

Introduction

At St. John's, we foster a secure and safe learning environment for all our pupils, where boys and girls are prepared for further stages of their education and for their lives as adults. If we are to live happily together in school and if our pupils are to enter adulthood with self-discipline, resiliency and good emotional health, then they need the tools, the understanding and the teaching to enable them to do so. The school ethos is based on love and respect for each other, and is supported by the school's Christian values.

What the law says: (taken from the DE publication Behaviour and Discipline in School, February 2014)

The Head Teacher must set out measures in the behaviour policy which aim to:

- *promote good behaviour, self-discipline and respect;*
- *prevent bullying;*
- *ensure that pupils complete assigned work;*

and subsequently, the Head Teacher must

- *regulate the conduct of pupils.*

Thinking of a child as behaving badly disposes you to think of punishment.

Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have **them** in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (**taking into account individual needs**) and children need to understand that the staff member is in control at all times, enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

General Expectations

It is important to have high expectations for our children while recognising some children have specific needs.

The following expectations cover all times of the school day and where children are

representing the school out of hours or off site:

- Show respect and consideration to each other and to others, regardless of differences
- Behave sensibly around school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking
- Look after and respect your own and others property
- Work hard and follow instructions

Staff should ensure good routines for their classroom and for when their children are around the school.

These expectations are reinforced through our daily acts of worship, through the curriculum and through interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

Good routines should be in place for:

- Start and end of day
- Transition times
- Lining up
- Getting changed for PE
- Moving around the school
- Break and Lunchtime

The table below summarises how a 'one size fits all' approach does not always help individual children move forward as they often do not understand their behaviour themselves and need guidance rather than punishment to help them move forward.

Behaviour Model	Punitive/ Rule-based	Behaviourist/ Consequence-based	Relational/ Developmental
<i>Main means of behaviour management</i>	Fear	Consequences	Relationship
<i>Children & young people are</i>	responsible for their actions	learning	developing, error-prone & highly responsive to environment
<i>Boundaries are to</i>	indicate right and wrong	make standards clear	try to meet everyone's needs
<i>Rules should be</i>	enforced without exception	clearly communicated	developed together and adapted where needed
<i>Behaviour is something to</i>	control	manage	listen to
<i>Consequences are</i>	sanctions & punishments	ways to shape behaviour	a last resort, only used within a process of rupture & repair
<i>"Inappropriate" behaviour is</i>	wrong-doing, deliberate	learned, not necessarily voluntary	a sign either of an unmet need, difficulty coping, or lack of knowledge
<i>The causes of difficulties are</i>	lack of compliance, insufficient discipline	learned poor responses, lack of appropriate reinforcement	mostly in the environment, felt relationships or developmentally appropriate
<i>Solutions lie in</i>	the child	adjusting consequences	understanding what the behaviour tells us about the child & their needs
<i>Children who don't manage should be</i>	excluded or fixed	helped and given intervention	understood & included
<i>Policy effectiveness is measured by</i>	compliance	behaviour change	well-being

What do we do to teach and promote positive managements of behaviour and show positive recognition for children's efforts?

Concern:	Minor support needed on a few occasions	Needed support on a number of occasions
Teacher response or actions	<p>Re-focus child</p> <p>Quiet word</p> <p>Offer of support – "Are you ok? Do you need anything?"</p> <p>Cue name "Tom, is everything ok?"</p> <p>Nip in the bud "Tom, you are talking and we are working quietly in this lesson"</p>	<p>Direct an adult or give extra support (staff presence for the child/containment)</p> <p>Wondering questions "Tom, I'm wondering if sitting too close to Jerry is making it difficult for you to concentrate on your work. Come and sit here where I can help you focus"</p> <p>Distraction/Redirection "Tom, please could you pop next door and ask if I can borrow her red pen. Thank you"</p> <p>Name the need "You are very angry because you wanted to go in the first group. I can see that is hard for you. Your group will be first next week"</p> <p>What do you need options</p> <ul style="list-style-type: none"> - learning break - fiddlers - chair to sit on rather than carpet or wobble cushion - ear defenders due to noise - go and see someone - work in a different place

- Whole School and Class Assemblies: These cover areas such as 'Caring for Other', 'Anti - bullying week', 'How to be a good friend', 'Who to go to if you need help'. There is a plan for the year with themes for each week which include specific issues relevant to our school and community including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.
- School Curriculum including RE and a thread through themes.
- High focus on teachers developing positive relationships with children
- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from staff about conduct in class and around the school
- Clear pathways when behaviour causes a concern and positive reinforcement for good behaviour

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not as a comparison with others.

