



# Behaviour Policy

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## 1. Value Statement – Core Beliefs

- The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff;
- Poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, the school has clear, firm and intelligent strategies in place to help students manage their behaviour;
- Respect has to be given in order to be received. Parents and carers, students and teachers all need to operate in a culture of mutual regard;
- Consistency of approach and a collective responsibility for managing behaviour is likely to lead to high standards;
- In this school students behave well because of the positive ethos, climate for learning and excellent relationships between staff and students.

## 2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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 online

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

### **3. Rights and Responsibilities**

#### **a) School**

##### **Rights**

- To make clear the school's statutory power to discipline students and that students and parents will need to respect this.
- To enforce the school's behaviour policy – including rules and disciplinary measures.
- To expect students' and parents' cooperation in maintaining an orderly climate for learning.
- To expect students to respect the rights of other students and adults in the school.
- Not to tolerate violence, threatening behaviour or abuse by students or parents.
- To take firm action against students who harass or denigrate teachers or other staff on or off the premises, including cyber-bullying – engaging external support services, including the police, as appropriate.
- Under the Education and Inspections Act 2006 teachers can instruct a pupil to turn out their pockets and discipline them as appropriate if they refuse to do so.
- The Headteacher can authorise a search of pupils or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so.

##### **Responsibilities**

- To establish and communicate clearly measures to ensure good order, respect and discipline.
- To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.
- To ensure the school behaviour policy does not discriminate against any student on grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and, as appropriate, reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.
- To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying including cyber-bullying, and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behaviour and never denigrate students or colleagues.
- To promote positive behaviour through active development of students' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour.
- To work with other agencies to promote community cohesion and safety.

## **b) Families**

### **Rights**

- To be kept informed about their child's progress.
- To expect their children to be safe, secure and respected in school.
- To have any concern they have about their child being bullied taken seriously by the school and investigated as necessary.

### **Responsibilities**

- To respect the school's behaviour policy and the disciplinary authority of school staff.
- To read and commit to the Home/School Agreement.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To ensure their child understands that bullying and abuse in all its forms, including cyber-bullying, will not be tolerated.
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour.
- To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the school at the end of a fixed period exclusion.

## **4. Roles**

### **a) Pupils are expected to:**

- To do all they can to adhere to the school's behaviour policy
- Report bullying and abuse and severe breaches of discipline.
- Follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.
- Act as positive ambassadors for the school when off school premises.
- Not bring inappropriate or unlawful items to school.
- Show respect to school staff, fellow students, school property and the school environment.
- Never denigrate, harm or bully other students or staff in or out of school.
- Cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.

**b) All Staff (teaching and support) are expected to:**

- Promote and model good behaviour.
- Intervene and take appropriate action where necessary when a breach of the code of conduct takes place.
- Report poor behaviour swiftly to an appropriate member of staff.
- Operate in a culture of mutual respect.
- Accept guidance and support when given.
- Use a range of appropriate strategies for dealing with students.
- Wherever possible de-escalate incidents.
- Ensure that the school environment and classrooms are in a fit state for use.
- Listen to students' perspectives of reported incidents.

**c) Teaching Staff are expected to:**

- Create a positive learning environment.
- Plan and deliver lessons which engage the interest of students.
- Follow agreed system of rewards and sanctions.
- Understand their collective responsibility for safe behaviour out of lessons, eg at break and lunch and after school.
- Arrive on time for duties and make arrangements for cover where necessary.
- Make sure resources are taken care of including exercise books.
- Ensure that systems for managing behaviour are applied consistently.
- Seek advice and support with managing behaviour when needed.
- Employ a full range of strategies to manage poor behaviour.
- Make effective use of TAs.
- Contribute to Time Out schedule if on UPS or hold a TLR.

