

# Homefields Primary School

## Relationships and Behaviour policy

2023



**Be Kind, Be Courageous, Be Respectful**

Policy review dates and changes (to be reviewed annually and as and when needed)

Review date	By whom	Summary of changes made	Date implemented
Jan 2020	S. Coleman and staff	<ul style="list-style-type: none"><li>Review of procedures</li><li>Added in ref to Mental Health policy</li><li>Amended support for pupils</li></ul>	Feb 2020
July 2021	Staff and FGB	<ul style="list-style-type: none"><li>Review of card system.</li><li>Add to appendix Behaviour Plan</li><li>Individual Risk assessment</li><li>Absconding Plan</li></ul>	July 2021
November 2022	Staff and FGB	Amended in line with national changes.	November 22
September 2023	Staff and FGB	<ul style="list-style-type: none"><li>Rewriting the policy to become Relational and to reflect the new School Core Values</li></ul>	

At Homefields we pride ourselves on how our school feels like a family, where each individual is cherished and nurtured to be the best they can be. We believe that each individual has the right to feel safe, loved and respected. That children and adults alike should be happy and able to work in a calm, positive and supportive environment. We encourage all to maintain the highest of standards, so that adults and children alike reflect the ethos of the school. We teach the importance of our core values to ensure that we are the best that we can be. These are:

Be Kind, Be Courageous, Be Respectful

These core values are upheld by all staff and children who believe in their principles and have worked together to write this policy.

Our schools learning attitudes support our core values and ensure that children are taught the life skills of how to become a positive learner in both their academic and personal learning journeys.

We believe that every individual at Homefields should be treated with respect and that through positive relationships, high expectations and levels of care, our children’s needs are met to ensure that they become happy, confident and independent young people.

Kindness	Courage	Respect
We are kind when	We have courage when	We are respectful when
<ul style="list-style-type: none"><li>We look after each other.</li><li>We look after our environment.</li><li>We use kind words.</li><li>We use kind actions.</li><li>We are being fair.</li><li>We are supportive.</li><li>We show empathy to others.</li><li>We value others.</li><li>We are kind to ourselves.</li></ul>	<ul style="list-style-type: none"><li>We are honest and truthful.</li><li>We are curious in our learning.</li><li>We have the courage to strive for goals.</li><li>We use the learning attitudes.</li><li>We know when something is wrong and can ask for support to help.</li></ul>	<ul style="list-style-type: none"><li>We are polite.</li><li>We listen carefully.</li><li>We walk in school.</li><li>We respect others.</li><li>We respect the feelings of others.</li><li>We respect the belief and culture of others.</li><li>We are inclusive of others.</li><li>We respect the property of school.</li></ul>
Reciprocal and Reflective	Responsible, Resourceful and Resilient	Responsible and Reciprocal

Our Learning Attitudes and how they link to positive behaviour.

- Responsible** – To be responsible for our own behaviours and actions.
- Resourceful**- To find ways to manage our behaviours to others in a positive manner.
- Reflective**- To reflect on how our actions can impact on others.
- Reciprocal**- To work together to create an environment where everyone is safe and valued.
- Resilient**- To remain positive and find a way to resolve things positively.

Standards

All children at Homefields will be expected to be the best that they can be and to model the core values of kindness, courage, and respect. Children will be taught why these values are important and how following these principles will affect their lives and that of others by keeping them safe and happy. Children will also be taught how not following the values can have an impact on

their safety and that of others. Children will be guided on how to empathise with others to understand the impact of their actions. Children, staff and parents will agree to the home school agreement where the set of principles are laid out to ensure the smooth running, safety and the core values of the school are followed. Our values are taught and reinforced in assemblies, through our curriculum and PSHE lessons.

**Staff:** All staff at Homefields will be expected to be the best they can be by following the schools core values and ethos and ensuring they follow the School Handbook. All staff are expected to be positive role models and ensure that children are safe, respected and supported in being the best that they can be.

Staff will ensure that they:

- Are kind and supportive.
- Will never intentionally shame or humiliate a child.
- Will create a calm and safe environment for all.
- Will have the highest expectations for all children in the school.
- Are always fair.
- Will “catch children being good” and respond to this in a positive and authentic way.
- Will use frequent descriptive praise that is pertinent to the child. (i.e. thank you for looking at me and showing that you are listening carefully – instead of good listening).
- Will use precise instructions to ensure clarity.
- Will use the school’s positive common language.
- Will follow the schools core values and instil their virtues into their daily practice.
- Agree to the Home, School Partnership agreement.