	Purpose	What it looks like	Key notes
Individual			
Use of children's work as an example	To celebrate the child To help promote learning	Sharing of work on the board Reading out of child's work.	Be mindful of using the same child all the time.
Classroom praise – public/private	To give feedback/ celebrate the child To help promote learning / conduct	Specific feedback (see feedback policy) <i>"Tom, super clear reading – your use of intonation for the characters really helped me to understand how they were feeling at different points in the story."</i>	This can be public or private dependant on the circumstances and the individual needs of the children. Be mindful of using the same child all the time.
Stickers	To give instant recognition for work/ behaviour	Staff gives stickers to child and says why / leaves sticker in books.	Keep an eye out for children who are not getting any stickers. Children should not use this as a comparison to each other or ask for stickers. This will need to be explained to the children. Must not be used as a bribe (" If you do.... then you will get a sticker ") or consequence (" You would have got a sticker if you had / hadn't..... ")
Notes home	Encourages home school link	Staff have note pads which should be used regularly to give personalised praise for children. These are sent home with the children.	
Dojo messages	Encourages home school link Enables the sharing of successes	Staff send dojo messages to parents.	This is a quick and easy way to communicate positive news to parents. Use as and when appropriate (balance of not too many/ not enough) Useful method for when things haven't been going to well for a child as a way of re-connection for the home-school and child-parent relationship.
Phone call home	Encourages home school link Enables the sharing of successes	Phone call home.	This is a very powerful way to give that special news or information and enables effective relationship building between school and home.
Achievement Assemblies		Weekly assembly to share good work, effort and positive attitudes and behaviour (1 child from each class per week) Parents are invited	Every child must have the opportunity to be in one of these assembly (<i>recognise individual who this may be difficult for or who may not want this type of recognition – for these look at an approach that is appropriate – liaise with Inclusion Leader and parents</i>)

	Purpose	What it looks like	Key notes
Head Teacher badges/ stickers/ Values awards	To provide positive recognition for hard work/ kindness	Child is sent/ brought to the office to show good work or for doing a good thing. A child is given and badge / sticker	Ensure a good mix of all pupils get the chance to bring good work/ achievements. Must not: <ul style="list-style-type: none"> • make an over public 'announcement' in the class • be used as a 'bribe' e.g. "if it's great we can show it to ..."
Group/Class			
Work on display	To recognise children's work and celebrate all children's work – regardless of ability	Children work on display. Every child has some work on display at some point (unless they have asked for it not to be)	School ethos is to accept children work at different levels and that this is okay. Must: <ul style="list-style-type: none"> • Ask children if it is okay to display their work. (This can be done as a general start of the year and/ or as and when work is to be displayed.) Must not: <ul style="list-style-type: none"> • indicate a level or mark
Praising groups	To promote positive expectations and behaviour e.g. "Great yellow table – all settled down to work well"		Must not be linked to any aspect of competition, points or prizes Must not to be used to shame/name the individual tables that aren't. WHY? Some children may struggle with organisational skills and need support with this rather than be criticised by peers for 'losing' points etc for them!
Marble/pebble in the jar	To promote and celebrate whole class achievements (Behaviour, performance, values etc) Catch the class in the moment: "Great cooperation in PE today – well done – add a marble to our jar"	Staff or class teacher awarding 1 'marble' to a class for collective good behaviour (lining up, walking around school, conduct on a trip, entering/leaving assemblies or great work together for a lesson) At the end of each half term a member of SLT will pop in to have a look at the jar and give a little 'treat'. This will be discussed with the class teacher beforehand.	Must not be used to identify any group or individual who have 'stopped' the class getting a 'marble' WHY? Reduction in self-esteem and/or blame from other children / child shamed. Must not Be used as a bribe (" If we do... then we will get a marble ") or consequence (" You would have got a marble if you had..... ") There is no specific 'amount' that is required for each class to collect.