**d) Form Tutors are expected to:**

- Support students' learning and personal and social development.
- Set standards and expectations for the day at the start of each day.
- Keep informed of behaviour issues which arise with students, monitor patterns and refer and intervene as appropriate.
- Work with year heads / heads of key stage to support positive behaviour.
- Build positive relationships with the class / tutor group.
- Issue and administer sanctions as appropriate e.g. Uniform reports, Attendance Report etc
- Keep parents informed of behaviour concerns and respond swiftly and expediently to parental concerns

**e) Heads of Department are expected to:**

- Ensure rewards and sanctions are applied consistently across the team.
- Monitor standards of behaviour and effort in lessons.
- Produce a departmental behaviour policy which is aligned with the school policy.
- Identify members of team who need support and provide training.
- Support strategies instigated by heads of year
- Provide 'front-line' support for team members in managing behaviour.
- Ensure prompt flow of information to heads of year, tutors, leadership group.
- Take appropriate action to improve standards of behaviour.
- Inform parents of behaviour issues which affect teaching and learning in subject.
- Contribute to Time Out rota.
- Make effective use of information from learning support and relay concerns back to them.

**f) Heads of Year are expected to:**

- Review attitudes to learning, personal wellbeing of students and attainment of cohort regularly and strategically.
- Work in partnership with teachers, tutors, etc in promoting good behaviour
- Reinforce key messages in assemblies.
- Keep relevant staff informed of concerns which relate to individual students.
- Maintain effective relationships with parents
- Keep accurate records of interactions with students.
- Deal effectively with instances of bullying.
- Deal effectively with concerns about out of lesson behaviour, including breaches of the Acceptable Use Policy.
- Identify patterns across different lessons with individuals and groups of students and liaise with parents and teachers to address them.
- Oversee duty team on a weekly basis and ensure school is adequately covered.
- Support tutors as required.
- Use assessment data effectively to identify underperformance and intervene appropriately.
- Liaise with senior leaders about internal and external exclusions.
- Monitor attendance and report concerns including dealing with truancy.
- Conduct a regular Learning Walk to monitor and evaluate the learning and behaviour of year group.
- Contribute to Time Out rota.
- Inform parents of behaviour issues which affect teaching and learning in general and work closely with the parents of students requiring intervention.
- Make effective use of information from learning support and relay concerns back to them.

**g) The Senior Leadership Team are expected to:**

- Communicate the values which underpin the behaviour policy and model them to whole school.
- Provide effective and efficient support for teams which are line managed.
- Ensure support is provided for all other staff.
- Ensure that protocols for administering sanctions have been correctly observed and that appropriate opportunities have been provided to listen to students including gathering witness statements.
- Manage internal exclusions.
- Instigate external exclusions including reintegration meetings and PSPs where necessary.
- Initiate CAFs where necessary.
- Keep informed and gather information about behaviour concerns.
- Conduct regular Learning Walks.
- Maintain a high visibility and presence about the school.
- Manage Time Out schedule.
- Organise and monitor duty rotas.
- Review the Behaviour Policy regularly.
- Ensure that relevant training opportunities are provided for staff.
- Designate a Child Protection Officer and ensure that safeguarding is fully in place.
- Manage referrals to Student Welfare Officer and/or Flexible Learning Manager.
- Regularly discuss vulnerable and challenging pupils.

## **5. Uffculme School Student Code of Conduct**

Uffculme School will publish a Code of Conduct consisting of a small number of clear and concise principles that should guide the conduct of all the students at the school.

In adhering to the Code of Conduct students are taking responsibility for their own behaviour and ensuring that others can do the same.

These simple rules will be displayed in classrooms and prominently around the school and in student planners.

## **6. Rewards and Sanctions**

### **a) Celebrating Achievement**

Uffculme School has a range of appropriate range of rewards to celebrate the achievement of individual and groups of pupils. These include, but are not limited to:

- Praise
- Credit marks

- Certificates
- Letters and phone calls home
- Badges
- Special responsibilities

The range of rewards available to different year groups may vary. The range will be reviewed annually and updated as required.

## **b) Sanctions Protocol**

Where possible it is most effective for staff to deal with behaviour concerns themselves and follow through sanctions swiftly and expediently. Students respond best to teachers who are seen to be fair, consistent and who make the consequences of actions clear prior to issuing sanctions.

It is impossible to match sanctions with misdemeanours but it is important that any punishment is seen as proportionate to the action leading to the sanction.

Where possible adults should seek to de-escalate problems that arise. Warnings should always be issued, where possible, to give students the chance to address the concern before a sanction is imposed.

