Ashwicken Primary School

Behaviour Policy and Statement of Behaviour Principles

Approved by:	Date: Autumn 25
	Acting Headteacher
	Chair of Governors
Next review due by:	Autumn 26

Aims:

Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of a happy learning community. This policy applies to all pupils in our school.

We have very high expectations concerning behaviour and hope to develop children's understanding of the impact of choices they make whether positive or negative.

Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. This is delivered through PSHE lessons, circle time and assemblies.

We aim to start each day off on a positive note, through being a welcoming face to children and parents/carers as they drop their children off. Children should be ready in their classrooms for teachers to start teaching at 8:45am.

Ashwicken School Expectations

These expectations are designed to focus on positive action rather than what children should not do. The expectations are agreed actions so there is consistency and fairness in all areas of school life.

However, as an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. The expectations are displayed in all classrooms, hall and playground. **Everyone** is responsible for behaviour of **ALL** children and adults should reinforce the expectations whenever appropriate.

Aim high

1. Learn to the best of your ability

Do our best.

2.Listen respectfully

3. Be resilient; try, try again

Care for each other

4. Be kind, helpful and gentle

5. Be honest and responsible

6. Stay safe and care for people and property

7. Be respectful of others

Our community's responsibilities

- **We are all responsible for 'facilitating the learning of all children'.**
- **We will treat all children fairly and consistently**
- **We will communicate with each other (TA, teachers and parents) to help support children's learning and behavioural needs**
- **We will give all children the chance of a new start throughout the day and every day**

- **We will celebrate success**
- **We will maintain support and promote the high expectations we have of children's behaviour and learning**
- **We will make time to listen to children**
- **We will use language that supports positive behaviour (choices) rather than judgemental language**

Statement of Behaviour Principles

- **Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others**
- **All pupils, staff and visitors are free from any form of discrimination**
- **Staff and volunteers set an excellent example to pupils at all times**
- **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**
- **The behaviour policy is understood by pupils and staff**
- **The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions**
- **Pupils are helped to take responsibility for their actions**
- **Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

Rewards

We strive to verbally acknowledge good behaviour 'in the moment'.

We praise and reward children for good behaviour in a variety of ways:

- Adults give specific praise to children for something they have done well.
- School staff can give Dojo points linked to our school values for behaviour and work and to those who have shown 'fruit of the spirit characteristics'.
- Each week, Teachers nominate a child to be 'Star of the week' who receive a certificate in the school assembly in recognition of their achievement. Teachers also award 'special Jelly Bean' certificates to children from their class each week for special achievements in work, attitude, behaviour effort etc….these certificates link to 'fruit of the spirit characteristics'.
- For immediate recognition of exceptional work or to raise the self-esteem of pupils trying particularly hard to improve their behaviour, teachers can send children with a short explanatory note and/or their work for a 1:1 chat with the headteacher and a special sticker
- Each class has a marble jar or star chart system. Marbles/stars are added for whole class good work, good behaviour etc. When the jar is full the children vote for a special treat e.g. toy / sport afternoon, additional playtime etc.

Disincentives to Negative Behaviour (sanction/consequences)

If a child breaks any of the agreed rules there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is also our belief that such boundaries make children feel safe. It is important to remember at all times to criticise and target the behaviour, and not the child.

Dealing with conflict

Restorative circles take place when there has been an incident in class or on the playground, facilitated by a member of staff who was not involved in the incident. All staff are required to use the Restorative Practice Questions below in the following order:

Questions to respond to :

What happened?

What were you thinking?

What do you think now?

Who has been affected by what you did? How?

What do you think needs to happen

Questions for the person who has been harmed:

What happened?

What were you thinking?

What do you think now? How do you feel?

What has been the hardest thing for you?

What do you think needs to happen next?

3 Step approach to managing behaviour.

At Ashwicken Primary School, we follow the guidelines below. There are some examples of how these can be dealt with. Other strategies may be used at the Headteacher's discretion.

Level 1- A Reminder

Misbehaviour that can be effectively managed within a classroom environment by the class teacher or TA or MSA

- **REMINDER** - Pupils are reminded of the behaviour expected of them this will follow the expectations set out.
- **CAUTION** – personal and non- threatening approach. State the behaviour observed and which expectation it contravenes. Tell the learner what the consequence of their action will be if they choose to continue; refer to previous good behaviour as a model for the desired behaviour. Walk away from learner and allow time for them to decide what to do next. If there are comments, as you walk away write them down to follow up later.
- **LAST CHANCE** – pupil spoken to privately and given last chance to engage. Teacher uses a 30 second intervention where past examples of good behaviour are used. Pupil asked may to stay behind at break or lunch for 2 minutes.

