



EAST MORTON CE PRIMARY SCHOOL

Behaviour (Relational) Policy

Establishing positive behaviour for learning

School Vision Statement:

We place great emphasis on our core Christian values and our focus in school is based around us all being the best person we can be and living our school's vision of 'Everyone, Every Chance, Every Day.'

All are inspired to achieve their potential within our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

Background Information

This policy takes account of:

- Legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:
- Education and Inspections Act 2006, Section 93
- Education Act 2002
- Equality Act 2010
- [Behaviour in schools guidance 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/behaviour-in-schools-guidance-2022.pdf)
- [Behaviour and discipline in schools guidance for governing bodies.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/behaviour-and-discipline-in-schools-guidance-for-governing-bodies.pdf)
- The underpinning values and ethos of East Morton CE Primary School, as outlined above

Aims:

In implementing this policy, we aim to encourage children to develop a positive approach to life. We strive to take account of community, family and cultural backgrounds of children in school and to be sensitive to them. Our approach to behaviour management is a two-way process in which different viewpoints are considered and respected. Whilst certain behaviour may be deemed unacceptable, we know behaviour is communication and may be a sign of an unmet need. The rationale for this policy is based upon an understanding of the importance of **the nurture principles** (Appendix 3) and **restorative, relational practices** (Appendix 2).

How school meets the needs of its pupils:

At East Morton CE Primary School, we aim to meet the needs of our pupils through:

- The provision of a safe environment, founded on nurture principles (see Appendix 3), that promotes security through consistent routines and clear boundaries;
- A focus on celebrating, promoting and positively reinforcing good behaviour. We look for and encourage positive behaviour and accept that rules, routines, rights and responsibility are an integral part of a caring school community
- The application of an **unconditional positive regard** for all pupils, acknowledging and addressing any behaviours, as potentially an 'unmet need'
- The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social, emotional aspects of learning

- Creation of a caring, inclusive community in which we can provide for the social, emotional, spiritual, academic and physical needs of all our learners, regardless of status, gender, race or ability
- The implementation of this policy is the responsibility of all the governors, staff, parents and children. Visitors, volunteers and guests will also follow the policy. This policy will also include extended areas of the school day, such as breakfast club, care club, sports clubs and events in and out of school
- All members of the school community have rights and we encourage all in the school to take personal responsibility for their mutual respect when adhering to rules and routines. We have ensured that the children have been fully involved in the formulation of this policy through pupil voice, as have a cross-section of staff and members of the governing body
- All staff must recognise that children are capable of abusing their peers and should be clear as to the school policy on child-on-child abuse (measures to prevent this are detailed in our Safeguarding policy and Anti-bullying policy.) Incidents are added to CPOMS and investigated
- Staff will have training on behaviour management

Routines and behaviours

- Our behaviour expectations are included in our annual 'Home School Agreement' document (Appendix 5)
- The governors, staff, parents, children, volunteers and visitors all need to work in partnership to encourage good mental health, positive regard and mutual respect and will promote and follow East Morton's Home School Agreement.
- Adults will approach behaviour management **calmly and consistently**. Consistency will ensure 'certainty' in the classroom with all staff taking responsibility for behaviour. Staff will use consistent positive reinforcement with clear routines for supporting, encouraging and celebrating appropriate behaviour. (See appendix 1: appropriate adult responses)
- The adults are consistent with simple expectations clearly communicated to all children
- Adults acting as consistent role models enables our children to see good behaviour and are therefore able to learn from this example
- The adults will be consistent in their respect to all children
- The adults will demonstrate consistent levels of emotional control
- Adults are consistent in their understanding that part of learning good behaviour involves making mistakes
- Expectations for moving around school and in the playground are reinforced daily with each interaction - positively praising those meeting expectations and reminders for those who are not
- Appropriate behaviours will be reinforced through the curriculum and we discuss expected behaviour explicitly, making it clear what is expected in different situations, and how to demonstrate good manners
- At the start of each academic year, classes create a class charter which is discussed, agreed and displayed as a reminder of class expectations. Staff will reinforce these expectations regularly. Children joining in-year will have the expectations explained
- In worships, assemblies and whole school gatherings in the hall, the children are expected to come into and leave the hall, in a line, quietly and with 'tidy hands'