Uffculme School has a range of lower, middle and higher order strategies to support students to manage their behaviour. These include, but are not limited to:

- A verbal reprimand
- Sending the pupil out of the class for a few minutes
- 'Time out' from the lesson
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or out of school hours
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report'
- Agreeing a behaviour contract
- Internal exclusion

The range of sanctions will be annually reviewed by the Senior Leadership Team.

## **c) Detentions outside of school hours**

Included in the range of sanctions is the right to issue detentions to pupils, including detentions outside of school hours. The times outside of normal school hours when a detention can be held include any school day; weekends; and non-teaching days.

Parental consent is not required for detentions, however the school will always seek to ensure that they are undertaken at a reasonable time taking into account the student's safety and circumstances.

## **d) Internal Exclusions**

An internal exclusion is one of the higher order sanctions which the school may use when deemed necessary for a range of serious breaches of discipline, or repeated, persistent lower level breaches of discipline.

If a student is to be internally excluded it must be sanctioned by a member of the senior leadership group. Work will be provided for students who have been internally excluded. A student may be placed in internal exclusion for any of the following reasons:

- Persistent disruptive behaviour
- Refusal to follow a reasonable request
- Failing to go to 'Time Out'
- Bullying
- Racist or homophobic abuse or similar abusive language against other protected characteristics.
- Fighting
- Theft
- Damaging property

This is not an exhaustive list and there may be other situations where the School makes the judgement that an internal exclusion is an appropriate sanction.

## **7. Exclusions**

### **a) Decision to Exclude**

Exclusion is a sanction used by the School and the decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach or persistent breaches of the School's Behaviour Policy and;
- Where allowing the student to remain in the School would seriously harm the education or welfare of the student or others in the School.

The School seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline.

Students may be excluded permanently or for one or more fixed periods of time up to a maximum of 45 days in one academic year.

It may sometimes, in exceptional circumstances, be appropriate to issue a further fixed-period exclusion following an initial fixed-period or to issue a permanent exclusion. These will be treated as fresh exclusion decisions and are subject to the same decision making and notification requirements as the original exclusion decision.

The School will follow the latest DfE statutory guidance regarding exclusions, in order to make sure that students are treated fairly and not discriminated against.

Exclusion, whether fixed-term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to a member of staff, to a student or other.
- Online abuse to a member of staff, to a student or other.
- Physical abuse to, or attack on a member of staff, on another student, or other.
- Bullying including cyber bullying
- Racist, sexist, homophobic or other discriminatory behaviour
- Indecent behaviour.
- Damage to property.
- Misuse of substances.
- Theft.
- Serious actual or threatened violence against another student, a members of staff or other.
- Sexual abuse, harassment or assault against another student, a members of staff or other
- Upskirting.
- Distributing images of a sexual nature.
- Misuse of mobile technology (including the filming of staff and students)
- Possession, misuse and supplying of illegal drugs.
- Carrying an offensive weapon.
- Arson.
- Persistent disruptive behaviour.
- Refusal to follow the instructions of senior members of staff
- Unacceptable behaviour which has previously been reported and for which School's sanctions and other interventions have not been successful in modifying the student's behaviour.
- Behaviour outside school likely to bring the School or the Academy Trust into disrepute.

This is not an exhaustive list and there may be other situations where the School makes the judgement that exclusion is an appropriate sanction.

Where a student has received multiple exclusions, or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, the Headteacher will consider whether exclusion is providing an effective sanction.

## **b) Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which Permanent Exclusion may be considered:

- A final, formal step in a concerted process for dealing with disciplinary offences, following the use of a wide range of other strategies which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as the last resort. Offences would include persistent and defiant misbehaviour, persistent bullying

(including racist or homophobic bullying), repeated assaults on other students, or repeated possession of an illegal drug on school premises.

- Where there are exceptional circumstances (such as a first or 'one off' offence) and the headteacher deems that the readmission of the student would seriously harm the education or welfare of the student or others in the School. Such circumstances might include:
  - Serious actual or threatened violence against another student or a member of staff or other
  - Sexual abuse, harassment or assault against another student or a member of staff or other.
  - Supplying an illegal drug.
  - Carrying an offensive weapon\* (as defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.")
  - Arson.
  - Serious misbehaviour which threatens the good order of the school and/or places students and staff at risk.

