



Brindle Gregson Lane

Relationship Policy

Leader	Date of issue	Review date	Other documents	Headteacher Signed	Chair of Governors Signed
K.Pass	September 23	September 24		L.Wilson	

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This policy has been formulated in accordance with section 89 of The Education and Inspections Act 2006 and Behaviour In School Advice (DFE) July 2022. 'Good Behaviour in School's is central to a good education Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress' (DFE Behaviour in School's 2022).

1. Policy Aims:

The purpose of this policy is to guide teachers, pupils and parents on our relationship-focussed approach to behaviour management. This will allow the pupils at BGL to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

We encourage self-discipline and aim to follow just three rules of Ready, Respect and Safe (RRS). Our relationship policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistent, calm, and clear, adult behaviour underpins this.

Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school family: children, staff, governors, parents and the wider community have a vital role to play, and everyone should aim to build positive relationships with each other. We provide supply staff and children a user friendly copy of our policy to ensure this is clear (see appendix 6). We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at BGL.

We aim:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- Teamwork and Success, to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To give children the tools to build and foster positive relationships.

1. Promoting positive behaviour

'If you consistently reward minimum standards then children will strive for minimum

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standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- Whole school assemblies - BGL values are discussed and applied to our everyday lives and in our relationships with one another.
- Recognition boards will be used in class alongside our whole school recognition board and our digital recognition board to promote positive behaviour.
- We encourage children to promote positive behaviour in school through the sharing of our 'Blooming in BGL' garland.
- Letters/phone calls will be sent to parents when children have gone 'above and beyond' by displaying exceptional behaviour.

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are **intrinsic** and we recognise that feeling good about something you have done is a significant reward in itself.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. Parents support the school in maintaining good discipline, which in turn ensures good learning, by signing a home/school agreement.

Parents/carers will be informed of achievements so they can share in their child's success in a number of ways:

- Letters/email/phone calls are used to send messages home. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise children going 'over and above'.
- Parent Consultation Evenings provide a forum for discussion.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

'Classroom management skills are the single most important factor in achieving good standards of classroom behaviour' (Elton 1989).

Key characteristics of "good practice" are:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Clear procedures and instructions
- Appropriate and challenging work to ensure success
- Pupils encouraged to reflect on progress and set goals
- High emphasis on academic achievement
- High recognition of positive achievement

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Teachers will:

- Show enthusiasm
- Have resources that are well-cared for and well organised
- Display work to help pupils with learning
- Provide order but not rigidity
- Foster and promote of a Growth Mindset approach using the animal learning behaviours linked to our BGL school values.

- Consistency:

Children need to know what is expected of them in all areas of school, by all staff. Staff will set high standards. Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is always discourteous.

2. Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Restorative Practices

All members of staff are trained in the key principles of Restorative Practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in school must model this too.

We strive to avoid:

- humiliation
- shouting
- over reacting
- blanket punishment
- harsh sarcasm
- threatening children with someone else's discipline
- using an area of the curriculum as a punishment

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will have consequences.

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Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced accordingly. Parents will be informed of the consequence via a restorative phone call or email, and it will also be recorded on CPOMS.

Children are aware that undesirable choices will have a consequence. (See appendix 5)
Undesirable choices which can lead to a restorative conversation may include:

- Hurting peers or staff
- Distracting peers from their learning
- Refusal to follow adult instructions
- Disruption of routines
- Throwing objects
- Swearing

The Restorative Approach – Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process.

Following an incident, a restorative conversation will take place to support the child in understanding the harm that has been caused. (See Appendix 4) No undesirable choice will mean that an acknowledged desirable choice gets removed. For example, if a child is placed on the recognition board but makes an undesirable choice, their name does not get taken off the board. The two choices are separate.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Reflection time' can be offered to children before an incident is dealt with. At BGL, we will use 'The Burrow' room to provide time with our Learning Mentor to discuss feelings and emotions. This can be ad hoc when children need this or we may provide regular sessions to meet the SEMH needs of our children.

At BGL, we have 'The Retreat'- a sensory room for children to use to aid with self-regulation. We know that for some children, a calm space away from the classroom is required to aid regulation. Therefore, 'The Retreat' is available for children to use throughout the day. Additionally, to meet the needs of our pupils with additional needs, The Retreat will be timetabled for pupils to access the sensory space as part of our school offer.

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On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from loss of privileges to reporting to the Deputy Headteacher or Headteacher for a temporary internal/external exclusion. In these circumstances, phone calls will be made to parents. External agencies may need to become involved for behaviour monitoring and support. For any exclusions, we follow DfE guidelines.