Level 2-Unacceptable misbehaviour

Serious misbehaviour, or persistent level one behaviour, will usually result in the formal involvement of the Headteacher.

- Use the same strategy format as for level 1
- Pupils are informed that their behaviour is unacceptable and must change.
- **TIME OUT** – A short time, just a few minutes, in a 'thinking spot' to allow the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves.

- **REPAIR** – This might be a quick chat at break or a more formal time when a behaviour problem solving sheet is used.
- Pupils will be asked to complete a behaviour problem solving sheet. (See Appendix)
- Teachers will deal with the matter using a variety of positive behaviour management techniques / behaviour strategies, appropriate to the individual and situation.
- Incidents will be logged on CPOMS and the appropriate members of staff notified to enable actions to be recorded
- Parents/Carers will be contacted and a behaviour plan set up (PSP).
- Behaviour may be monitored on a daily/weekly basis.

Level 3-Serious misbehaviour

Very serious misbehaviour, or persistent level two misbehaviour, will result in the formal involvement of the Headteacher.

- Pupils are informed that their misbehaviour is serious and must stop.
- Incidents will be logged on CPOMS and the appropriate members of staff notified to enable actions to be recorded
- Headteacher speaks to child about behaviour, parents are informed and a formal meeting may be arranged with parents/carers to discuss possible solutions to this problem.
- An Individual Behaviour Plan (PSP) would be set up.
- If the issue remains unresolved the final procedure may be a suspension

Behaviours & Consequences Examples

Level 1 Reminder - 'I am reminding you how we expect you to behave..' 'Please make the right choice...'	
Level 1 Behaviours	**Level 1 Consequences** **These are the options our staff may choose to use.**
Showing disrespect to others by choosing to: • Distract other children from learning • Answer back • Disobey instructions • Be untruthful • Name call and use minor bad language • Cause careless damage • Not join in with learning without good cause • Cause harm through carelessness	• Refer to level 1 reminder action as above. • Move seats in the class • Loss of up to 15 minutes of a break time/lunchtime to complete problem solving sheet • Informally speak to parents if not an isolated incident • Loss of privileges (e.g. fun extra activity) • Rule reminders • Warning given to be moved to L 2

Level 2 Reminder -'This behaviour is unacceptable .....'	
Level 2 Behaviours	**Level 2 Consequences**
Showing disrespect to others by choosing to: • Persistently using level 1 type of behaviours over a sustained period of time • Use isolated acts of violence- kicking, hitting, fighting, biting etc. • Use of direct verbal abuse/ bad language/racist comment to any member of the school community	• Any of the level 1 consequences • Timeout' to another room • PSP(pastoral support plan set up) • Behaviour problem solving sheet completed. • Reprimand and behaviour logged by member of staff and reported to teacher or head • Loss of break time or lunch time play or plays (lunch time exclusion) • Regular reports to Head of School or Headteacher on behaviour(daily or weekly) • Loss of a major privilege- e.g. Misses an after school club, school sports match or special activity Discussion with Headteacher • Parents/Carers contacted
Level 3 Reminder -'This is a serious misbehaviour ..'	
Level 3 Behaviours	**Level 3 Consequences**
Showing disrespect to others by choosing to: • Persistently use level 2 types of behaviour over a sustained period of time • Repeatedly use abusive, threatening behaviour towards others • Use bullying behaviour (See also to Anti-Bullying Policy) • Use dangerous behaviour • Steal • Vandalise the school buildings/property • Use aggressive, violent behaviour with intent to cause deliberate injury • Leaving the classroom without permission • Leaving the school grounds without permission	• Any of the level 2 consequences • Loss of play for up to a week • Taken out of class to work for a set period of time up to 2 days. • Parents/Carers asked to come to school to discuss behaviour with the Headteacher • Referral to the Board of Governors Exclusion – this could be from lunch time, internally or a suspension

These lists are not exclusive and there may be other behaviours to be dealt with and consequences used which are not listed here.

Repeated Misbehaviour

Parents/Carers will be made aware of any patterns of misbehaviour at an early stage and will be encouraged to discuss the matter with the teacher. The Special Needs Coordinator/Head may also be involved. If, after a period of home-school liaison the child continues to misbehave then advice will be sought from other outside agencies.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned

Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave in an aggressive way due to their particular SEND?

