Behaviour Policy and Statement of Behaviour Principles

Date:	October 2026	**Review Date:**	October 2027

Aims and Expectations:

At Charlton Mackrell C of E Primary School we strive to provide a caring ethos where everyone in the school community feels loved, safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way to develop self-motivation enabling them to be the best they can emotionally, socially and intellectually achieving all they want to in life.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour. We have high expectations, believe in being good role models who encourage and promote positive behaviour through individual feedback and praise.

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

Through this policy we aim to:

- Ensure a consistent and calm approach to and use of language for managing behaviour;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Promote the use of restorative approaches in place of punishments;
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

Our school rules

We are READY

We show RESPECT

We are SAFE

Our rules and behaviour policy are based on the work of Paul Dix. We recognise that clear structures of predictable outcomes have the best impact on behaviour. Children are praised publicly and reminded, if possible, in private.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Our Behaviour principles

- Our behaviour policy is applied with absolute consistency by all;
- Our children need the behaviours that we expect to be a successful learner at our school;
- We praise our children in public and discuss poor behaviour in private.
- We know that all behaviour is communication.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive, but also teaches the child to evaluate and reflect on their behaviour.

Restorative questions:

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can you do things differently in the future?

Adult Consistencies

- Children are greeted at the classroom door in the morning by the teacher and/ or teaching assistant.
- Staff will be calm, consistent and fair.
- Staff will pay first attention to the best conduct.
- Staff will intervene whenever incidents occur.
- All staff will challenge children who are not keeping school rules.

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the SLT and behaviour incidents will be reported to governors.
- The school keeps a variety of records of incidents of misbehaviour, recording these on My Concern, individual behaviour logs and bullying and racist incident records.

Prevention and strategies to reinforce understanding of anti-bullying:

- Anti bullying week
- Internet Safety Day
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying
- Children participate in role play work in class as part of PSHE (SCARF)
- We focus on the core Christian values through worship and the curriculum
- Make use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature
- A whole school reward system
- Good quality role models
- Adult modelling of appropriate response to a wide range of scenarios
- Children have a clear understanding of their rights and responsibilities
- On-line safety frequently discussed and taught
- Adults deal with situations, even if minor. Talking to the children may prevent the situation escalating

We aim to help children adopt a positive attitude towards each other and to their work, to be helpful, polite and to feel proud of themselves for good behaviour and value themselves as a person. We believe that if you are able to love yourself, you will be able to love and respect others and be a positive part of a community.

We will give children personal feedback and praise and treat each person as an individual, celebrating their own achievements. This will encourage them to take pride in themselves, their work and community and develop their self-motivation, enabling children to feel proud of themselves and want to share these achievements with others.

Children will be encouraged to suggest others or themselves to share good behaviour or achievements with the Headteacher.

Celebration Praise

Children are awarded Star of the Week certificates and Bee Kind badges/ key rings and awards. These awards recognise children who consistently go above and beyond in their behaviour and attitude to their work.

Children who demonstrate good learning behaviours may be invited to share their learning with the Headteacher. As often as possible teachers will provide parents with feedback on their child's positive behaviour at the end of the day.

Children are frequently given dojos when they demonstrate good behaviour, upholding the vision and values of the school or complete work to a high standard. This individual reward also contributes to the overall team outcome and helps highlight the importance of community. Our successes are celebrated in collective worship and other services throughout the year.

Circle time, collective worship, No Outsiders, PHSE, role-play and other drama techniques can be used to help children understand the impact of unacceptable behaviours. Regular use of these strategies is an effective way of sharing information and provides a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour.

Parental Involvement

As part of the ethos of the school, parents are kept fully informed of the life of their child at Charlton Mackrell. This is achieved through regular meetings and the child's annual end of year report. Where particular incidents of concern occur, involving unacceptable behaviour, parents of all the children concerned will be informed.

Discipline Policy

Although most children at our school respond to positive encouragement and feedback sometimes children find it difficult to behave appropriately. We have a clear framework of sanctions used consistently throughout the school.

Sanctions

Rules of behaviour should be constructed in such a way as to ensure that pupils learn to expect fair and consistently applied consequences when merited. Such sanctions should be designed to promote good behaviour and should make apparent the distinction between serious and minor offences.

Stage 1 - Verbal warning

Describe and name the behaviour, remind of the appropriate behaviour, delivered privately whenever possible.

'Show me you are/ want to…'

Stage 2:

A 'Stop and think!' card is placed on child's desk. They are reminded of the rules and that if they can improve their behaviour, the 'Stop and think!' card will be removed.