	Purpose	What it looks like	Key notes
Collecting in of results e.g. tests		Teachers collect in results from children and give out results to children individually. Teachers should emphasise that all learning is about individual progress and not about comparing to others.	Must not ask children to call out results Must not give out results publically.
Displays / Charts		Targets / progress charts should be for the child. They could be stuck in books or in a separate document accessible by the pupil/ teacher only.	Must not display any charts which could be used to compare individual or groups skills, abilities, achievements, targets etc. WHY? For children at all levels this can generate a 'better than you' approach mentality or for lower ability a reduction in self-esteem. Focus on individuals making progress at an individual level. Consider personal target sheets or progress sheets.

**The above take into account the individual needs of children and where a child has any specific needs regarding praise and public recognition – we work with the child and family to ensure the approach is matched to the child.*

General Responses to incidents

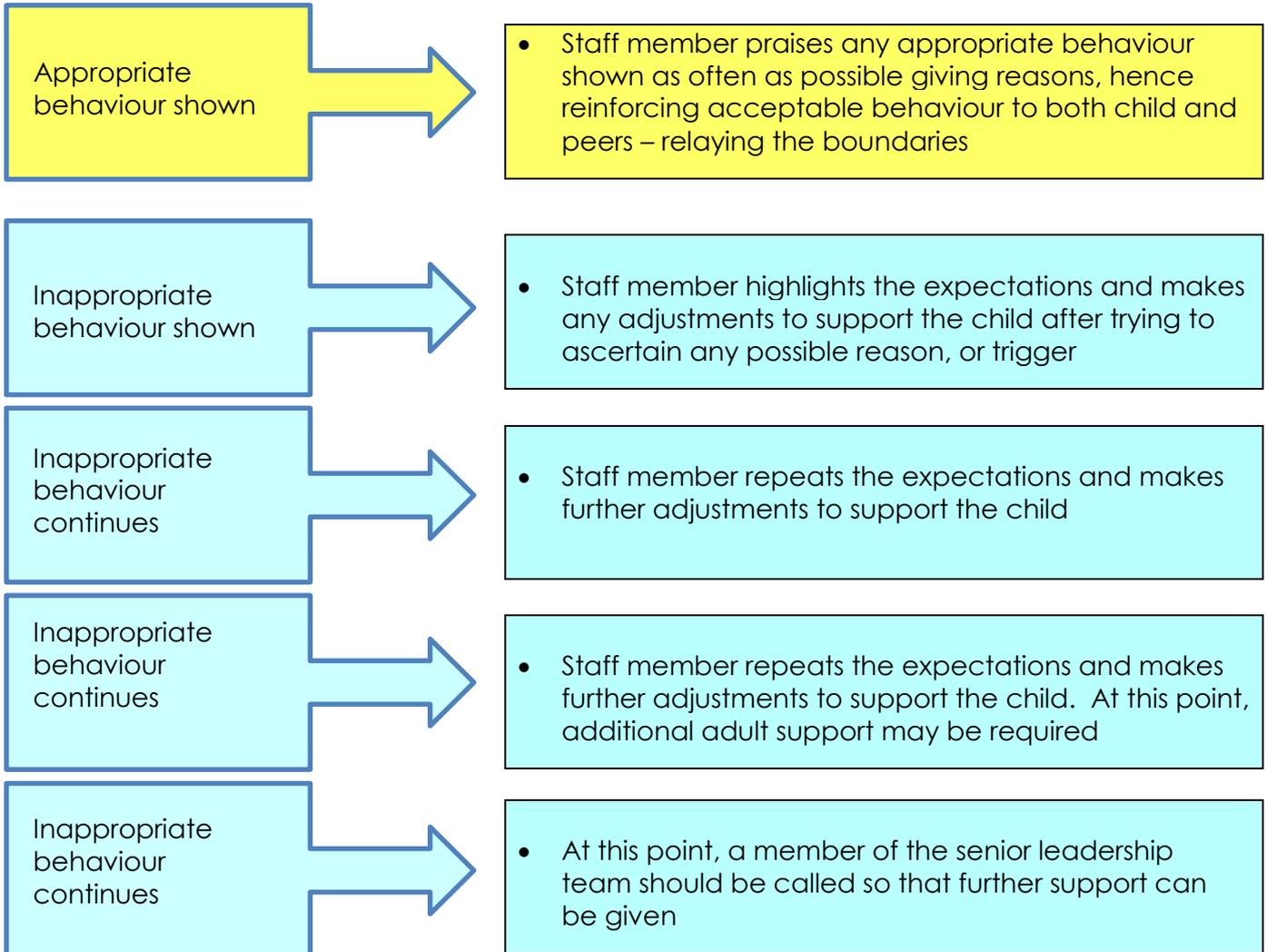
Children have to have the opportunity to reflect on their actions and the impact this may have had on others.