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter.

If appropriate, the school may request an emergency review of the EHC plan. Local Authority information: SEND Local Offer - Norfolk County Council

The role and responsibilities of governors and the head teacher

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The governors support the headteacher in adhering to these guidelines. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The Headteacher is responsible for establishing the standard of behaviour expected by pupils at the school.

The Headteacher is responsible for publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

Exclusion

Exclusion, whether temporary or permanent, is an extreme step and will only be taken in cases where:

Long term misbehaviour child is not responding to the strategies in place and the safety and learning of others is being seriously hindered (persistent disruption);

- an incident of extreme seriousness has occurred;
- in such other circumstances where the Head teacher or the board of governors see fit.

Exclusion from a School Trip

School must consider whether it is "reasonable and necessary" to prevent a pupil from coming on a trip to ensure the safety of the pupil and the other pupils attending.

The DfE states: *All schools and colleges must safeguard and promote the welfare of children*

The school must take reasonable steps to ensure that staff and pupils' health and safety isn't at risk. The school must minimise risks, using a risk assessment.

This risk assessment may be written or take the form of a discussion with the parent/carer.

If the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included.

Fast Track Procedure for Serious Misconduct

Where a child is involved in:

serious fighting, violent behaviour ; uncontrolled threatening behaviour, which affects the safety of others; bullying behaviour, including racism; bad language (directed repeatedly at another person); extreme defiance; deliberate damaging of school or others' property possession of any prohibited items (see list in Confiscation and Searching)

- such conduct is considered so serious that the child's parents/carers will be contacted immediately and involved in the sanction decision.

Violence towards others

Definition: 'A blow or some other form of physical action (e.g. spitting, biting), which is aimed at, or makes contact with, the victim, or threatening behaviour.'

Any incident within the above definition, directed at anyone at the school will be construed as serious misconduct, in accordance with the behaviour policy and in such cases exclusion will be considered.

Because of the seriousness of such behaviours, parents/carers will be contacted at the earliest possible opportunity. A fixed term or permanent exclusion may follow.

A letter explaining the reason for the suspension will be given to the parent within one day. Copies will be sent to the L.A. and the Chair of Governors. A support programme will be put in place for a child returning to school after suspension. It is essential that parents/carers work closely with the school to re-integrate the child and try to prevent permanent exclusion arising.

On rare occasions, a child with complex needs and/or chronic developmental delays may need to be treated with a little more leniency on account of their condition but dangerous and/or persistent behaviour that presents as violence towards others will not be tolerated. In such cases a PSP (Pastoral Support Plan), risk assessment, behaviour transition plans or IEP may be put in place.

From Government Guidance

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

Power to Use Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

We follow guidance set out in: Norfolk Council's P660 Safety management for difficult and dangerous behaviour –compliance code

Norfolk STEPS

The annual Norfolk Steps training programme supports our ethos. Members of staff are 'Step- On' Trained.

Norfolk Steps supports a therapeutic ethos, with the use of early intervention and professional responses to safely manage complex, challenging or high-risk behaviours.

Norfolk Steps Principles

- Understanding the importance of ethos and policy
- Understanding the importance of consistency
- Understanding internal and external discipline
- Understanding the importance of relationships
- Understanding conscious and subconscious behaviour
- Understanding the therapeutic approach: 'experiences, feelings and behaviour'
- Understanding the language of de-escalation
- Understanding the need for planning
- Understanding punishment and consequences
- Understanding 'duty of care' around harm
- Understanding safe and appropriate physical intervention strategies
- Understanding the importance of restorative approaches and conflict resolution

Behaviour off school premises

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non- criminal behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Our approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

1. Manage the incident internally
2. Refer to early help
3. Refer to children's social care
4. Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils

Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated.

Prohibited items. These are: Knives or weapons, alcohol, Illegal drugs, stolen items, tobacco or vapes. *Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)*

These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Cloakroom
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to request the support of another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of
- a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's electronic safeguarding system (CPOMS).

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child
- Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Mobile phones

Children should not have mobile phones in their school bags or in their possession during the school day. In exceptional circumstances where children travel independently to school, parents and carers will need to inform us via email to office@ashwicken.norfolk,sch,uk In such cases, mobile phones would be stored in the school office during the day.

Bullying

Please see separate Bullying Policy.