Again this is not an exhaustive list, however these instances indicate the severity of offences that might result in a permanent exclusion given the serious impact they have on the discipline and wellbeing of other students in the School and the need to keep safe the students and staff of the school. The School will consider police involvement for any of the above offences.

This policy links with the School's Exclusion Policy, which should be read in conjunction with this Policy

## **8. Behaviour Management**

### **a) Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Seek to develop a positive relationship with pupils

### **b) Use of Force**

Teachers have the right to use reasonable force to control or restrain a student if this proves necessary to stop a pupil committing a criminal offence (or for younger students what would be a criminal offence), causing injury or damage to property, or prejudicing good order and discipline.

The school will record and report any 'significant' incidents where a member of staff has used force to control or restrain a student.

All permanent and temporary staff (including supply teachers) will be advised of this right.

### **c) Searching and Confiscation of Items**

The following items are prohibited within all schools

- Knives or other weapons
- Unauthorised and illegal drugs (including alcohol)
- Tobacco and cigarette papers
- Vaping pens
- Stolen items
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - commit an offence, or
  - to cause personal injury, or
  - damage to property

The Headteacher and any other authorised member of staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

In addition to the list of prohibited items, the school has also banned the following items and has a similar right to search pupils or their possessions without consent for them:

- Chewing gum
- Aerosols
- Nail varnish
- Tippex or similar correcting fluid
- Matches and lighters
- Energy drinks
- Any tablets, pills and medicines (unless handed in to the office)
- Any item which could cause danger to anyone
- Skateboards, snakeboard etc
- Smart watches (with filming capabilities)

More generally school staff may also search a pupil for any items with their consent..

The school will confiscate any item which it deems harmful or detrimental to school discipline. Such 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 and confiscation](#).

#### **d) Offsite Behaviour of Students**

Sanctions (including exclusion) may be applied where a student has misbehaved off-site when:

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

Sanctions (including exclusion) may also be applied at time, irrespective of 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

#### **e) Malicious Allegations by Students Against Staff**

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

### **9. Staff Training in Positive Behaviour Management**

Uffculme School will provide staff with appropriate training on managing behaviour, as part of their induction process. Behaviour management will also form part of our continuing professional development programmes.

### **10. Communication and Documentation**

It is the responsibility of all staff dealing with behaviour that relevant and interested parties are kept informed and up to date. Staff should use their discretion to judge whether the issue needs documenting and who needs to know about it.

Minor misdemeanours do not need to be recorded but incidents of a more serious nature **MUST** be recorded even if no further action is required.

Parents will be informed in writing or telephone call in the case of the following:

- After school detention.
- Time Out.
- When a pupil is placed on report.
- Internal Exclusion.
- External Exclusion – a letter will be sent.

In addition tutors and heads of year will keep parents informed of ongoing concerns re attitude, behaviour, attendance, punctuality, quality of work and uniform.

### **a) Appropriate methods of communication:**

- Telephone calls home.
- Email.
- Talking to parents at the end of the school day.
- Letter home.

### **b) Record keeping**

It is vital that staff keep accurate records of communications and agreed actions with reference to managing behaviour.

Where colleagues communicate directly with parents and agree a course of action this should be shared with the Head of Year and/or a note made on the pupil's file.

## **11. Strategies to Support Vulnerable Children**

Support for potentially vulnerable students will be coordinated through a weekly meeting of the staff charged with monitoring and maintaining student welfare.

The main functions of the meeting will be to:

- Maintain the school's register of vulnerable students.
- To review the provision which is in place to help support those students already on the student welfare register.
- To discuss new cases and appropriate actions to support students.
- To link together the working of various agencies who might be supporting a vulnerable young person.

Where the school maintains staff/centres to support vulnerable students they will publish details of this support and the means by which students are referred to them in a supplementary protocol to this Policy.