Below are examples for some situations that may occur in school and the types of response that are appropriate.

Incident	Type of response
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. <u>We do not force children to say sorry</u>
Incident relating to theft, damage to property etc	Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
The particular activity has been causing issues e.g. <i>football at break time</i>	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity
Child being disruptive in lessons	Child remains in for some or the entire break to catch up with the work that hasn't been completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session.

What do I do if a child is showing inappropriate behaviour?

Any behaviour that falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The following is a pathway of what to do:



Remember – the strongest approach to support a child is through the relationship with the adult. At all points try to ensure you keep a strong connection with the child having difficulties. Use positive reinforcement, as appropriate to ensure the child knows you are still there and you recognise their effort and any chances they have made.

At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons.

Any serious incident should always be recorded on CPOMS database for vigilant tracking of each child's behaviour journey.

In order to track daily behaviour for children who have persistent difficulties, and ensure the appropriate action is taken to reduce further disruption, a daily tracking sheet will need to be completed for a 3-4 week period. Class teachers should take overall responsibility for the recording sheet including the passing of this to any other staff members teaching that child. These sheets will then be analysed for patterns so that more specific measures can be taken to support the child.

Concerns with a child's behaviour

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern (e.g. dojo, emails, face to face, phone call) and discuss what is happening in school. This contact must be recorded on CPOMS.

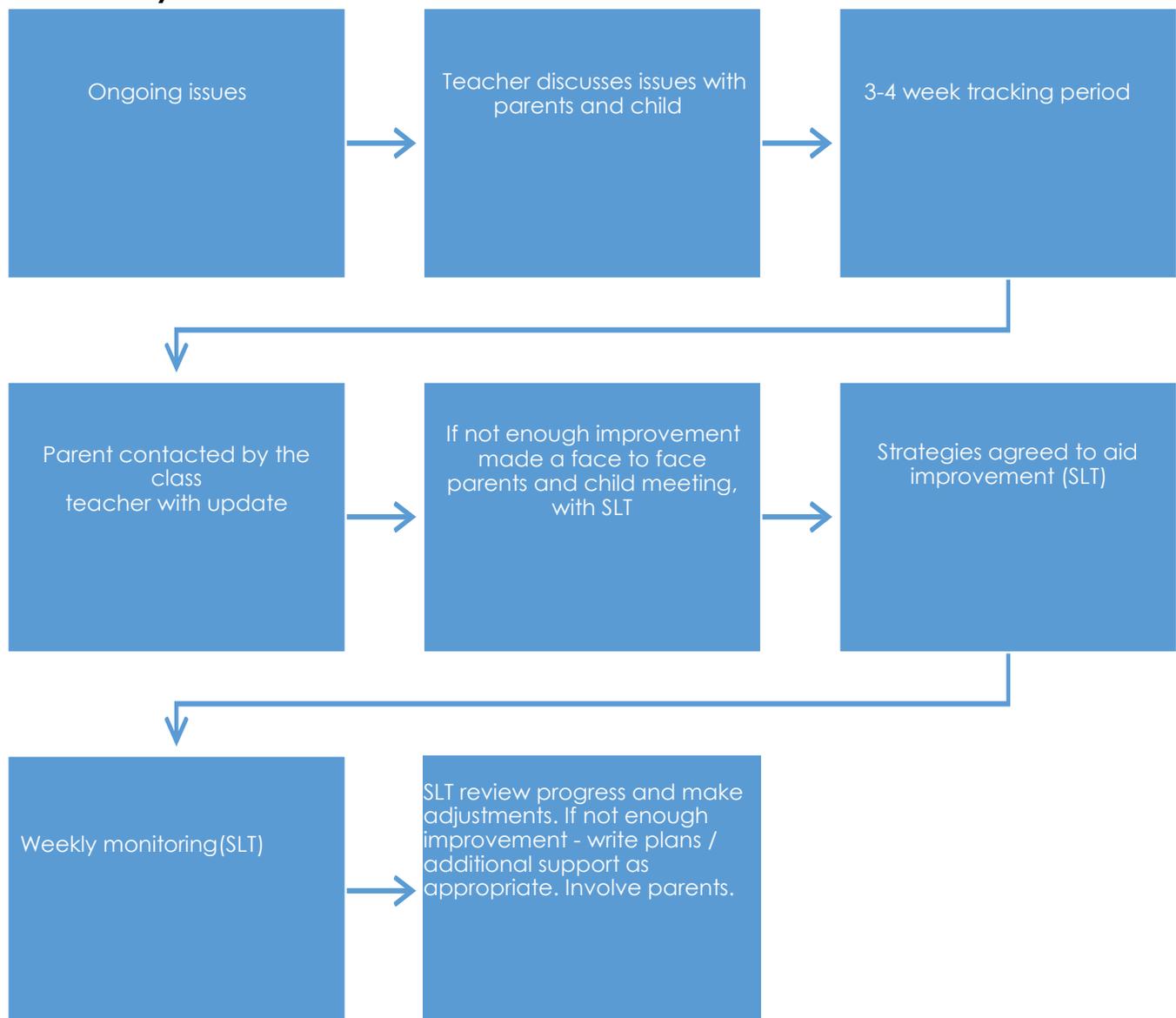
Any children who appear to be causing persistent concern will have their parents contacted for a more in depth discussion. On a weekly basis, tracking sheets may then be used by class teachers and reviewed by the SLT in order to track the child's behaviour.