We believe in “catching children being good” and “setting them up to succeed”. Staff will respond with praise. This may be in public or private, and by verbal or non-verbal praise, with the adult using their knowledge of the child. Adults will be authentic and genuine with their praise and will “notice” when children overcome a barrier they have been working on.

Children are rewarded daily in their classes with their class reward system (smiles, pompoms) on an individual level and on a class and house team basis. Children’s achievements are celebrated weekly in assembly, where two children from each class will be celebrated for their learning achievements and for achievements related to the Schools Core Values.

At lunch time, the children are awarded “Carrots” by the midday staff. To achieve these, the children must follow the Schools Core Values at lunch time. Midday staff will, “Catch the children being good” and award accordingly. The winning class is revealed weekly, and the carrot mascot is awarded to that class for the week.

The House winners are awarded termly with a non-uniform day and time with the Head Teacher to celebrate their achievements.

New for the school is the Head Teachers Award. This will be presented to one child from each year group, each half term. This child will have demonstrated one or all of the school’s core values.

We believe that all behaviour is a communication of need and that as skilled practitioners, it is essential that we reflect on the behaviour of children we are working with and try to identify and understand the underlying cause. This will support the adult in changing any provision or practice for individual or groups of children.

**Parents:** Parents are asked to agree to and follow the Home School Partnership Agreement, where they can support and be part of the relationships that underpins the values of the school. Where possible, parents should:

- Get to know the school’s relationship and behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school’s relationship and behaviour policy.
- Inform the school of any changes in circumstances that may affect their child’s behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child’s behaviour and the school’s policy and working in collaboration with them to tackle behavioural issues.

**Children:** All children will be supported to understand the core values and their principles as well as to understand the Home School Partnership and why it is important to follow this.

**Role of leaders:** Leaders will be highly visible to parents and will engage with family members to ensure that the core values are modelled and maintained and that family members feel safe and supported when entering onto the school site.

School leaders will ensure that new members of staff will be fully inducted into school, so that they fully understand the school culture, values and routines and know how best to support the pupils. They will receive instruction on how creating a calm, supportive environment within their area of school is essential. All induction will be fully aligned to our relational and behaviour policy, the Early Career Framework (ECT). ECT teacher will be fully supported with regular discussions with their mentor and ECT lead.

## Building relationships

At Homefields, we believe in the relationships that we make with the children and their families, has a significant effect on behaviour. We use current research into neuroscience and trauma informed approach, which shows that the high levels of care, alongside high expectations, are essential to a child's growth and development. Staff support children to regulate their emotions with visible consistency, fairness and calmness. They use positive reinforcement and praise to ensure children are motivated positively. Low level behaviour is dealt with by the class teacher in a non-shaming and non-confrontational way. This will be done as privately as possible. This could include but is not exclusive of:

- The adult conveying to the child that the behaviour is not desired by moving closer whilst teaching, a look, a gesture or body language.
- Praising a child who is doing the desired behaviour and being explicit with what this is. "Thank you, Jaspreet, you are looking at me and listening carefully."
- Asking the child if they are ok and then reminding them of the desired behaviour.
- Recognising with the child that they may be struggling to achieve the desired behaviour and discuss what the next steps might be to support them. "I can see you are finding it difficult to listen, I am going to suggest that we move where you are seated to help you."
- Suggesting time to regulate and calm – escorting the move to the calm area if needed.
- In extreme cases the child may be taken to another place in school – this would be formally recorded on My Concerns and discussed with SLT and parents on how to move forward to support the child.

Staff will make sure that they are positive and supportive throughout.

**Regulating:** Some children may find it difficult at times to regulate their emotions, which then makes it difficult for them to make the correct behaviour choices and follow the Schools Core Values. Staff have been trained in **trauma and attachment informed approach** and will use this when working with children. Sometimes a child may need more support in regulating their emotions and staff will support this with class brain breaks and movement, creating a safe area in the classroom for the child to move to or build in sensory breaks away from the class. We recognise that for some children in some circumstances, they may find it difficult to regulate on their own or with an adult and become a danger to themselves and others. In the case of emergency situations, a class may be evacuated. When a child gets to this point, they are no longer able to use their free-thinking cerebral cortex and are only able to access the primal area of the brain stem. They will not be able to make conversation or have rational thought and will need trained adult intervention to keep them safe. (see below on supporting inclusion).

## Supporting inclusion

We recognise that some children may find it difficult to follow the school values and will need more support. When the behaviour results in disruption to learning or relationships and teacher intervention is not enough, the child will be referred to the Pastoral Team and SENDCo. All staff will be trained in **trauma informed approach** and will support in the writing of a risk assessment and behaviour plan (see appendix). Parents and school will work in partnership towards enabling the child to access school.