Restrictive Physical Intervention (Positive Handling)

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010.

3. CPOMS

All behaviour incidents are recorded on CPOMS. SLT review CPOMS regularly and create action plans based on issues and trends, in order to ensure support is provided.

4. Discipline guidance

Following the enactment of the Education and Inspections Act 2006 there have been significant changes to the way in which schools can approach discipline. The key points from this act are:

Power to discipline

- Schools have a statutory power to discipline pupils for breaches of the school rules, failure to follow instructions or other unacceptable conduct.

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- All teachers and other staff members in charge of pupils have the power to discipline children according to this policy.

Outside School premises

- Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff. **This also includes when pupils are online whilst not in school.**

Occasions include when pupils are:

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

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

5. **PACE approach**

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. We include the PACE Approach across all our classes and interactions with children around school. This allows are children to thrive in their learning and discuss their emotions with adults in school. Staff have the PACE approach points on lanyards in order to allow them to embody this daily within their interactions.

6. **Strategic Structure**

We ensure that children can learn without any interruption or disruption through the use of strategic structure. We ensure learning environments are set up before the day begins and all equipment is available and at hand for children. This allows disruption or distractions to be minimised and children to focus and learn positively throughout the day.

Confiscation

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) **The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Any property confiscated by staff at BGL will be returned to the parent/guardian at the end of the school day. The parent/guardian must collect the confiscated item from the school office or class teacher.**

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2) Power to search without consent for 'prohibited items' including:

a) Knives and weapons;

b) Alcohol;

c) Illegal drugs

d) Stolen items;

e) Tobacco and cigarette papers;

f) Fireworks

g) Pornographic images;

h) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. In order to maintain good behaviour and order around school, the following items (specifically selected following monitoring in recent years) are not permitted to be on a child's possession at any time during the school day:

- Camera enabled or communicative watch such as a smart watch (communication and messaging tool on smart watches must be disabled during school hours).

- Mobile Phone (These must be handed to the class teacher at the start of the day if used by pupils walking to and from school. These will then be handed back at the end of the school day)

- Money

- Gaming Technology

- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonable confiscated pupils' property.

The use of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking a fight or where a pupil needs to be restrained to prevent violence or injury.

3) 'Reasonable in the circumstances' means using no more force than is needed.

4) Staff may need to use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the

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arm out of a classroom. 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

5) Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

When can it be used?

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4) Examples of where reasonable force could be used include: removing disruptive pupils from the classroom where they have refused to follow an instruction, preventing a pupil from behaving in such a way that disrupts a school event or trip, preventing a pupil leaving the classroom or school building where allowing the pupil to leave would risk their health and safety, preventing a pupil from attacking a member of staff or another pupil or to stop a fight in the playground and to restrain a pupil at risk of harming themselves through physical outbursts.

- Links with SEN/ Multi-agency assessment

It should be recognised that repeated misbehaviour can:

- Constitute as a special need in itself
- Be indicative of a learning difficulty
- Be indicative of a lack of appropriate social skills
- Be indicative of an emotional upset in or out of school
- Concerns relating to repeated misbehaviour may warrant a pupil being put on the SEN register or noted as a 'child of concern' to be discussed at 'In House' Safeguarding Meetings.

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Criteria for inclusion on the SEN register:

- A description of what the child does
- Severity-e.g. fighting, a minor scuffle or a vicious attack?
- Frequency- calling out several times during lessons
- Duration- constantly talking
- Generality- if the behaviour occurs across a number of contexts.

For some children, extra support for behaviour may be needed. Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school. Additional agencies may be involved, with parental consent, to identify the type of support and strategies to use. A School Support Plan may be devised to provide further details of additional strategies which will be used.

7. Parental responsibilities

Parents will be informed if children have gone 'over and above'. We encourage all families to celebrate with their child so that the child knows that both school and parents are proud of them.

Parents will be informed after each restorative conversation so that they are aware of what has occurred at school and are able to support their child appropriately if they want to discuss the incident. It is not intended for any further discipline.

If four or more restorative conversations have had to be had in close succession, parents will be invited into school to discuss their child's behaviour and decide on next steps or support that can be given.

A permanent member of staff will inform parents of any concerns regarding behaviour.

The policy will be shared with all supply teachers.

This policy will be reviewed annually.

