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| **forgiveness**  |
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| **kindness**  |  |  |
|  |  | **thankfulness**  |
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**ST. BEDE’S CATHOLIC JUNIOR SCHOOL**

***celebrates life and learning***

**BEHAVIOUR FOR LEARNING OVERVIEW**

St. Bede’s Catholic JuniorSchool fosters a truly Christian community which works together to facilitate the growth of the whole person, and empowers each individual to experience

**“life in all its fullness.” (John 10:10)**

Everyone involved in the life of the school is responsible for the management of behaviour: **pupils, parents/carers and staff**. Self-belief is central; pupils, parents/carers and teachers believe that we can **all behave in a manner that reflects the mission of the school** and supports everyone’s right to teach and learn, be safe and be treated with respect in school.

We believe that children strive to reach high standards of behaviour. Therefore, we endeavour to maintain **high expectations** through a **consistent and positive** Behaviour for Learning Policy.

Staff are committed to creating an environment where **exemplary behaviour** is at the **heart of productive learning**. **Everyone** is expected to maintain the **highest standards of personal conduct**, to accept **responsibility for their behaviour** and encourage others to do the same. As members of our community, we adhere to the expectations of:

**‘Respect, Love, and Achieve’.**

**Positive behaviour is recognised**: inappropriate behaviour is **dealt with firmly and fairly**. Every opportunity is taken to support self-discipline.

The whole school community fosters the belief that there are **NO** ‘**bad / naughty’** children, just ‘bad choices’; encourage pupils to recognise that they can, and should, make ‘**good’ choices**; recognise **individual behavioural norms** and respond **appropriately**; promote **self-esteem, self-discipline** and **self-regulation**; work collaboratively to **teach appropriate behaviour** through **positive intervention** rather than via **punitive punishments**.

The school has three simple expectations: **‘Respect, Love and Achieve’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations can be **beyond their developmental level**. In this case, these children will have bespoke Positive Behaviour Plans which may include minor rewards to reinforce positive behaviour.

**truth**

**compassion**

**peace**

**love**

**hope**

**generosity**

**respect**

**justice**

**gentleness**

**honesty**

**courage**

**humility**

**friendship**

**service**