Support may include:

- Movement breaks.
- Sensory breaks/stimuli.
- Mindfulness and breathing techniques.
- De-escalation techniques.
- Creating a calm area and learning how to use it.
- Accessing ELSA/play therapy/drawing and talking/Lego therapy.
- Forest school.
- Managing transitions (i.e. coming through a different entrance in the morning at a different time).

## Restorative repair

All unacceptable behaviours must be dealt with and addressed with the child. This can only be done when the child is calm and able to access their "thinking brain". This will never be done whilst a child is in a heightened state. ***"We will not enter in the child's chaos but invite them into our calm."***

Should more serious, aggressive or physical incidents occur amongst children (kicking, hitting, spitting, swearing or destroying things), staff will use a restorative justice approach with the children. Through discussion of the School Core Values, the children will be supported to understand what they have done wrong, how this will make the other child feel and what they can do to repair and restore. The restorative justice will result in the child being part of creating the resolution which may involve:

- > A verbal apology.
- > A picture or letter of apology.
- > Reflection time with support from an adult.
- > Privileges being removed.

Reflection time aims to:

- > Teach children the impact of the behaviours they have shown.
- > Support the child to take responsibility for their actions.
- > Know how to repair the impact of their behaviours.
- > Have positive strategies to improve their behaviour in the future.

**High levels of behaviour**

Serious and negative/unacceptable behaviours, where a child has deliberately chosen to hurt another person (physically or verbally, including racist/bullying/sexist or homophobic language) or damage to the school or another person’s property, will involve the Head Teacher.

During the meeting with the Head Teacher, a discussion will take place to understand what has happened. An investigation will take place and parents will be informed. Parents will be expected to support the school’s decision and this will be discussed during a meeting where discussions on how to move forward and consequences for the behaviour will take place.

Consequences may include:

- > Additional reflection sessions.
- > Loss of extra-curricular activities/privileges.
- > Risk assessment and behaviour plan written.
- > Suspension for a fixed term (1-5 days).

All behaviour incidents and reflections must be recorded on My Concerns by the Senior Leader involved.

The Designated Safeguarding Lead will complete a termly ‘At Risk Register’, which will document any child who may be at risk of exclusion both now and in the future. At Homefields Primary School, under no circumstance will we exclude children for punishment. However, suspensions may need to take place for a child to have some time away from school in order for a safety plan to be put into place. During this time work will be provided for the child. In all circumstances, the Governing Body and the Local Authority will be informed and will be involved in the process. This will always be discussed with the child’s family, who will have an input into the planning and next steps to be taken, including the reintegration process, where both the child and a parent must attend. This process will take account of the Department for Education’s specific guidance on suspensions and exclusions. (See exclusions policy.)

Definitions of High Levels of Behaviour
<ul style="list-style-type: none"><li>o Continued refusal of an adult’s request.</li><li>o Dangerous behaviour due to not responding to an adult’s request.</li><li>o Inappropriate language – swearing, racist, sexist, homophobic.</li><li>o Serious acts of sustained violence towards another child/ren/adults (fighting -hitting, kicking).</li><li>o Stealing.</li><li>o Wilfully damaging property by breaking/graffiti (both school and another child).</li><li>o Bringing dangerous items into school (knives, weapons, vapes, alcohol, drugs, tobacco, cigarette papers, stolen items, fireworks, pornographic images and any article that could be used to cause injury/offence/damage)</li><li>o Racial or prejudice abuse.</li><li>o Bullying – including cyber bullying.</li></ul>
Criminal behaviour will be reported to the Police.

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

**Behaviour monitoring:** This takes place weekly with the pastoral team. This group is made up of the Head Teacher, Deputy and Learning Mentor.

Behaviour incidents for the week are reviewed and discussed.

Actions are taken in accordance of need and could include.

- Discussion with teacher to offer support or gather more context.
- Recommendation of individual behaviour plan to support the child and those working with them.
- If child has SEND, to look at provision of the support/EHCP plan.
- Possible meet with parents to discuss how support can be offered.

