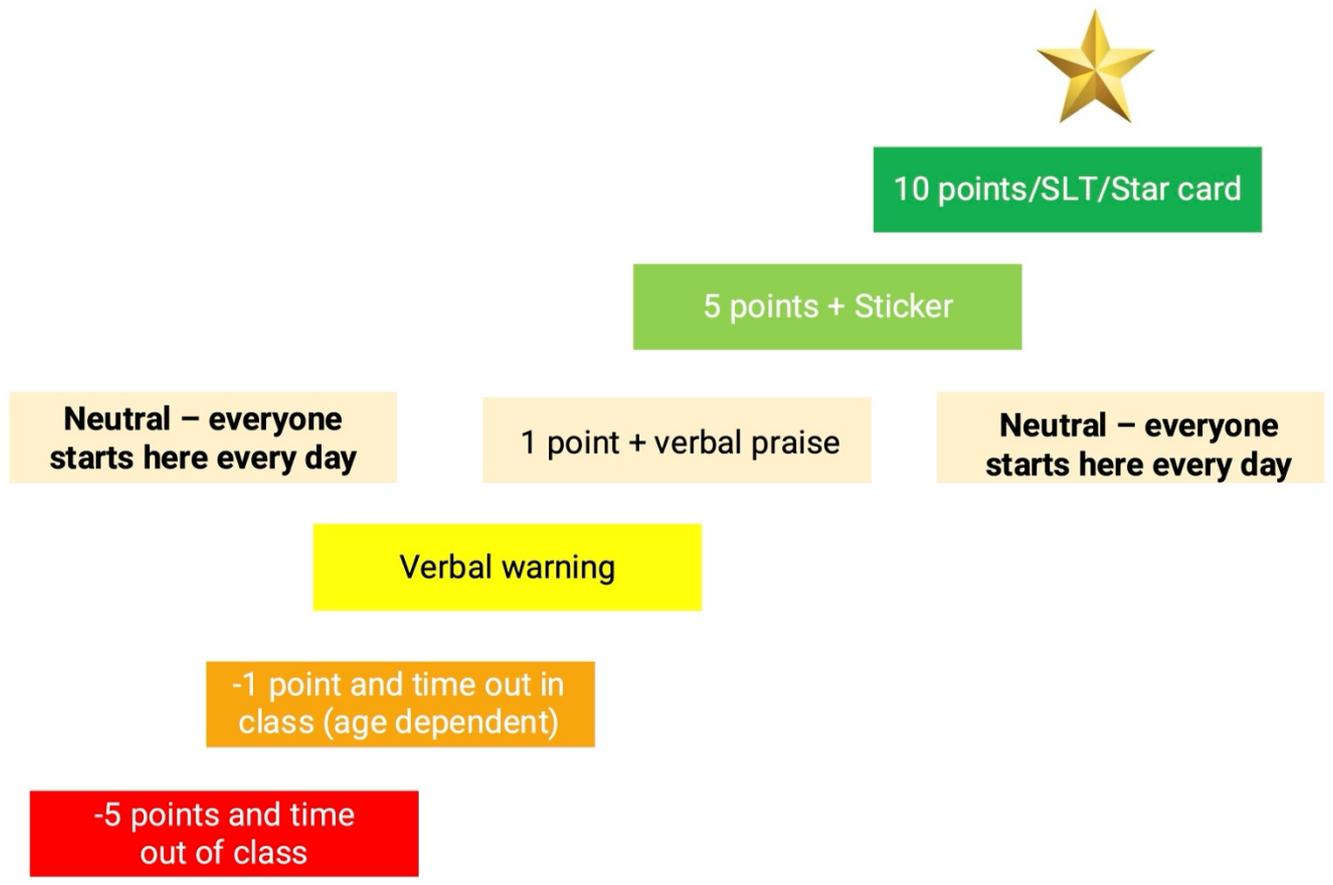
We are motivated by our school Christian vision to serve the local community and therefore good behaviour choices are taught throughout the curriculum. We teach good manners and awareness, ensuring all children flourish and are informed to make correct choices. Teaching good behaviour choices is everyone's responsibility.

At St Botolph's, learning about behaviour isn't an add on or a strategy, it is embedded in our culture.



Appendix 2

Behaviour steps





Appendix 3

Reward Points

We use the Dojo platform to record 'Dojo points' which children receive for:

- Moving up the behaviour steps (1, 5 or 10 points)
- 100% on an Accelerated Reader quiz (5 points)
- Merit Award (10 points)
- Governor Award (20 points)
- One Team Point (1 point) – issued by SLT for conduct/behaviour around school

Our Reward Menu

At the end of each term (six times per year) pupils can 'buy' something from our Dojo shop with their Dojo points if they wish. Points can also be carried over to spend on a higher-level item.

Level/points		Items available
Level 1 – 50 points	Mini Prizes	Choose from a selection of small gifts/surprises
Level 2 – 100 points	VIP for the Day	<ul style="list-style-type: none"> • Playground choice • Extra play • Choose own seat in class • Line leader • Teacher helper
Level 3 - 200 points	Treat Yourself	<ul style="list-style-type: none"> • Guinea Pig time • Sit on a chair in Worship • Hot chocolate/juice time with the Extended Leadership Team • Decorate a biscuit • Dance party
Level 4 – 350 points	Get Creative and Active	<ul style="list-style-type: none"> • PE coaching session • Own clothes for the day • Device time • Art and craft time • Construction time
Level 5 – 500 points	Ultimate Experiences	<ul style="list-style-type: none"> • Forest School session





		<ul style="list-style-type: none">• Movie afternoon• Site Apprentice for an afternoon• Food Tech session• Session with the dogs
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Inter-house competitions/House Points

At the end of each term we'll run an inter-house competition where points can be earnt. Examples include: Sports Day, Spelling Bee, Relay, team game, Debate, Talent Show. The Junior Leadership Team (School Council) will decide on the events at the start of each seasonal term.