APENNDIX

Policy Blueprint & Classroom Plan

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Brindle Gregson Lane Relationships Policy



The adults will

1. Nurture relationships
2. Model our values.
3. Listen
4. Praise positive choices
5. Provide a safe environment.

BGL values

- Play your part
- Learn without limits
- Discover the possible
- Be big hearted
- Inspire pride.

'Over and Above' Behaviours

Including the following:

- Exceeding our school values
- Impacting the wider BGL community.
- Showing BGL initiative.

Our Vision Message

Love learning and inspire each other to thrive in the world.

Classroom Plan

1. Reminder
2. 10 second script
3. 30 second script
4. Time out
5. Restorative chat
6. Support step

10 Second Script

- I expect you to be...
- I need you to...
- I need to see you...
- I know you will.
- Thank you.

30 Second Script

- I noticed you are
- It is the rule about... that you are breaking.
- Do you remember last... when you were...
- Thank you for listening.

Restorative Questions

1. What happened?
2. What were you feeling/ thinking about at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

Appendix 2- Classroom Plan

Classroom Plan

	Steps	Actions
1	Reminder	If a child is displaying unwanted behaviour, remind them of the 3 rules RRS
2.	10-second script	If a child is displaying unwanted behaviour, use the 10 second script.
3.	30-second script	If the pupil still does not engage, use the 30-second script.
4.	5 minutes Reflective time	This step is only needed if the child needs to calm down and compose themselves, or if the child have not regulated their behaviour after steps 1 and 2. Reflection time will usually be in a quiet area of the classroom but for some children, it may be more appropriate to have this time away from view of their peers.
5.	Restorative conversation	During the restorative conversation, the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Putting things right').
6.	Support	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from the headteacher, a member of SLT or another class teacher.

Appendix 3

10 second reminder (choose one of these)

- I expect you to be...
- I need you to...
- I need to see you...

I know you will.

Thank you.

30 second intervention (say all of these)

- I notice you are
- It is the rule about... that you are breaking
- You have chosen to ...
- Do you remember last **** when you were *** that's who I need to see now.
- Thank you for listening.

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Reflection time

5 minutes for reflection, mindfulness area, time at the side of the playground.

"I can see you are getting *frustrated*, go and have a few minutes to see if you can control your emotions and be ready to learn/carry on with lesson/playtime.

Appendix 4

Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

Choose the most appropriate questions based on your knowledge of the child.

- **What happened?**

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

- **What were you thinking at the time?**

This reflection helps the pupil to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the children that their initial thoughts might have sent them down the wrong path.

- **What have you thought since?**

Many doors are opened through this question that might allow the pupil a chance of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

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- **How did this make people feel?**

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis, this might not seem significant, but in the aftermath, it is important to shine a light on it. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

- **Who has been affected and how?**

Often the first response to this question is for the child to simply think about how they've been affected. With encouragement, the child can see the bigger picture. Asking follow up questions such as 'How was **** affected because they couldn't teach maths?' or 'How was **** affected who hates loud, sudden noises?' The more you ask these questions, the easier it becomes for the child to answer it. In time, that reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching them to use their conscience.

- **What should we do to put things right?**

Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. A forced apology is worthless. There might be other ways to put things right. If an apology is offered, accept it with enthusiasm, even if it could have been given with a little more feeling.

- **How can we do things differently in the future?**

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situation and frustrations in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Steps to follow after the incident

1. If you have had to have a restorative conversation with a child, this needs to be recorded on CPOMS.
2. A letter, email or phone call must be made to parents to inform them that there has been an incident and what actions have been taken.

Appendix 5

BGL Response to Behaviour

BRINDLE BY REGGON LANE

BGL response to behaviour
Love Learning and inspire each other to thrive in the world

Behaviour/Action

- Hitting out
- Swearing
- Scratching (Impulsive sensory overload reaction)
- Running away
- Refusal to follow adult instruction
- Throwing objects
- Pushing

Consequence

- Show child unconditional positive regard.
- Reflection time out – visual timer
- Restorative conversation
- Discussion on how to repair the situation and suitable consequence
- If child receives 3 or more restoratives within a half term – meeting with parents to be arranged.

Amber zone behaviours will be communicated to parents in line with schools relationships policy.

Behaviours completed with an intention to hurt another, as a reference to anger or upset, not sensory overload. Behaviours may include:

- Punching
- Spitting
- Kicking
- Scratching (intentional)
- Biting
- Head butting
- Strangling
- Pulling hair

Removal and remedy

- Remove the child /other children from the environment to keep self and others safe.
- Use PACE approach – show child unconditional positive regard.
- Once child is feeling regulated – provide visual timer and clear expectations of next steps. eg once the timer is finished I need you to return to class.
- Adult to provide follow up check in during that day.

