

FROM GREAT TO AMAZING

# Behaviour Policy

## 2024-25

RESPECT, RESPONSIBILITY, EXCELLENCE, FRIENDSHIP

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Signed (Headteacher) **A Cassius**

Signed (Chair of Governors) **N Skivington**



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## 1. Overview

At Suffolks Primary, we know the importance of excellent behaviour and the positive impact that this has on teaching and learning. Our aim is to create positive social, emotional and learning behaviours through a calm and nurturing environment.

We aim to establish positive relationships between staff, parents and children. The caring atmosphere within school recognises the individual needs of some children and their families. We take all opportunities for friendly interaction with the children and their parents. Every family should have confidence in the school and feel their presence is of value. Partnership between families and school will be encouraged in a number of ways including the Home/School agreement.

We are also fully aware of how challenging behaviour can impact on the wellbeing of staff and their ability to teach all children within their class.

For staff to support each other with this, we use a behaviour clinic approach, where staff can raise a 'behaviour' that is causing them concern and a team of staff (including those trained in the impact of trauma) will look at ways in which the child can be supported which may improve the behaviour.

We are well aware that for some children there is not a 'quick fix' in terms of improvement and that for staff to continually strive to support children they may also need support and guidance.

Behaviour should be given the same regard as any other area of learning and as such will be easier for some children to achieve than others. The aim of our behaviour procedures are to promote expected behaviour and to support children to achieve this if they are having difficulties. Sanctions are given to pupils to ensure that they understand the consequences of unacceptable behaviour.

Behaviour approaches will need to be individualised where children have specific needs and this will always be done in partnership with our SEN team, class teacher, parents and the child.

Good behaviour improves learning opportunities. It will ensure that the rights of everyone in school are protected and respected. Everyone is encouraged to respect;

- the right of everyone to learn;
- the right for every child to have a share of the teacher's time;
- the right for every teacher to teach;
- the right for everyone to expect an environment for learning which is safe and supportive

At Suffolks, we have 4 rules which are underpinned by our school values of **Respect**, **Responsibility**, **Excellence** and **Friendship** as well as the Fundamental British Values. By emphasising these values and rules, we want children to strive to **Be Your Best**.

Our rules are;

- **Be Ready**
- **Be Responsible**
- **Be Respectful**
- **Be Safe**



### **Promoting positive behaviour in our curriculum**

Alongside our daily approach to modelling expected behaviour and the use of our behaviour policy, we ensure that positive behaviour is explicitly taught through our curriculum. In the Early Years Foundation Stage, the children are taught the fundamentals of positive behaviour; the difference between right and wrong and the routines needed for successful learning. In the first term, through our PSHE scheme (JIGSAW) children learn the importance of being kind and gentle; recognising and managing their emotions as well as building a sense of belonging.

As children move through KS1 and KS2, they continue to have weekly PSHE lessons using the JIGSAW scheme of learning. These lessons build sequentially year on year to ensure that children are revisited prior learning regarding learning behaviours as well as building new knowledge around positive behaviour year on year. At the end of each week, we hold a values assembly where we celebrate all of the children who have displayed our key PSHE theme for the week as well as those demonstrating our school values. Our PSHE lessons are supplemented by the DFE's non-statutory Citizenship guidance.

In order to support staff with a consistent approach to promoting positive behaviour, we have a behaviour blueprint which outlines our core values, principles and expectations for behaviour management.

# Suffolks Primary School



## Behaviour Blueprint

### Our Values

**Excellence**  
**Responsibility**  
**Respect**  
**Friendship**



### Our Rules

**Be ready**  
**Be responsible**  
**Be Respectful**  
**Be Safe**

### Relentless Routines

Every child greeted with a smile  
Catch them doing it right  
Deliberate calm

### Adult Behaviours

- Calm, consistent and fair
- High expectations
- First attention given to those getting it right
- Deliberately bothered
- Meet and greet every child, every morning
- Recognise and celebrate excellent behaviour

### Excellent Behaviour

Recognition board  
Stickers  
Specific praise  
Phone call home  
Note/MME home  
Shared with staff

### Private Stepped Sanctions

At the beginning of the week, all children start on a gold star.

1. Non-verbal cues
2. Reminder of the rules
3. Last chance – use of script
4. Warning given
5. Move down to silver
6. Steps 1 – 4 repeated
7. Move to green, recorded on scholarpack
8. Steps 1- 4 repeated
9. Time out to reflect
10. Restorative conversation

### Our Micro-Script

"I've noticed that..."  
"You know the school rules..."  
"Remember when I... and how it made you feel?"  
"I expect you to..."  
"Thank you for listening."

### Restorative Questions

What has happened?  
What were you thinking/feeling?  
How are you feeling now?  
Who has been affected?  
How do you think they are feeling?  
What needs to be done to make things right?  
What will you do differently next time?