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every termly by the Headteacher and governors. The data will be analysed from a variety of perspectives including:

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

The Education Act 1996

The Education Act 2002

The Education Act 2011

The Equality Act 2010

The Education and Inspections Act 2006

The Health Act 2006

The School Information (England) Regulations 2008

This policy also has regard to DfE guidance, including, but not limited to, the following:

DfE 'Behaviour and discipline in schools.

Appendices

Appendix 1

Ashwicken School Expectations

Aim high

Learn to the best of your ability

Do our best

Listen respectfully

Be resilient; try, try again

Care for each other

Be kind, helpful and gentle

Be honest and responsible

Stay safe and care for people and property

Be respectful of others

think sheet 3

Think Sheet

I was not:

- following directions
- being respectful
- being responsible
- listening
- staying in my seat
- being safe
- following directions
- other . . .

and: (give details.) _____

_____

I should have: _____

_____

_____

Then _____

_____

From now on, I will _____

_____

_____

_____

_____

_____

_____

Appendix 3

think sheet 1

Solving Problems

Problem: Write who, what, why and how the problem occured _____

_____

_____

What was the result? _____

_____

_____

Write two better ways to solve the problem:

1. _____

_____

2. _____

_____

How could I have prevented the problem:

_____

_____

In the future I will _____

_____

_____

_____

Signature:_____ date_____

Appendix 4

think sheet 2

Fixing Broken Rules

The Rule I broke was _____

_____

_____

I broke the rule because _____

_____

_____

_____

What should happen because I broke the rule?

_____

_____

_____

From now on, I will _____

_____

_____

My Apology:_____

_____

_____

_____

Signature:_____ date_____

HOME-SCHOOL AGREEMENT

Our school has a home school agreement, which you will be asked to sign. It sets out the school's responsibilities towards its pupils, the responsibilities of the pupil's parents and what the school expects of its pupils.

The aim is to strengthen the partnership between home and school and makes clear the respective roles and expectations.

The school will make every effort to:

1. Ensure the safety, security and physical well being of your child whilst in our care.
2. Ensure your child receives the legal entitlement of a broad and balanced curriculum.
3. Ensure your child achieves their potential.
4. Promote high standards and high expectations of effort and attainment.
5. Promote a policy of assertive discipline in which good behaviour is rewarded and poor behaviour results in clear, consistent sanctions.
6. Provide properly planned, weekly homework opportunities which are realistic, achievable and related to work in school.
7. Provide opportunities for extra-curricular activities.
8. Provide a written report informing you of your child's progress with his/her class teacher at least once per year and provide opportunities for you to discuss your child's progress with his/her class teacher at least twice per year.
9. Deal with parental concerns promptly and inform them of how they have been resolved.
10. Keep parents well informed about school life and special events through regular newsletters and correspondence.

Parents/Guardians will make every effort to:

1. Support the aims of the school.
2. Ensure their child attends regularly and on time.
3. Ensure their child wears the school uniform and follows the school dress code.
4. Encourage their child to follow the school's Code of Conduct.
5. Support the school's behaviour policy and co-operate fully with any behaviour procedures should they become necessary (i.e. target setting, reviews etc.)
6. Attend any parent consultations, reviews, assemblies or events which involve their child.
7. Ensure their child completes any homework and returns it on time.
8. Read regularly with their children.
9. Keep the school informed of any changes in circumstances (i.e. address, phone number, emergency contacts etc.)
10. Inform the school of any problems that may affect their child's learning or behaviour.

Children will make every effort to:

1. Follow the school's Code of Conduct.
2. Follow instructions.
3. Be polite and well mannered.
4. Let an adult know if there is a problem.
5. Complete and return homework.
6. Be prepared for learning
   (arrive on time, with the right equipment i.e. PE Kit etc.)
7. Contribute to lessons and listen when being spoken to.
8. Stay on task.
9. Avoid disturbing others.
10. 'Own up' if things go wrong.

The Code of Conduct is part of our Home-School Agreement. Children are asked to make an effort with five things and following the school's Code of Conduct is number one. It is displayed around the school and is simplified to the main headings for younger children..

Our Code of Conduct

Take care of Yourself

Never	• Do anything silly or dangerous • Stay in school at break times or leave school without permission • Talk to strangers in school unless they have a school badge
Always	• Tell someone if you're unhappy or being picked on

Take Care of Others

Never	• Do anything to hurt others (such as hitting/name calling) • Distract others from working • Be cheeky or rude to adults
Always	• Be friendly to visitors, newcomers and other children

Take Care of your School

Never	• Steal or deliberately damage school equipment • Drop litter or deface the school building • Give the school a bad name
Always	• Be proud of your school