Red zone behaviours will be communicated to parents and depending on severity of the incident next steps will be discussed including referral to wider agency support, pupil referral unit, extending removal and remedy time and exclusion. If red zone is met on several times then a meeting to review child's ability to cope in the setting and setting appropriacy should be held.

Appendix 6

Supply and children's copy of Brindle Gregson Lane Relationships Policy



We aim:

- To be clear and consistent with our approach to behaviour.
- To foster, nurture and value strong and healthy relationships
- To develop teamwork skills for success in the future.
- To provide a safe, respectful and happy school.
- To support and equip children with strategies to manage their behaviour and build positive relationships with others.

 Brindle Gregson Lane Relationships Policy 		
<p>The adults will</p> <ol style="list-style-type: none"> 1. Nurture relationships 2. Model our values. 3. Listen 4. Praise positive choices 5. Provide a safe environment. 	<p>BGL values</p> <p>Play your part</p> <p>Learn without limits</p> <p>Discover the possible</p> <p>Be big hearted</p> <p>Inspire pride.</p>	<p>'Over and Above' Behaviours</p> <p>Including the following:</p> <ul style="list-style-type: none"> • Exceeding our school values • Impacting the wider BGL community. • Showing BGL initiative.
<p>Our Vision Message</p> <p>Love learning and inspire each other to thrive in the world.</p>		
<p>Classroom Plan</p> <ol style="list-style-type: none"> 1. Reminder 2. 10 second script 3. 30 second script 4. Time out 5. Restorative chat 6. Support step 	<p>10 Second Script</p> <ul style="list-style-type: none"> • I expect you to be... • I need you to... • I need to see you... • I know you will. • Thank you. <p>30 Second Script</p> <ul style="list-style-type: none"> • I noticed you are • It is the rule about... that you are breaking. • Do you remember last... when you were... • Thank you for listening. 	<p>Restorative Questions</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you feeling/ thinking about at the time? 3. How did this make other people feel? 4. Who has been affected and how? 5. What should we do to put things right? 6. If this happened again, how could you do things differently?

We pride ourselves on the children in our school exemplifying outstanding behaviour throughout the school day. This is encouraged through our values, plans and restorative conversations.

If a child receives an over and above letter then a phone call home will be made to inform their parents of this achievement.

Similarly, if a restorative conversation is needed then a phone call home will be made to also inform parents of this.

Children are aware of these processes and understand the consequences of making undesirable choices.

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Home School Agreement

The School will:

- Work to fulfil the BGL vision
- Encourage children to do their best at all times
- Encourage children to take care of their surroundings and others around them
- Let parents know about any concerns or problems that affect their child's work or behaviour
- Send home progress reports
- Set and monitor homework
- Arrange parents' evenings in the autumn and spring terms during which progress will be discussed
- Keep parents informed about school activities through regular letters and notices about special events
- Encourage children to develop a growth mindset and develop effective learning behaviour
- Celebrate 'over and above' behaviour by sharing this with families

Signed

(Headteacher)

(PLEASE TURN OVER)

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The Family will:

- Make sure our child is punctual, correctly dressed wearing school uniform and adhere to the school policy regarding hairstyles and earrings
- Support the school's guidelines on discipline, homework, uniform, jewellery and medicines
- Make sure the child attends regularly and provide telephone explanations on the first day of any absence/letter on pupils return to school
- Let the school know of any concerns or problems that might affect the child's work or behaviour
- Support the school in guiding the child to follow the 'Ready,Respect,Safe' rules
- Support the child in homework and other opportunities for home learning
- Attend parents' evenings and discussions about the child's progress
- Inform the school if our child is not allowed to be photographed/filmed for any reason or published on the school website/promotional material
- Get to know about the child's life at school
- Support the school in developing Mindfulness
- Support the school in developing a Growth Mindset
- Support the school in their quest to develop Language and Literacy skills

Signed _____
(Parent/Guardian)

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As a pupil I shall try to:

- Follow the school rules 'Ready,Respect,Safe'
- Always be polite and well mannered
- Demonstrate excellent learning behaviours
- To understand and respect everyone in order to 'thrive in the world'
- Learn to be a good communicator by following our learning partner guidelines

Signed _____ (Child)

Date _____

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