## **Reasonable Force – physical support**

**Physical Intervention Policy** (taken from EMET Physical Intervention Policy (due for review Autumn 2023))

### **2. Minimising the need to use force**

- 2.1 *As a Trust, we are firmly committed to creating a calm and safe environment that minimises the risk of incidents arising that might require the use of reasonable force.*
- 2.2 *Our staff will only use force as a last resort and strongly believe in de-escalating any incidents as they arise, to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various techniques in the management of a class environment.*
- 2.3 *Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.*

### **3. Staff authorised to use force**

- 3.1 *Under Section 93 of the Education Inspection Act (2006) the head teacher of a school is empowered to authorise those members of his/her staff enabled to use reasonable force. Each head teacher in an EMET school has empowered the following members of staff to use reasonable force:*
  - *Teachers and any member of staff who has control or charge of students in a given lesson or circumstance have permanent authorisation.*
  - *Other members of staff such as site and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.*
  - *Schools do not require parental consent to use force on a student.*

### **4. Deciding whether to use force**

- 4.1 *Under English Law, members of staff are empowered to use reasonable force to prevent a student from or stop them continuing to:*
  - *commit any offence;*
  - *cause personal injury to, or damage to the property of, any person (including the student himself); or*
  - *prejudice the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.*
- 4.2 *All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:*

At Homefields we will never use physical support as punishment and will always be used as the last resort. It will always be recorded and reported to parents. The least amount of intervention for the least amount of time.

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [Safeguarding Child Protection Policy - Autumn 2023 EMET](#)

**Mobile phones:** Year 5 and 6 pupils are allowed to bring mobile phones to school. However, these will be collected in by the teaching staff at the beginning of the day and kept in a designated space in the classroom (accessible by staff only). School does not take responsibility for the child's phone.

Mobile phones will be given out to children at the end of the day. We allow phones to be brought by this group as they may (if agreed by the safeguarding lead/teacher/parent) be walking to and from school. We see having their mobile with them on this journey as a positive safeguarding procedure. Children are taught not to use their phones within the school grounds and are encouraged to not use them on the way home for safety reasons.

**Child on Child abuse:** Where children's behaviour falls below our expectations, whether on or off site or online that is wither witnessed by staff or is reported to the school, we will collaborate with parents to support and resolve, putting in place sanctions as appropriate. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Following any report of child-on-child, sexual violence or sexual harassment offline or online, we will follow our Child Protection Policy and the information within Keeping Children Safe in Education, addressing it through appropriate sanctions. All staff will challenge inappropriate language and behaviour between pupils.

**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 [here](#) for more information on responding to allegations of abuse against staff or other pupils.

**Offsite misbehaviour:** Sanctions 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.

Sanctions 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.

**Online misbehaviour:** The school can issue behaviour sanctions 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.

**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.

**Zero-tolerance 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:
  - Manage the incident internally.
  - Refer to early help.
  - Refer to children's social care.
  - Report to the police.

Please refer to our child protection and safeguarding policy for more information [here](#)

## **Responding to misbehaviour from pupils with SEND**

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 causing any substantial disadvantage to a disabled pupil 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.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting seating plans to allow a pupil with SEND sit in a bespoke learning space.
- Adjusting uniform requirements if a child has sensory issues or has severe eczema.
- Appropriate training for staff to understand the individual needs of SEND children they are working with and how the environment and expectations need to be adjusted.
- Use of separation spaces where people can regulate their emotions.
- Sensory room
- Nurture room
- Library
- Music Room
- Outside.

**Adapting sanctions for pupils with SEND:** When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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

### **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 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

## **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy (EMET)
- Anti Bullying policy
- Mental Health policy
- Equality Policy

### Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## Appendix 1: The card system

Yellow cards: will be issued for low level incidents - initial warnings must be given.

- A. Running inside school – **Be Respectful – Be kind**
- B. Pushing into a queue - **Be Respectful – Be kind**
- C. Playing out of bounds - **Be Respectful**
- D. Being disrespectful in the corridor - **Be Respectful**
- E. Upsetting another child - **Be kind**
- F. Disrupting another child working - **Be Respectful – Be kind**
- G. Talking in class and calling out - **Be Respectful – Be kind**
- H. Talking in and calling out during assembly **Be Respectful – Be kind**

If a child receives 4 yellow cards in any one week they will need time with an adult to discuss their behaviour and what can be done to support them. This will be done by the class staff during the child's Golden Time/Playtime or in their lunch time. A plan will be put in place to support this.

Green cards: will be issued for medium level incidents – initial warnings must be given.

- I. Not responding to a direct request given by an adult. **Be Respectful – Be kind**
- J. Using disrespectful language/actions. **Be Respectful – Be kind**
- K. Repeated pushing in a queue/corridor **Be Respectful – Be kind**
- L. Repeatedly disrupting games. **Be Respectful – Be kind**
- M. Misusing school property **Be Respectful – Be kind**
- N. Hurting someone physically OR emotionally **Be Respectful – Be kind**
- O. Repeated disruption to learning **Be Respectful – Be kind**

If a child receives a green card, they will lose some social time that day. This will be spent with a member of staff to discuss the incident.