*We are a community of learners working together creatively to achieve excellence, enjoyment and lifelong learning.*

## **2. Expected Behaviour**

Behaviour which is appropriate for the occasion, respects the feelings and rights of other individuals and is within a clear set of agreed rules.

### Promoting expected behaviour

Our emphasis should consistently be around praise. The following strategies will encourage expected behaviour:

- Provision of a properly planned, structured, broad and balanced curriculum appropriate to the needs of the children
- a classroom environment which supports children's learning, where children can access the materials they require
- clear expectations of acceptable behaviour are well known and understood
- rules are well known and understood by children, staff, parents and governors
- children involved in making simple classroom rules
- effort and acceptable behaviour are rewarded
- praise is quick, consistent and without favour (catch them being good)
- the child knows what s/he is being praised for
- the setting of clear boundaries and good models of adult behaviour are vital
- parents will be kept informed of amazing behaviour
- class reward systems, possible class treat games time
- KS1 and KS2 reward systems
- Individualised approaches where needed

### Whole School Behaviour Awards

Children in the Nursery work together to achieve the stars to cover their Felix tree chart. An agreed class reward is then given once this is completed. Children are given warnings and possible time outs, slightly away from the class, as and when required. Behaviour is regularly discussed with parents and if needed a support plan is developed for a more individual approach.

In Reception to Year 2, awards are given to individual children who have earned gold and silver stars and reach certain milestones (usually every 4 weeks) throughout the school year. Gold and silver stars will be recorded in a booklet so that the children are aware of their achievements and progress in terms of their behaviour. This approach gives the opportunity for all children to celebrate their behaviour successes, even if it takes a bit longer to achieve the stars for each milestone.

In Years 3-6, the children will continue to earn gold stars for consistently demonstrating the school's rules, however, throughout the year, there will be times where children will be able exchange their stars for rewards.

Parents will be informed weekly if their child has earned a gold or silver star through our parental engagement app, Marvellous Me. The number of gold stars will also be included in the end of term report given to parents and may be discussed in parent consultation meetings.

For children who are not achieving gold or silver awards frequently there should be a Pastoral Support Plan (PSP) written for them which outlines individual targets for the child to work towards. It is the aim to support these children to use the whole school reward system as soon as possible. Parents/Carers will be involved at all times in the creation and evaluation of PSPs. All members of staff who work with a child on a PSP should be aware of the individual targets and the individual process for giving praise and sanctions for this child. At the beginning of each academic year, each class teacher is given a list of children who are on a PSP or who have recently been on a PSP.

#### Additional incentives and rewards

Additional incentives and rewards operate on an individual basis as well as on a whole class basis. The following incentives and rewards can be used in the classroom:

- Whole class attendance awards (use of amazing display)
- Class award system\*
- Sent to other school adults for specific praise
- Parents spoken to at the end of the day
- Marvellous Me badges used to celebrate behaviour
- Individual responsibilities/jobs
- Extra playtime
- Acknowledgement of good work/expected behaviour shared in circle time
- Phone class home
- Stickers

\*Please ensure you have spoken to your Phase Lead regarding any class based award systems being used away from the Felix Tree Chart.

### **3. Disruptive Behaviour**

‘Any behaviour which affects the learning of other children in their class.’

For example moving around and causing a disturbance; calling out; general avoidance strategies like repeatedly sharpening pencil; wandering around classroom; not carrying out instructions; talking when asked to be quiet; trying to get others to laugh at their behaviour; making noises which distract others (please be aware that this is just an example not a definite list of behaviour which we would address).

#### Strategies for discouraging disruptive behaviour

- Tactically ignoring disruptive behaviour in the first instance, if appropriate
- Promoting expected behaviour through praising others
- Following the school’s procedures for sanctions if required

#### **4. Unacceptable behaviour**

'Unacceptable behaviour causes others emotional or physical upset or pain'

This can include bullying; name calling; fighting; disobedience; insolence and racist abuse or sexual harassment; abuse of property; swearing (please be aware that this is just an example not a definite list of behaviour which we would address).

##### Strategies for discouraging unacceptable behaviour:

Staff should use their professional judgement in determining the seriousness of the situation and respond accordingly. Strategies used should reflect the following agreed procedures:

- Allow time to calm down so that rational discussion can take place
- Determine full story, acknowledging all points of view
- Sympathy for the victim first, ensure that they are sent to medical if necessary
- Deal with the offender/s away from an audience
- Follow school's procedures for sanctions

##### Other strategies to promote expected behaviour and discourage disruptive/unacceptable behaviour

###### Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour. Some children find direct praise too hard to handle and so praise should be as descriptive as possible and you should be sensitive to the impact it may have. Perhaps let the child hear you telling someone else how well he or she has done or ask a child's permission before public praise if appropriate. Praise can be non-verbal: a smile, nod of the head, thumbs up, a sticker. Expanded vocabulary around praise is always beneficial.