- Children are expected to line up in their classes upon instruction from the playtime/ lunchtime supervision, before they re-enter the building

Rewarding Positive Behaviour

- As a school, our focus is on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise both individual children's and whole class positive learning behaviours
- We recognise that behaviour that leads to rewarding consequences are more likely to be repeated; all staff are actively involved in consistently rewarding positive behaviour; Positive achievements and successes both in and out of school are celebrated and shared with parents and peers
- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils. Informal rewards include:
 - ★ Positive gestures
 - ★ Targeted praise statements to the pupil or groups of pupils;
 - ★ Peer group praise, both spontaneous and planned;
 - ★ Direct positive praise home to parents;
 - ★ Sharing good work and behaviour with peers/adults/senior staff;
 - ★ Written comment on work/in books;
 - ★ Positive praise notes sent home
- Our staged reward system for individual children will be based around the award of class Dojos. Dojos will be distributed to children who have demonstrated positive learning behaviours, or behaviours which are in-line with our key Christian values
- There is a visual representation of a whole class regulation system in the classrooms

On-going Individual Pupil Awards	• Class Dojos to track individual success; children will receive the following certificates throughout the year: • Awards for dojos are presented half termly at a special Achievement Assembly • Visits to the Senior Leadership Team for 'excellent work' are rewarded as appropriate • Verbal praise is key and is used by all members of staff
Individual Weekly Awards	• A 'Star of the Week' 'Sports Star' and 'Values star' certificates are presented per class at our weekly 'Stars Assembly'. We ensure that all children receive at least one award per year
Whole Class Awards	• Teachers have individualised strategies to reward their own class, with each class having its own class target

Responses to behaviours:

- We believe that excellent behaviour is essential if our school is to function to a high standard. It goes hand in hand with effective learning and social development; however, we recognise that there are occasions when pupils' behaviour is not conducive to learning. Therefore, we have designed a series of responses and sanctions to be followed if behaviour falls below expectations. Please see the table below which details the steps to be followed.
- When dealing with behaviours that are not of the expected standard, we are mindful of relational practice. **Relational practice** is about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their relationships with others
- When dealing with behaviours that are not of the expected standard, we use restorative practices. **Restorative practice** is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to maintain positive and respectful behaviours with others. See Appendix 2
- As much as is possible, relational and restorative conversations take place in suitable areas of the school, protecting the privacy and dignity of those involved
- It is to be remembered that these sanctions will be used as a last resort and, in the latter stages; each case will be looked at individually
- All low-level behavioural incidents (**Stage 3 - 5**) are now recorded on CPOMS and are monitored weekly by the Deputy Headteacher, with half-termly monitoring by the school's leadership team. When Stage 4 or 5 incidents occur, these too are recorded on CPOMS, but SLT are made aware immediately. These incidents are also monitored half-termly by school leaders. Discussions and appropriate next step actions will be discussed in the event of repeated occurrences. The next steps may vary, dependent upon the needs of the child and the nature of the incidents
- Our pastoral team can support children who find meeting behavioural expectations challenging through specific interventions

Classroom behaviour management:

	Behaviour	Responses
Daily 8.40am	Golden Day Start of a new day, a great day for learning.	
Stage 1	Interrupting the learning of others or not focussing appropriately on their own learning.	Verbal reminder of positive behaviour choices
Stage 2	Pause and reflect Continued interruption of learning, or lack of focus.	Move to green
Stage 3	Time out and support talk Repeats of the above behaviours	Support Talk using restorative practice • Move to orange • 5 mins time out in another classroom to reflect • Note made on CPOMS <i>NB: Time outs are not carried over – every day is a fresh opportunity to make the right choices</i>
Stage 4	Red card • Repeats of above behaviours (leading to cumulative red card) • Significant behaviour issue (instant red card - see list below) • 3 support talks in one week equal a red card. Significant behaviour issues: - Leaving the classroom without permission - Swearing - Spitting - Harming someone through physical aggression - Harmful/offensive name calling - Challenge to authority - Deliberate damage to property - Leaving class without permission - Child on child abuse - Bullying (Including cyber, homophobic, racist, misogynist, misandrist or other) - Verbal abuse of staff - Inappropriate use of mobile devices which will result in confiscation	• Move to red • Consequence decided • Red card issued (inform child) • Inform parents of child issued with the red card. <i>The parents of any other children involved will only be informed where first aid has been administered.</i> • Note made on CPOMS / inform SLT Restorative and relational practices - Missed break time / dinner time (as appropriate dependent upon the incident, the age of the child and any additional needs.) - Time out of class as appropriate - Appropriate pastoral support arranged where required; this may be through an external agency Red card and confiscation of phone. The phone will be passed to a parent/carer.
Stage 5 SLT & HT	Black card • 3 red cards in a week result in a black card (stage 5) • Serious behaviour issue (instant black card – see list below) Serious behaviour issues: - Absconding from the school building, or site	SLT actions • Child informed of consequence and supported as appropriate • Note made on CPOMS • Parents informed • Teacher updated SLT possible responses

	- Vandalism - Stealing - Persistent Bullying - Bringing weapons onto the school site - Use or possession of illegal substances/materials in school - Extreme violence - Very serious challenge to authority - Extreme Verbal abuse to any staff - Physical abuse of staff NB: This list is not exhaustive and SLT / HT discretion to be used	• Internal separation • External suspension • External permanent exclusion • In extreme circumstances, the police may be called • Any inappropriate materials / substances will be removed • Appropriate pastoral support arranged where required; this may be through an external agency • Contact with parents by SLT
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Play & lunch times behaviour management:

At Playtimes we encourage our children to develop the 4 R's: to show **Respect** and build **Relationships**, to have **Resilience** and **Responsibility**. Please also refer to our POP Guidance document (Positive Outdoor Play)

	Behaviour	Responses
Stage 1	Behaviour that is not in-line with the school ethos, for example not showing responsibility, being disrespectful, being unkind.	Verbal reminder of positive behaviour choices
Stage 2	Pause and reflect Repeats of the above behaviours	5 minutes with a designated adult using restorative and relational practice
Stage 3	Time out and support talk Repeats of the above behaviours	10 mins with a designated adult & support talk using restorative practice
Stage 4	Red card • Repeats of above behaviours (leading to cumulative red card) • Significant behaviour issue (instant red card - see list below) • 3 support talks in one week equal a red card. Significant behaviour issues: - Swearing - Spitting - Harming someone through physical aggression - Harmful/offensive name calling - Challenge to authority - Deliberate damage to property - Child on child abuse - Bullying (Including cyber, homophobic, racist, misogynist, misandrist or other) - Verbal abuse of staff - Inappropriate use of a mobile phone or similar technology	• Red card issued (inform child) • Inform parents • Note made on CPOMs / inform SLT • Class teacher informed (class teacher to decide and implement consequence and notify parents) Restorative and relational practices - Missed break time / dinner time (as appropriate dependent upon the incident, the age of the child and any additional needs.) - Time out of class as appropriate - Appropriate pastoral support arranged where required; this may be through an external agency Red card and confiscation of phone. The phone will be passed to a parent/carer.

Stage 5 SLT & HT	Black card • 3 red cards in a week result in a black card (stage 5) • Serious behaviour issue (instant black card – see list)	SLT responsibility
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NB: SLT monitoring will identify patterns in behaviour and allow appropriate actions to be taken.