Steps to resolutions -This can only be done when the child is calm.

Steps may include:

- Discuss the incident, giving the child the voice to express their understanding and emotions. Adult to use language such as "I can see why you would be angry, upset."
- Support the child to understand the other person's point of view and why they reacted the way they did. The adult may wish to use a social story to help the child to understand.
- Together decide on a resolution/action – an apology (spoken, written) – mediation meeting – cleaning/tidying of area. The child may need support with this as they may not have developed or are still developing their social and emotional skills. The child may also need support in carrying the action through.
- Set expectations for the future e.g. "I would like to see you demonstrating respect for adults at lunch time by listening carefully and not walking away."
- Adults will then actively look for the child demonstrating the agreed expectations and reflect on this with the child and praise them (in private or public).

### Red Card

Only Issued by Head Teacher or Deputy Head Teacher. No warnings need to be given.

- Violence
- Any form bullying
- Extreme Abusive Language
- Racism/Culture/Misogyny/Sexual Orientation
- Theft
- Threatening behaviour.
- Vandalism
- Possession of any prohibited items, such as:
  - Stolen items
  - Any article a staff member reasonably suspects has been, or is likely to be, used to cause personal injury to, or damage to the property of, any person (including the pupil)

- Sexual harassment, meaning unwanted conduct of a sexual nature such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
  - Actions that cause a loss of dignity for others

Parents/guardian will be contacted in a timely manner requesting a visit to school. Removal of the child’s social time until parent has attended a meeting with the Head Teacher where a support plan will be shared.

Support plan will be shared with the child, parents and relevant staff and implemented over an agreed time.  
Review of plan and share with the child, parent/guardian and relevant staff. Next steps agreed to support the child.

## Appendix 2: - Examples of Restorative conversations (not a script)

Finding out the “What” – the child’s truth	
Do Say	Don’t say
What happened?	Why did you do that?
What was happening before?	Who was to blame?
What were your thoughts at the time?	You need to think about your behaviour!
What happened next?	
Always make sure that you listen to both sides of the story – to find out each child’s truth. It may be necessary to ask other children to look at the wider picture to get a clearer context and to get witness statements.	

The Impact	
Do Say	Don’t say
How do you feel about it?	I hope you feel sad/guilty about that!
Depending on the child/situation you may have to explain how you would feel if the same happened to you. I would feel angry if that happened to me.	I think you should be punished for that.
Was anyone else involved? Do you think they are affected?	Who else is there to blame?
The Repair – what next	
Do Say	Don’t say
What needs to happen now?	You should be really sorry about that!
When can we do that?	
I will be there to help you.	Make a child say sorry when they are not ready and do not mean it.
What are we apologising for?	
What will help you move on from this?	
Younger children are learning how to recognise how to repair, they will need some options modelling to them.	
Younger children might also need to make the link between the action they have taken and the impact that it has had on others. A social story may help with this.	
<ul style="list-style-type: none"> <li>○ Remember – separate the deed from the doer.</li> <li>○ Remember – only attempt repairing when the child is fully calm.</li> <li>○ Remember - not all children have the necessary language skills to communicate. Use PECS/Makaton.</li> </ul>	

**Appendix 3: Physical Support Report**

## Physical intervention recording form

Student name:

Tutor group:

Date of incident:

Time of incident:

Location of incident:

Name(s) of staff involved:  
(directly or indirectly)

Details of other students involved:

Description of incident including any de-escalation

Reason for using force

Any injury to staff or students and details of first aid or medical attention

Follow-up, including post incident support and disciplinary procedures

Any information shared with staff not  
involved or other agenciesHow and when were those with parental responsibility  
informed

Has any complaint been logged as a result of this incident

YES / NO

Signed

Date:

Print Name

Manager's signed



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Individual Support Plan	
Name:	DOB
Class:	
Date:	Review:
Likes:	Dislikes:
Triggers/Cues to Behaviour	Rewards/Motivators
General Strategies	



Appendix 5 : Individual Risk Assessment Plan

Individual Risk Assessment	
Name:	Date:
DOB:	Age:
Year:	Teacher:
Head teacher:	Assessment approved by senior management team:

Contents
1. Behaviour within school and associated risk level
2. Behaviour off site and associated risk level
3. Flash points –times + locations of greatest risk
4. To whom behaviour is most likely to be exhibited
For specific strategies refer to Individual Behaviour Management Plan