At the end of this period the parents will be contacted by the SLT to inform them of the progress made.

If no improvement is made during the next period a formal meeting will be held between the teacher, child, parent and a member or senior management. A written plan with clear targets for improvement will be written and monitored on a weekly basis.

Regular contact will be made with parents to update them on any further issues or improvements.

In summary:



Major ongoing or serious issues

All cases (where the behaviour is a significant cause for concern) are logged on our CPOMS system. This shows a chronology of the incidents and will trigger bespoke, appropriate support and/or reparation to be planned for.

Staff (Teacher and TAs) should aim to deal with the incident and the reparations and only escalate this to the leadership team if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe immediate support should be sought from another member of staff, or the schools red card system used whereby a child comes to the office for a member of the senior leadership team.

The class teacher and team manager should be made aware of any incidents which have been recorded.

When an incident occurs, a judgment is made by the teacher/team manager/member of SLT as to whether the parents of the perpetrator(s) and/or victim(s) need to be informed, taking into account the severity of the incident, any continuing difficulties the incident is likely to cause and the child(ren)'s history of involvement in such incidents.

Sometimes an incident occurs in which the member of staff feels it appropriate for it to be recorded on CPOMS, but following investigation or an evaluation of the incident this may be for INFORMATION ONLY – which is retained on file but not actioned.

Use of External Services

When a child has difficulties following the school rules on a regular basis despite intervention and support, the school will assess a child for underlying causes. Bad behaviour is usually as a result of an underlying issue which could include; -

- Low self esteem
 - Trauma in the family
 - Lack of clear boundaries
 - Masking learning difficulties
 - Medical condition
 - Poor understanding of expectations
-to name just a few.

At St. Johns, we do not operate a 'no touch' rule. We believe that if a child is distressed/hurt and requires appropriate comforting, we should be able to do so. We also believe that if a child becomes engaged in a fight, we are duty bound to part the children through contact where necessary, so that the safety of all children is maintained at all times. We also operate the power to search a child or his/her belongings, if we have good reason to believe that a child has something on their person/in a bag that could be dangerous in school.

Children's mobile phones (Year 6) should be checked into the school office at the beginning of each day and signed out at the end. Any mobile phones found in school bags or trays will be

signed in at the office for safe keeping. Any of these actions will always be done with two adult members present.

Supporting children with Social Emotional Mental Health needs

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

In order to effectively support children it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practice, Equal Opportunities and Disability Act.

For effective provision for SEMH needs, all staff are trained in the following areas:

- ADHD
- Autism
- Adverse Childhood Experiences
- Attachment and emotion coaching
- Trauma - how we track this and how we can plan for potential difficult times
- Sensory

Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different 'stress windows of tolerance'
- You can't always see the 'trigger'
- Behaviours communicate a need
- Scared children can do scary things
- Don't take things personally
- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

How we support the universal needs of all pupils:

- Use of natural consequences rather than 'punishments'
- High structure (strong routines and boundaries) high nurture
- Use wondering in order to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level
- Regulate our own emotions
- Time in not time out?
- Using staff presence to help regulate
- Naming need
- Empathetic Commentary
- Access to learning mentors
- Understand that any traumas in a child's life can impact on behaviour

How we support children with additional SEMH needs:

Children having difficulties are identified through members of staff, parents or other children raising a concern, or as a result of school tracking showing that there is a change in behaviour(s).