Serious Sanctions

- An Internal separation is regarded as a very serious sanction. We feel that few will take place in any one school year. If, however, it is necessary to administer one, the following guidelines apply:
 - A suitable time for the separation must be arranged with the Headteacher because the separated child will need to be supervised at all times.
 - They will not have lessons, play or eat with their class. A separate break to exercise, with supervision, will be provided either before or after main school break times.
 - The class teacher will provide work for the child to complete independently.
 - A note will be made in the pupil's diary, class behaviour diary and school behaviour log.
 - Parents will be informed.
- External Suspension is an extreme option used with great reluctance. In the event of suspension, the procedures established by Bradford Education Authority will be followed. (**Please refer to Exclusion Policy**)
- Under very exceptional circumstances, positive handling may be required where a child's physical behaviour or aggression is placing the child, other children, or adults at risk, or where there is a serious risk of damage to property. The governors have adopted the DfE's advisory document: 'Restrictive Interventions, including use of reasonable force, in schools.'
if any incidents require this intervention procedures as per 'restrictive intervention policy' should be followed.

Children with additional social and emotional needs

- Children with additional learning or social/emotional needs may require personalised behaviour plans which reward more regularly than is the norm, in order to reinforce positive behaviours. This plan would include identification of the child's typical triggers, specific anxiety behaviours, defensive behaviours, crisis behaviours and reflective behaviours as well as recovery options to help the adults responding to the child in being able to support the child effectively. We would use trauma informed practice and regulation tools such as **emotion coaching** (See appendix 4)
- In discussion with the child and their parents or carers, additional plans may be put in place to support the child and others. For example:
 - A **TAC** safety plan (Team Around Child) which details triggers, specific needs and strategies to support
 - A personal reward chart
 - **Individual risk assessment** may also be agreed upon, where required. For example, if a child has a particular tendency to run or climb in stressful situations, this would be

included in their risk assessment so we can put in place risk mitigation to ensure their safety.

- In line with our school values, it is expected that in our setting, **all** learners will treat one another and the adults around them with love and mutual respect and when this is not the case, sanctions may need to be applied; this is also the case for safeguarding concerns, for example when a child deliberately ignores an adult instruction and doing so could place them at risk. In the case of violent or aggressive behaviour towards another child, or an adult, adapted Stage 4 and 5 sanctions may still be applied for children with additional needs.

Behaviour Offsite:

As a school, we reserve the right to follow our school behaviour policy and issue both rewards and sanctions to pupils who are 'off site', within the following contexts (regardless of whose care the children are in):

- When a pupil is taking part in any school-organised or school-related activity, or
- travelling to and from school, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school.

In addition, we reserve the right to follow the school's behaviour policy in the following circumstances:

- A pupil's actions could have repercussions for the orderly running of the school, or
- Poses a threat to another pupil or member of the public, or
- Could adversely affect the reputation of the school.

We endeavour to support parents where their child's behaviour at home is challenging through advice and signposting.

Linked Documents:

- Governors' statement of behaviour principles
- Equal Opportunities Policy
- Restrictive Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Online Safety Policy BDAT
- Mental Health and Wellbeing policy
- Exclusion policy
- Home school agreement (appendix 5)
- POP Guidance

Right of appeal

In all aspects of this policy, parents will reserve their right to appeal any decisions made by school leaders using the complaints procedure. In the first instance, parents should contact the member of staff who has issued the sanction. If concerns still exist at this point, parents should then contact the Headteacher who will direct SLT to investigate and then make a decision regarding the complaint. The decision can be appealed to Governors.

Review

- This policy is developed with the support and advice of staff, Governors, parents and children at our school.
- To be reviewed in May 2027

Headteacher: Anne Proctor

Governor Approval: Alison Mc Gonigle

Date: May 2026

Appendix 1: Appropriate adult responses

We recognise that this can be fraught with difficulties. The Teaching and non-teaching member of staff is forced into numerous roles - investigator, judge, jury, counsellor/supporter and social educator.