Types of behaviour causing concern <b>within school</b> premises					
Types of risk					
Level of risk		Hazard (potential for harm)		Probability (likelihood of harm)	
Level of hazard x probability		1. Rare 2. Occasional 3. Frequent 4. Persistent		1. Improbable 2. Possible 3. Probable 4. Likely	
Frequency	H = Hourly	D = Daily	W = Weekly	M = Monthly	T = Termly
Intention	D = deliberate	A = accidental	I = involuntary	R = reactive	C = communicative

Frequency	Behaviour	Intention	Hazard	Probability	Level
	Self harm				
	Verbally aggressive/abusive				
	Sexually inappropriate behaviour				
	Absconding				
	Damage to property				
	Violent/ aggressive behaviour				
	Soiling				
	Urinating				
	Avoidance behaviours				
	Refusing to make transitions				

Types of behaviour causing concern <b>off site</b>					
Types of risk					
Level of risk Level of hazard x probability			Hazard (potential for harm) 1. Rare 2. Occasional 3. Frequent 4. Persistent		Probability (likelihood of harm) 1. Improbable 2. Possible 3. Probable 4. Likely
Frequency	H = Hourly	D = Daily	W = Weekly	M = Monthly	T = Termly
Intention	D = deliberate	A = accidental	I = involuntary	R = reactive	C = communicative

Frequency	Behaviour	Intention	Hazard	Probability	Level
	Self harm				
	Verbally aggressive/abusive				
	Sexually inappropriate behaviour				
	Impulsive behaviour				
	Absconding				
	Damage to property				
	Violent/ aggressive behaviour				
	Soiling				
	Urinating				
	Avoidance behaviours				
	Refusing to make transitions				
	Inappropriate behaviour in public				
	Disruptive behaviour in minibus				
	Refusing to leave public area				
	Refusing to wear/unclip seatbelts in bus/car				

Flash Points

Time	Behaviour	Strategies	Supervision Levels Staff : children
Arrival at school			
Break Time			
Lunch Time			
Lessons			
Practical lessons			
Transitions			
Assembly			
Educational Trips			
Choose time			
Absconding from school			
Waiting for next activity			
Other			

Appendix 6: Absconding Risk Assessment



Address: Parkway, Chellaston, Derby, DE73 5NY  
Tel: 01332 691351  
Web: [www.homefields.derby.sch.uk](http://www.homefields.derby.sch.uk)  
Email: [admin@homefields.derby.sch.uk](mailto:admin@homefields.derby.sch.uk)  
Headteacher: Mrs D Rollerson

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RISK ASSESSMENT FOR SCHOOL SECURITY AND  
ABSCONDING CHILDREN

Name of assessor: Headteacher			Date: Sept 2023			
Potential Hazard	Risk	Control Measures	Likelihood	Severity	Risk level	Are existing controls adequate.
Child absconding from school premises	Child leaving the school premises whilst on the school site before and after the school day begins. E.g. playground before school and after school	<b>Drop off</b> <ul style="list-style-type: none"><li>Parents reminded regularly through school correspondence that children from FS2 to Year 5 should be supervised by a responsible adult during drop off. They should wait to see their child enter the classroom.</li><li>Parents of year 5 and 6 children may drop their children at the school gate to line up outside the hall doors 5mins before school begins when a member of staff is there to supervise.</li><li>Parents of FS2 children should see their child go into school. Two members of staff to stand on the door to FS2 garden. One member of staff per classroom. Caretaker to stand on exit gate of FS2 garden. Caretaker to make sure external gates are locked after parents leave. FS2 staff to ensure internal door is locked. Staff to wait until FS1 drop off and caretaker has locked the gates until they take children into the FS2 garden.</li><li>FS1 parents to supervise children at all times before the Nursery session. They then leave the premises and caretaker locks all external gates and internal gate.</li><li>Staff to identify any children that might be vulnerable at this time and ask staff to monitor closely. i.e. children dropped off</li></ul>	2	1	3	YES
			2	1	3	YES