Stage 3

A ‘5 minutes reflection time’ card is placed on the child’s desk, and they will spend 5 minutes of the following breaktime thinking about how they can improve their learning behaviour in discussion with the class teacher or supervising adult. If they can show improvement before the sanction is actioned, then it can be removed at the teacher’s discretion. ‘You have missed out on learning time as you were not ready to learn, I need you to help me fix this.’

Once the sanction has been actioned – all cards are removed and a positive ‘reset’ is made, where the child is encouraged through praise of good behaviour and good choices to engage fully in their learning.

Stage 4

If after the ‘5 minutes reflection’ time the child continues to disrupt the lesson, they will spend time with a senior member of staff and parents will be informed by their class teacher in the first instance, at the end of the day.

Outside workstations can be used by children who need a quieter environment and not as a sanction.

Teachers will log any yellow cards on Myconcern, so that this can be monitored regularly by the Headteacher.

Teachers have the discretion to allow their classes a movement break mid-afternoon.

Stage 5 – Restorative conversation

Whatever negative behaviour has been communicated, adults will always ensure there is a restorative conversation to enable the child to reflect and move on from the choices they have made.

When a child makes a ‘mistake’ consequences must be used fairly and consistently. It is important that the child understands that the staff member is disapproving of the action and not the child.

On occasions the behaviour may result in immediately moving to a higher stage sanction.

Behaviour explained

Warning system followed from stage 1	**Immediate loss of playtime – Stage 3**	**SLT – Stage 4**
Teasing/ name calling Interrupting a teacher Attention seek behaviour Being rude/ answering back Pushing in Spoiling other people’s games Not letting people play games Talking behind people’s backs/ spreading rumours Telling tales Ignoring people Messing around in class Avoiding work/ wasting time Not completing work due to lack of effort Running inside the school building Play fighting	Spitting Disrespectful or arguing back Swearing Refusal to follow instructions Lying Threatening behaviour Hurting someone through play fighting Graffiti Intimidating behaviour towards peers Pinching	Bullying Kicking, hitting, fighting, pushing etc with intent to hurt Biting Pulling someone’s hair Vandalism Refusal to follow instructions which may put themselves or others in danger Verbal abuse of staff Retaliation, particularly premediated Disrespecting property belonging to school or individuals Derogatory language based on race, gender, religion Stealing Physical abuse of staff or children

		Constant and persistent disruption of others' learning.

Individual Behaviour Logs

In certain circumstances there may be the need for a record of ongoing behaviour to be kept on an individual pupil by the class teacher. Parents will be informed if the class teacher feels that a child requires this monitoring and will liaise with the parents about the next steps that child needs to take in order to improve their behaviour. If after a period of monitoring there is still little or no improvement, further steps will be set in place with parental involvement. If this is unsuccessful after a reasonable period of implementation, the pupil will be discussed at the next consultation meeting.

In a very small number of cases, individual pupils may continue to use unacceptable behaviour despite a number of sanctions being imposed upon them. At this point an Individual Behaviour Support plan will be put in place and shared with all adults.

If there continue to be issues, then the headteacher will request involvement from the Behaviour Support Team. This will usually involve a member of the team visiting the school and observing and/or working on a one-to-one basis with the pupil. Permission from the pupil's parents will be requested before this intervention.

Team Teach: De-escalation and restraint

Team-Teach is a whole setting, holistic behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour.

However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires. Restrictive Positive Handling techniques are never used in isolation.

The Team-Teach approach will also:

• Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions

• Reinforce the essential verbal and non-verbal skills required in a crisis situation.

• Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.

• Provide staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.

• Offer post-incident structure to both the pupil and member of staff

• To provide an accredited training framework designed to reduce risk, and through working together, to safeguard people and services.

Only staff who have up-to-date Team Teach training should use a restrictive hold and then only as a last resort in order to prevent damage to self, property or others. The one exception to this is when a child is at significant risk of harm. Then any staff member may step in and use the minimum amount of intervention required to keep the child(ren) safe.

Suspensions and Exclusions

If unacceptable incidents still occur, then the headteacher has the authority to decide whether a fixed term or permanent exclusion is warranted. If the decision is made to exclude the pupil from the school, the headteacher will seek advice from Pupil Services at County Hall.

Teachers should only ever restrain children if they believe:

- The child poses a potential risk to the teacher or other children, or
- The child poses a potential physical risk to themselves and should therefore be prevented from possibly hurting themselves.

https://www.gov.uk/government/publications/school-exclusion contains the full instructions that we will follow.

A summary of main points is listed below.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

The headteacher's powers to use exclusion

1. Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds.
2. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
3. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'
4. Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so.