- Remember, children are still learning and will learn best in safe relationships.
- Stay **Calm, Consistent and Caring**, by being regulated as an adult
- Focus on the behaviour and not the child.
- **Do not** jump to conclusions and retain sufficient control to avoid everyone talking at once.
- If an incident is spotted, walk over slowly and deliberately to the scene providing yourself time to think about how you will deal with the incident.
- **Listen** carefully to what all who are involved are saying
- Maintain a positive tone of voice; avoid sarcasm and direct personal criticism as this is shaming for a child.
- Use **Restorative approach questioning** (see Appendix 2)
- **Do not** make threats that cannot or will not be carried out.
- Use a strategy that will give the child time and space to calm down
- Look for a solution that is fair minded and reasonable
- Empathise with feelings and allow free expression of emotion.
- Inform those involved of what the next steps are to find a solution
- Remember the wellbeing of all children involved is prioritised.

Incidents should always be reported:

- To the class teacher
- If the incident is serious, this should be reported to a member of the SLT.

Appendix 2: Restorative Practices

Restorative practices give children the skills to manage conflicts, strengthen relationships, and take responsibility by developing empathy and emotional literacy. As these skills develop, older children are enabled to act as peer mentors, supporting younger children. The skills children learn in primary school are also transferable to life outside school, including within their families, and to secondary school and beyond.



Restorative practices in schools have a number of proven benefits. Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.



Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it: The child who has caused harm and the child they harmed are given the space to hold a restorative conversation. Both parties involved are asked the same questions. This helps them identify their part in what happened and communicate how the other child's actions affected them.

Reference and further information <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>

Appendix 3 Nurture principles

The concept of nurture highlights the importance of social environments – who you're with, and not who you're born to – and its significant influence on social emotional skills, wellbeing and behaviour. Children who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.

The nurturing approach ensures a range of opportunities for children to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all school staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable, and consistent where possible.

A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates warmth and connection alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of 6 Nurturing Principles:



Learning is understood developmentally. With a nurturing approach adults respond to children not in terms of arbitrary expectations about 'attainment levels' but in terms of their developmental progress. The response to the individual is 'as they are', underpinned by a non-judgemental and accepting attitude. Staff understand children's development varies across areas such as physical, social, emotional, and cognitive capacity. Consistency from children is not demanded as it is understood that learning is not linear and requires repetition to embed.

The classroom offers a safe base We all need to feel safe to function and learn. Classrooms must be a place where a child feels welcome and at ease. Organisation of resources, structure of routines and predictability of adult behaviour are key. A classroom where adults are reliable, calm and consistent in their approach towards children fosters learning.

Nurture is important for the development of self-esteem Staff can build resilience within children by providing opportunities to achieve small successes in tasks throughout school – feedback is given on how they have managed to achieve this. Praising approaches as opposed to a focus on work produced or outcome supports a nurturing approach. Providing feedback through appropriate levels of directed praise supports children to feel valued and thought of as individuals.

Language is understood as a means of communication Language is more than a skill to be learnt, it is the way of putting feelings into words, being heard, and understood in the world. Lacking access to an emotional vocabulary results in 'acting out' feelings. A nurturing approach involves using reciprocal relationships to listen and respond to each other in a manner which is integral to supporting development of emotional language. Activities which encourage positive dialogue are helpful. . Daily interactions provide opportunities to share language around emotions – adults can model this by using language to share their own feelings.

All behaviour is communication This principle asks us to consider how we respond to a Child's challenging or difficult behaviour. 'Given what I know about this child and their development what are they trying to tell me?' Understanding what someone is communicating through behaviour helps adults to respond in a calm, firm and non-punitive way - not being provoked or dragged into the negative. We must consider what lies beneath the 'unwanted' surface behaviours. When a young person knows their feelings are understood it will help diffuse difficult situations. Conflict and challenge provide an opportunity for a **restorative approach**. Difficulties with behaviour gift us 'learning/teaching' moments to support the development of new neural pathways – leading to better choices in the future. When a child is supported to connect to the impact of their actions true behavioural change can occur.