Child absconding school during the school day		and left but require supervision. Parents will be contacted where necessary. <ul style="list-style-type: none"><li>A member of staff to be at both gates. (Parkway entrance and Rosyth exit)</li><li>A member of staff to be on the playground wearing a high vis jacket</li></ul>	2	1	3	YES
		<b>Collection</b> <ul style="list-style-type: none"><li>Caretaker to open FS2 external and internal gate for parents. Two members of staff on the door. Two members of staff in the class. Gates to be locked after all children have left.</li><li>All FS children to have a password. Children are only released to a known adult or one that has the correct password. External gates are locked by Caretaker as soon as the parents have left.</li><li>Learning mentor to go onto playground at 3:10pm wearing high vis jacket. SLT to open Parkway gate and Caretaker to open Rosyth gate at 3:15pm.</li><li>Classes KS1 to Year 4, leave via doors onto the playground accompanied by a member of staff. Children will only be released to known adults.</li><li>Parents reminded through correspondence that FS-Year 4 children may only be picked up by a responsible person aged 16 and over.</li><li>Parents will be reminded regularly of leaving the premises promptly and via the designated exit gates.</li><li>Learning Mentor to stay on playground. Exit gate (Rosyth) locked by caretaker/learning mentor at 3:25pm. SLT to stay on Parkway entrance, this gate pulled to and staff to stay near it.</li><li>Upper KS2 go out with member of staff onto Parkway. Member of SLT on exit gate onto Parkway.</li><li>Year 5 and 6 children have a written permission slip, to be able to walk home independently. Children are given safety talk about what to do if adult is not there.</li><li>Children are assessed on their responsibility levels to be able to walk home independently. Work with parents and create a plan on how this can be achieved.</li><li>FS1 external door is locked. Inner door has child safety lock and doors into the main school have a door release lock.</li></ul>				

		<ul style="list-style-type: none"><li>• External gates onto FS2 playground are opened at 3:30pm by Caretaker.</li><li>• FS1 staff to release child to known adult.</li><li>• Children in FS1 sit in a home circle with adult. Risk assessment of these children is made in Autumn term for potential absconding and separate risk assessments written.</li><li>• Boundary fence around the whole site is secure and checked regularly for any damage.</li><li>• All external doors lead to the playground and field which is secured by the boundary fence and locked gates.</li><li>• The door in the main entrance has a door release button. This leads to the foyer and main reception.</li><li>• Doors in the hall have a door release button, to only be opened by a member of staffs swipe card.</li><li>• Staff to use discretion when using windows at widest opening setting. E.g. pulled close to on gate opening times.</li><li>• Children that are identified as vulnerable to wanting to leave the premises will be identified by staff. ALL STAFF WOULD BE PUT ON ALERT TO THESE CHILDREN AND APPROPRIATE SUPERVISION WILL BE DECIDED UPON BY SLT</li></ul>				
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IN THE EVENT OF ANY CHILD ABSCONDING FROM SCHOOL PLEASE SEE:  
*ABSCONDING PUPILS PLAN*



Be Kind, Be Courageous, Be Respectful

Address: Parkway, Chellaston, Derby,  
DE735NY  
Tel: 01332 691351  
Web: [www.homefields.derby.sch.uk](http://www.homefields.derby.sch.uk)  
Email: [admin@homefields.derby.sch.uk](mailto:admin@homefields.derby.sch.uk)  
Headteacher: Mrs D Rollerson

## ABSCONDING PUPILS PLAN

Name of assessor: Headteacher

Date: Sept 2023

The purpose of this plan is to set out clearly for all stakeholders, the process that will take place should a child abscond from school.

**To abscond is to 'leave without permission'.**

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

**Where a pupil, present at formal registration, is found to be absent from school without authorisation the following procedures should be followed:**

Member of staff to inform Head Teacher or member of SLT, and main office **as soon as possible making a note of the time.**

Head Teacher or member of SLT organises search of buildings and known places that the pupil may have gone to.

If the pupil is not found then all available staff to complete a more thorough sweep of the school and check the perimeter of the grounds.

School office to phone the police when area has been fully checked if the child is not found.

School office to contact parents/carers and inform them of the situation.

Consideration will be given to whether the search should be extended beyond the school perimeter. This decision will be based

on staff's knowledge of the child and on the level of risk, and on what action is in the child's best interests.

A Once a pupil has been found, then the lead SLT member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.

A written report will be filed on the incident.

Member of SLT to brief police and parents.

**Where a pupil attempts or is seen to be leaving the school premises without authorisation, the following procedures should be followed:**

Staff must follow the student to the perimeter fence or gate and must try to persuade the student to stay in the school.

If a student is deemed to be a high risk to himself or other people then staff should adhere to the Reasonable Restraint Policy with reference to holding the student, if appropriate.

At all times staff must be aware that active pursuit may encourage the student to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road.

If the student has left the immediate vicinity of the school, the school office, Head teacher or SLT members must be contacted immediately and the lead person will direct the course of action.

Staff will follow the student and engage in a local search, following the student at a safe distance if in view.

The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact school.

The SLT lead will contact the student's parents/carers.

If the searching staff lose sight of the student they must contact the school office giving details of their location and the clothes which the student is wearing.

If the pupil(s) has left the immediate vicinity of the school grounds and is no longer visible, then the SLT will make a decision, as to how to take matters further which will take into account the age of the student, the prevailing weather conditions, the nature of the incident which led to the pupil absconding, the pupil's previous history of being involved in episodes of absconding and their outcomes. If the student returns of their own volition, parents/carers and the police will be informed as soon as possible.