Suspension

1. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that is set out within a school's behaviour policy.
2. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
3. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
4. It is important that during a suspension, pupils still receive their education. **Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.** The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period.
5. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.
6. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and

• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Examples of behaviours that can lead to a suspension at Charlton Mackrell Primary School

Suspension and exclusions are an extreme sanction and are only administered when the school has exhausted other strategies for managing the situation. Examples of behaviour that can lead to a suspension or exclusions are:

- Significant verbal abuse to staff or pupils
- Continued and sustained disruption to the learning of others
- Physical abuse to/attack on staff or pupils
- Sexual harassment or sexual violence
- Significant damage to property
- Misuse of drugs, alcohol or other substances
- Theft
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Breaking of a behaviour contract

Protocol for a suspension at Charlton Mackrell Primary School:

The Headteacher will discuss the matter with relevant staff before making the decision to suspend a child.

Parents will be notified as soon as possible about the situation and if the decision to suspend has not yet been made, that this is a possibility.

Parents will be given a formal letter that explains:

- The behaviour that has led to the suspension.
- The period of the suspension.
- The rules that should be followed by the family during the suspension.
- Parents' right to make representations about the suspension or permanent exclusion to the governing board
- The actions that will take place to reintegrate the child when they return to school.
- It will also contain details of where/ how work will be set for the child.

Any social workers or virtual heads involved with the family will be informed immediately of the suspension and the reason for it and the governor's meeting when it will be reported.

The local authority will be informed immediately of all school suspensions regardless of the length via PupilSupport@somerset.gov.uk

The Headteacher will report suspensions at each governor meeting.

Information about the suspension and the reason for it will be recorded on the school census.

Support for Children with Special Educational Needs

Children with special educational needs may need individual provision that may not be detailed in this policy. Children with such needs will have their own individual education or behaviour plans.

If a child's behaviour gives cause for serious concern, we can give additional support in school to help put this right. Many strategies are used in school to assess and manage behaviour and are tailored to the individual needs. If teachers and parents working together have not been able to solve a problem, the school can, but only with the agreement of parents, seek the assistance of others outside the school including educational psychologists, to help plan how to improve the situation.

The child's parents will be fully involved, and an Individual Behaviour plan or Pastoral Care Plan will be in place. The strategies employed will be consistent with the aims and approaches within this policy.

It is the role of all staff and governors to promote the understanding that some children require more help to learn how to build positive relationships and develop their behaviour with both parents and children. We never tolerate poor behaviour, but we do acknowledge that the methods employed to deal with it may not be the same for every child.

See our SEND and inclusion policy.



"The children who need the most love, ask for it in the most unloving of ways."

(Russel Barkley)

Exclusion and children with SEND

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice, which puts them at a substantial disadvantage, and the provision of auxiliary aids and services.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.



Physical contact:

At Charlton Mackrell Primary School, we believe that physical contact between adults and children can play an important part of building relationships. However, this must be within clear boundaries to ensure the safety of children and adults.

Examples of acceptable touch:

- If a child seeks a hug from a trusted adult at school, then the adult will reciprocate the hug – letting go as soon as the child does or tactfully ending the contact if it has gone on past a comfortable point.
- If a child seeks to hold the hand of a trusted adult.
- If a child is in need of comfort, then the adult might put a hand on their shoulder.
- To guide them or keep them safe – for example hand on the back or their shoulder or holding their hand crossing a road. Pulling them back from danger.
- When appropriate, touching gently on the shoulder or arm to gain a child's attention.
- With consent, helping into position for fine or gross motor activities.

Acceptable touch also includes situations that support the duties of the staff member, for example administering first aid or helping into a swimming pool.

Examples of unacceptable touch:

- Where the adult is seeking a hug from a child or affectionate without consent.
- Where the child is unknown to the adult.
- Excessive or unnecessary force or 'rough handling' (see the section on Team Teach positive restraint).
- Any contact that causes concern with reference to our staff code of conduct and safeguarding policy.

As a rule of thumb, we respond to the needs of the individual child and in a like-for-like manner.

Child-on-child abuse: Harmful sexual behaviour, sexual harassment and sexual violence

With reference to Keeping Children Safe in Education.

All staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse.

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

At Charlton Mackrell Primary School, we have a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst-case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Incidents of sexual harassment or sexual violence are fully investigated and recorded. We keep parents informed and consult with relevant external parties including the police.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual

behaviour" (HSB). HSB can occur online and/or face-to-face and can occur simultaneously between the two. HSB should be considered in a child protection context.