Transitions are important in our lives A nurturing approach encourages us to think on transitions in the widest context. Following holiday periods, between school years, moving class to class and even micro transitions between activities in a classroom are all examples of transitions. When a child has experienced adversity changes (even between task) can trigger feelings of threat. Being mindful that changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support is important.

Reference: www.nurtureuk.org/

Appendix 4: Emotion Coaching

"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos."

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through **empathetic engagement** the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically. Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted.

Emotion coaching is:

- teaching the child 'in the moment' about the world of emotion
- Supporting the development of strategies to deal with emotional ups and downs
- Accepting all emotions as normal and valid
- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting
- Building trusting and respectful relationships

Key Elements are involved in Emotion Coaching:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand.

Many children are unaware of their emotions, they just react with no thought. Emotion coaching aims to support children to become reflective; to notice when they are beginning to feel an emotion and to access the best response for them in that moment. In order to do this we need to train the children (coach them) to recognise how different emotions present physically in the body and through thought, action and behaviour.

Emotion coaching isn't something that is 'saved' for dealing with moments of extreme negative behaviour or crisis. In fact, it is likely to be at it's least effective at these points. Emotion coaching should be an ongoing process in order to support children to become independently mindful of their emotions and reactions.

Emotion coaching can be effective when used before a child goes into crisis as a method of defusing the situation, it can also be effective as a reflective tool to use after the child has calmed down. Emotion coaching is not for when children are in crisis mode, however, using it regularly should reduce the frequency of meltdowns and increase the child's capability to manage any crisis moments independently.

Emotion coaching steps:

1. Name to tame "I think you might be feeling, because I notice you are"
(aim to use a wide emotional vocabulary to coach the child to recognising specific feelings)
2. Empathise "I feel x too when I..."
3. Locate "when I feel x I feel it in my tummy/head/heart/muscles etc."
4. Set limit- all feelings are valid but the response might not be helpful
5. Encourage child to act appropriately to this emotion. Scaffold their problem solving to guide them towards a beneficial outcome.

Reference: www.emotioncoachinguk.com

Appendix 5

Home - School Agreement

Name of child:_____ Class:_____

The school will:

- have Christian values at the heart of its work
- provide a broad and balanced curriculum which challenges and motivates pupils
- encourage your child to achieve their potential
- **encourage children to develop a sense of responsibility, care and respect for others, both at school and in the wider community**
- **care for your child's safety and happiness as a valued member of the school community**
- inform you as soon as possible if your child is absent without an explanation from home
- **give the highest priority to the safeguarding of all children**
- **make sure that all staff, pupils and parents know what behaviour is expected**
- **have a behaviour (relational) policy which creates a safe and caring environment for everyone**
- keep you informed about our arrangements for homework
- tell you about the work your child is doing
- make sure that you have information about your child's progress and behaviour
- arrange for you to discuss your child's progress and to set targets for the future
- respond appropriately to any concerns that parents might have

..... Headteacher

Parents/Carers:

- support the school's values and ethos
- see that my child goes to school regularly and is punctual
- not take holidays in school time
- inform the school promptly of reasons for any absence
- take an interest in what my child is learning and praise them for their efforts
- make the school aware of any concerns or problems that might affect my child's work and behaviour
- **support school policies for appropriate conduct and uniform**
- support my child in homework and other opportunities for home-based learning
- attend parents' evenings and discussions about my child's progress

..... Parent

Pupils:

- **try to be the best person I can be following the values of the school**
- **move about the school sensibly and quietly**
- **do my best in every lesson**
- **be polite, kind and helpful and never hurt others**
- do my homework and return it on time
- **be prepared for school with appropriate equipment**
- **respect the feelings and property of other people**
- **be respectful to adults**
- **accept the code of conduct and authority of the school**
- **use the internet and other mobile technology safely in line with school policy and rules**
- talk with my parents or carers and staff about any worries in school

..... Child