Upon his or her return to school, and when the student is calm, the student must be seen by the SLT, so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.

A written report will be filed on the incident.

**Pupil and parent discuss matter with Head**

**Individual Plan for pupils who are known to be at risk of absconding:**  
Plan to be made with parent for drop off to minimise potential for absconding (i.e. through the main entrance)  
All staff in school to be made aware of the children who have potential to abscond.  
Photo of child to be given to office staff ready to give to police.  
Windows in school hall to be kept to minimum setting to prevent escape route onto carpark.  
All staff to maintain high alert on exit points during school drop off times.

## Appendix 7: Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

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

- Desks
- Lockers
- 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 in section 3) 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 summon 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 safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).



Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## Appendix 8: Our Home, School Partnership Agreement.



### Homefields Primary School Home School Partnership Agreement.

Be Kind, Be Courageous, Be Respectful

What parents agree to:	School staff agree to:
<ul style="list-style-type: none"> <li>o Be positive members of the school community.</li> <li>o Show respect and kindness to support their child having the best experience at school.</li> <li>o Use appropriate language on the school grounds.</li> <li>o Be calm and respectful when communicating.</li> <li>o Support the school by not using mobile phones whilst on the grounds.</li> <li>o To ensure that their child is brought to school and picked up from school at the correct times to enable their child to receive the best in their education.</li> <li>o Support the school's uniform policy by ensuring their child is in the correct colours with no slogans or logos other than the school emblem.</li> <li>o Support their child's learning by reading with their child.</li> <li>o Support their child's learning by making sure their child completes any homework on time.</li> <li>o Support the school's ethos and values on behaviour and relationships.</li> <li>o Listen and work respectfully with school over any concerns raised on progress or behaviours.</li> <li>o Communicate any changes in collections due to appointments in advance.</li> <li>o Raise any concerns calmly with the Class Teacher, Deputy Head Teacher or Head Teacher and arrange to make an appointment.</li> <li>o Support and uphold the high reputation of the school in our local community.</li> <li>o Return all paperwork in a timely manner.</li> <li>o Ensure school is aware of any changes to address, contact numbers or medical information.</li> <li>o Drive and park in a safe and respectful manner around the school premises.</li> </ul>	<ul style="list-style-type: none"> <li>o Follow the schools core values of being the best we can be by being kind, courageous and respectful, to have a positive impact on themselves and others.</li> <li>o Welcome all who visit the school and be as honest and as helpful as possible.</li> <li>o Nurture, care and support our pupils, colleagues and visitors.</li> <li>o Staff will never intentionally humiliate, embarrass or shame a child, another member of staff or other adults.</li> <li>o Treasure the children in our care and understand the privilege we have in making a difference in the young person's life.</li> <li>o Welcome support from parents and involve them in the education and development of their child.</li> <li>o Celebrate every child and share their successes with the child and their families.</li> <li>o Include the children's voice where possible in the decisions that affect them.</li> <li>o Ensure that each child has access to a wide and varied curriculum that includes teaching them how to stay safe.</li> <li>o Ensure that parents and children are kept up to date with progress and any concerns.</li> <li>o Provide appointments so that parents are able to discuss concerns if needed.</li> <li>o Help educate parents where needed so that they can support their child with their learning.</li> <li>o Be willing to listen and be open to new learning to improve own knowledge and the education of the children in their care.</li> </ul>
Children agree to:	
<ul style="list-style-type: none"> <li>o Be positive members of the school community.</li> <li>o Follow the schools core values of being the best we can be by being kind, courageous and respectful, to have a positive impact on themselves and others.</li> <li>o Look after each other.</li> <li>o Look after our environment.</li> <li>o Using kind words.</li> <li>o Using kind actions.</li> <li>o Being fair.</li> <li>o Be supportive.</li> <li>o Show empathy to others.</li> <li>o Value others.</li> <li>o Be kind to ourselves.</li> <li>o Be honest and truthful.</li> <li>o Be curious in our learning.</li> </ul>	<ul style="list-style-type: none"> <li>o Strive for the courage to achieve goals. Use the learning attitudes positively.</li> <li>o Ask for support when something is wrong.</li> <li>o Be polite.</li> <li>o Listen carefully.</li> <li>o Walk in school.</li> <li>o Respect others.</li> <li>o Respect the feelings of others.</li> <li>o Respect the belief and culture of others.</li> <li>o Be inclusive of others.</li> <li>o Respect the property of school.</li> </ul>