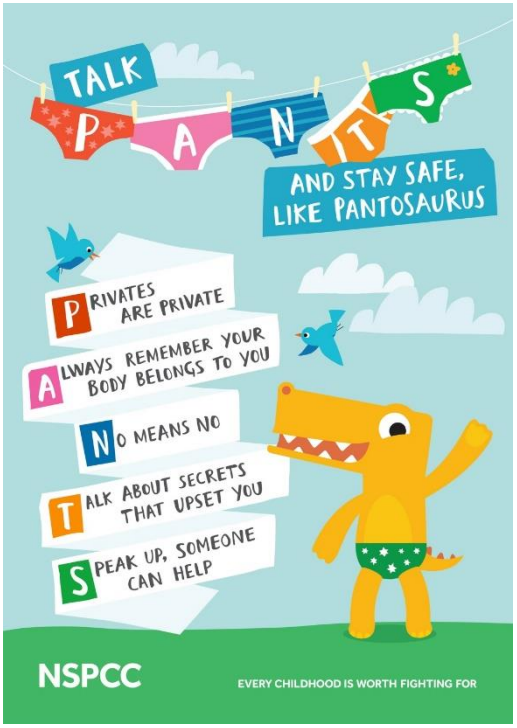
When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

We use the Brook tool to help us understand the development of sexual behaviours in children.

Incidents of HSB are investigated, recorded and parents of perpetrators and victims are notified.

If there are incidents that are developmentally concerning, or that cause harm to a child, we will follow County guidance. This may mean drawing up risk assessments in order to keep children safe.

As a school, we regularly explicitly teach the PANTS principles devised by the NSPCC to ensure that children are aware of inappropriate behaviours and can keep themselves safe. Posters reminding children of the PANTS rules are displayed throughout the school.



Bullying

Charlton Mackrell C of E Primary School's definition of bullying is:

Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.

The staff at Charlton Mackrell C of E Primary School endeavour to be alert to the signs of bullying and always act promptly and firmly against it if allegations of bullying are substantiated.

If staff are alerted to bullying taking place either by seeing signs within an individual or by being told by an individual, group or parent, the following course of action takes place:

- The class teacher talks sensitively to both the victim and the aggressor(s) separately, listening to both sides of the story using restorative justice procedures. This should be done at a convenient time but as quickly as possible after being made aware of it. Notes of what each party says will be recorded on Myconcern.
- If the allegations of bullying are substantiated, then the aggressor(s) should be sent to the headteacher who will deal in accordance with this policy's procedures and inform parents where appropriate. Agreements will be between the children and will be written together and signed by them.
- If the allegations of bullying cannot be proven and need further investigation, then both the victim and the aggressor(s) should be sent to the headteacher who will then endeavour to investigate the matter further. If the allegations are found to be true, then the matter will be dealt with as above. If following further investigation, the matter can still not be resolved, then the headteacher will inform the class teacher and the situation will be monitored for a period of time. Parents will once again be informed.
- If the allegations are found to be untrue then the class teacher will investigate further as to why the allegations were made and see if there are any other underlying problems that need sorting out. The headteacher will be informed.

If the incidents persist and are causing a health and safety issue, then the headteacher could instigate exclusion procedures.

Failure to respond to allegations of bullying may be interpreted as condoning the behaviour. As with bullying, any form of racial or sexual harassment is totally unacceptable at Charlton Mackrell School and will be treated very seriously and dealt with firmly. If staff are made aware of any racial or prejudicial harassment, then they follow the same course of action as for bullying.

Home School Agreement

All parents have a right to expect good discipline in school and good standards of behaviour. We know that consistency of expectations and consistency in putting our behaviour policy into practice is crucial. We believe that we will only be truly successful in achieving good behaviour in school, if we work in partnership with parents.

We ask all parents and children to read our Behaviour Policy and to sign our Home School Agreement and return the copy to school. This shows they are in agreement to following this policy and agreement.

Governor responsible for monitoring behaviour: To be confirmed at the governor's meeting on 08.10 26.

Appendix – Right and Responsibilities

Staff

Rights	**Responsibilities**
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/ policies, expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour To acknowledge areas of own behaviour management skills that could be developed To try/ use and to evaluate new approaches

Pupils

Rights	**Responsibilities**
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/ Carers

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/ respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

Conclusion

The success of the implementation of our policy is seen to be deeply rooted in the quality of the relationships we have in the school between children, staff and parents. We recognise that membership of our community confers duties, responsibilities and rights upon all of us who work together in the school. Restorative justice procedures support our approach to maintaining positive behaviour and there is great emphasis placed on the school's reward system.

By following the guidance set out in this policy we can be consistent in our approach to discipline and behaviour and continue to promote outstanding learning behaviours.



'The one who gets wisdom loves life.' Proverbs 19:8