## **12. Strategies to support students displaying continuous disruptive behaviour**

Where a student displays continuous disruptive behaviour in addition to applying any sanctions that may be appropriate for specific incidents we will also seek to fully explore possible causes for the behaviour and seek to identify what additional support or further assessment might be required by the student to help them become more settled in their behaviour. Such support can be categorised into the 4 broad areas of Assessment; Planning; Intervention; and Reviewing as follows:

### **a) Assessment** – this may include, as appropriate:

- Reading and spelling screening
- Dyslexia Portfolio

- Speech and Language assessments
- Boxall assessment for SEMH needs
- Teacher feedback
- Progress updates
- Educational Psychologist assessments
- Paediatrician reports
- Lesson observations
- Specialist service reports

**b) Planning** – this may include, as appropriate:

- Meetings with the student and parent
- Team Around the Child (TAC) meetings
- Team Around the Family (TAF) meetings
- Individual behaviour plans
- Pastoral support plans
- Learning Passports
- Medical Care Plans

**c) Intervention** – this may include, as appropriate:

- TA support (where funding is supplied)
- Lesson exit card
- Group Literacy support
- Study support
- Social skills
- Individual literacy support
- SEMH support
- Pastoral Support Plan
- Pastoral support
- Access arrangements
- Modified timetable
- Apply for statutory assessment
- EWO support
- Referral to external support services

**d) Review** – this may include, as appropriate:

- SEND / EHCP Reviews
- Pastoral Support Plan Reviews
- TAC meetings / TAF meetings

### **13. Links with other policies**

This Behaviour Policy is linked to the following policies:

- UAT Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Special Educational Needs Policy

# Appendix

## Home/School Agreement

**Student Name:** \_\_\_\_\_

**Tutor Group:** \_\_\_\_\_

This agreement is intended to outline the principles of a partnership between the school, its students and parents. In setting this out we are seeking to further enhance each student's positive experience of school.

**The school aims** to provide effective formal and informal learning through which all students will:

- achieve potential in as many ways as possible
- develop spiritual and moral values
- obtain a variety of skills and qualifications which will prepare them for the next stage of their lives
- be part of a community within which all will feel secure and valued.

Therefore -

**The school will:**

- provide opportunities and encouragement that will promote the development of young people through the design of the curriculum, effective teaching and extra curricular activities
- attempt to create an environment in which all members of the school community feel secure and valued
- inform you regularly, through a system of assessment and reporting, about your child's progress and development
- make sure that we are available, by prior appointment, to meet with you and discuss any concerns that you may have about your child's education
- provide information about school activities through regular newsletters
- contact you if there are concerns about your child's progress, behaviour or attendance
- inform you of changes that are made to policies that affect your child's education and provide access to policy documents on request.

Signed on behalf of the School: \_\_\_\_\_(Tutor)

Date: \_\_\_\_\_



In order to achieve these aims, we need to work in partnership with each student and their parents.

**As a student I will:**

- attend school regularly and on time. Be punctual to lessons
- work hard and do all my classwork and homework to the best of my ability allowing other students to do the same
- bring all the books and equipment I need for my lessons every day
- take pride in my appearance and wear school uniform correctly according to the school dress code
- behave well and be polite and helpful to others, especially whilst in uniform even if not on the school premises
- help to keep the school and its environment clean, tidy and free from litter or graffiti
- support the school rules and code of conduct
- read, understand and sign up to the ICT acceptable use policy
- work with the school to ensure everyone feels safe and happy.

Signed:\_\_\_\_\_

Date:\_\_\_\_\_

**As a parent we/I will:**

- ensure that my child attends regularly, on time and properly equipped
- support my child's learning, including the completion of homework, regularly signing the school planner, where applicable
- support the staff in maintaining high standards of behaviour in line with the school's behaviour policy
- let the school know about any concerns or problems that might affect my child's work or behaviour
- notify the school of the reason for absence on my child's return, or contact the school on the first day of absence
- respond to any reasonable request to attend parents' evenings and discussion about my child's progress
- comply with the school's uniform code
- support the school's policies and guidelines
- support enrichment activity
- give consent for my child to take part in off-site curriculum visits
- give consent for my child to represent the School at Sporting fixtures
- give consent for my child to take part in health education programmes, including sex education
- ensure my child understands and signs the school's ICT acceptable use policy.
- I understand that the school is not responsible for the security of a student's phone or other mobile device, unless it is handed into the School Secretary for safekeeping.

Signed:\_\_\_\_\_

Date:\_\_\_\_\_