Following the identification of a child with additional SEMH needs, we:

- Meet with staff, child and parents to explore the issues and develop a plan or approach (A key approach is non-judgemental listening)
- Observe the child in lessons including a review of approaches to teaching, classroom environment, access to learning and relationships

Following this, support will be given in a range of ways

Approach	What looks like	Purpose
Regulation times	Access to: <ul style="list-style-type: none"> • A quiet area to go to • A member of staff to help co-regulate • Physical activity • Sensory activities 	Enable children to regulate before going into class before school/ after break/dinner etc.
Self-Elected withdrawal	Child can ask teacher to leave the room to go to a specific place e.g. class quiet area, office, library. NB: Child may be angry – may need to use emotion coaching to help co-regulate.	Enable children to develop skills to recognise their own dysregulation and remove themselves from the situation. Enables an adult to be close by and support the child to regulate – where needed and when the child is ready.
Anger management	1 to 1 individual or small group work working with PSA or other support staff trained in anger management. Looking at specific issues for children, identifying triggers and areas that cause stress or anger for the child.	Support child in developing approaches to managing these feelings.
Sensory Assessment	Observations of the child to see what their body is telling us – use of sensory checklist through observation.	To identify sensory needs and triggers in order to develop provision for that child.
PSA or classroom support assistant	<ul style="list-style-type: none"> • In class support • Transition support from activities/ break etc. • Small 1 to1 or focus groups • Daily / regular check ins • Targeted support in the playground 	Provide overall support for children's mental health and emotional needs in order to reduce anxiety.
PPP's – Personal Performance Plans for social and emotional difficulties	Formal written support plan written by class teacher/ key adult / parents and child.	Identifies the emotional needs for the child and the actions needing to be taken by school in order to support their emotional needs.
Individual support targets – verbal with staff and child involved	Short term targets for pupils to address a specific issue. Written with the child and usually reviewed at the end of each week verbally	This approach is not suitable for all children – especially those with more complex needs or trauma

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint may be necessary as a last resort. The child is removed and taken to a member of the

Senior Management Team, who contacts the child's parents. More details are available in the restraint policy.

THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has access to records of all reported incidents of misbehavior.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, despite all that the school has put in place to prevent this from happening, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified and after everything that can be done, has been done.

THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

The governing body will notify the head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.
- See the Exclusions Policy for Governing bodies role here.

THE ROLE OF THE CLASS TEACHER

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.
- It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour and report to the Senior Leadership Team.
- Teachers have a duty of care to help and support pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can confiscate pupils' property if there is a valid and safety reasons for doing so.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

THE ROLE OF NON-TEACHING STAFF

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

- The staff at St. John's Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- All non teaching staff treat each child fairly and enforces the Code of Conduct consistently and treat all children in their group with respect and understanding.
- Support staff should report any significant incidents back to the class teacher.

PARENTAL INVOLVEMENT

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By ensuring the extreme hairstyles are jewellery are avoided.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.

- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (See Appendix)

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

For further guidance, refer to DfES circular 10/98 *Use of Force to Control or Restrain Pupils*,

Also see;

- 1) Anti Bullying Policy**
- 2) School Council Policy**
- 3) School Mission Statement**
- 4) Exclusions Policy**
- 5) SEND Policy**
- 6) Restraint Policy**
- 7) Home/School Agreement**

St. John's CofE Primary School – Home/School Agreement



The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence either by telephone, letter or in person.
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour.
- Support my child in homework and other opportunities for home learning.
- Get to know about my child's life in school by attending Parent's Evenings and other school curriculum based meetings.
- Read any newsletters and correspondence and endeavor to support school events.
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules.
- Support the school's policy on uniform, jewellery and hair styles.

The school

The school will endeavour to:

- Care for your child's safety, happiness and emotional well being.
- Provide a balanced curriculum whilst meeting the needs of your individual child.
- Keep parents informed as to their child's progress and any concerns about behaviour, work or attendance.
- Hold regular Parent's Evenings and provide an annual written report
- Provide work to be carried out at home, especially reading.
- Be open and welcoming and offer opportunities for parents to become involved in the daily life of school.

Signed: _____

Parent of: _____

Signed: _____ Headteacher