###### Three positives before a negative

This can apply to individuals as well as classes. Before criticising a child's work or behaviour aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly

###### Acknowledging feelings

Children often misbehave due to having intense negative feelings. They may want to attract adult's attention to their bad feelings in the hope of getting some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.



### Give them a choice

Give children a choice as often as possible. This can be simply deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of self-esteem.

### Being consistent

Children have a need for the world to be as consistent as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events trigger off bad behaviour

### Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in the class, your proximity to disruptive children
- Your expression, tone of voice, posture, choice of words, use of eye contact.
- Do you communicate your confidence and authority?
- Do you tend to calm down the situation?

### Catch them being good

Noticing and acknowledging any expected behaviour, however small for some children, will ensure that their progress is appreciated by you and will encourage them to continue.

### Circle time

All classes should use circle time to encourage children to express themselves. The purpose of these meetings is to make each child feel a more valued committed member of the class. Through shared discussion and co-operative games and activities, each child feels listened to and has the chance to contribute. Circle Time Meetings will also be used to discuss School Council issues, PSHE themes and issues personal to the class.

### Possible individualised approaches for children who need support with their behaviour

All children are different and have different needs when it comes to showing the expected behaviour. Below is a list of potential strategies that can be used to support children when they struggle with showing expected behaviour:

- Individual behaviour chart
- Individual tick sheet with short, frequent rewards
- Workstation inside the classroom
- Workstation just outside the classroom
- Calming time e.g. walking with an adult; colouring; drawing; reading

## **5. Our Procedures:**

It is expected that the teacher responsible at the time will deal with any incident as it occurs. Children should not be asked to stand in corridors or anywhere out of view of an adult. If a child regularly leaves the classroom without permission, then a member of SLT should be advised. In

this circumstance, all members of staff should be aware of this child and the strategies that are being used. The following procedures are followed by Reception to Year 6 classes.

Procedures for celebrating expected behaviour	
1.	Promote expected behaviour by identifying it and sharing with others (catch them being good).
2.	Using the schools behaviour chart (Felix Tree) to identify children showing expected behaviour.
3.	Weekly celebration of behaviour. Giving gold or silver star in KS1 or giving points in KS2
4.	Marvellous Me badge sent home weekly for children who have earned a gold or silver star

Procedures for disruptive behaviour	
1.	Clear indication given to the child that their behaviour is not acceptable with an explanation of how their behaviour impacts others. Professional judgement should be used to determine whether this is more appropriate away from other children.
2.	Verbal warning given - be clear on the consequences and that the child has a choice to stop the disruptive behaviour.
3.	Child's name is moved from gold to silver.
4.	Verbal warning given - be clear on the consequences and that the child has a choice to stop the disruptive behaviour.
5.	Child's name moved from silver to green.
6.	Green slip completed on Arbor. <b>Student name &gt; behaviour &gt; incident &gt; add &gt; complete each box</b> If a child receives 3 green slips in a term, Phase Leads will conference the child and complete a behaviour log. <b><u>Parents should be informed by the class teacher if a child has received a green slip.</u></b>
7.	Verbal warning given - be clear on the consequences and that the child has a choice to stop the disruptive behaviour.
8.	Child's name moved from green to no star - timeout added to Arbor. <b>Student name &gt; behaviour &gt; incident &gt; add &gt; complete each box</b> Child should be sent to parallel/class one year below for 10 minutes. If behaviour is unacceptable on time out, call for a member of the Senior Leadership Team. All time out sheets should be given to Phase Leads who will speak to the child

	concerned and record on Arbor. <b><u>Parents should be spoken to at the end of the day by the class teacher. If the child is not collected by usual adult, a phone call should be made.</u></b>
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At each stage of this procedure, if a child's behaviour improves, the class teacher should move them back up the chart at the end of each day. Please ensure that a discussion is had with the child about why their behaviour warrants being moved back up the chart. A child that exhibits general disruptive behaviour should have the opportunity to work back up to silver within the week.

Continually disruptive behaviour may trigger our 3,6,9 approach.

If over a term, a child receives

3 timeouts - a member of SLT will inform parents

6 timeouts - parents are called in for a formal meeting regarding behaviour and a support plan is made

9 timeouts - support plan updated or possible PSP. Outside agencies may need to be involved, child will be discussed at team around child meetings and strategies will be discussed.

### Procedures for unacceptable behaviour

1.	Teacher to use professional judgement between green and no star
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2.	Follow steps in regards to green slips or timeout
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Although children are able to move back up the chart at the end of the day, they will not be able to achieve gold this week.

### Procedures for specific unacceptable behaviour including child on child abuse.

#### *Bullying:*

Please refer to anti-bullying policy – any allegation of bullying should be investigated and a member of SLT should be informed.

#### *Racist Incident:*

Any racist incident should be investigated and recorded on a 'pink sheet.' If the incident is deemed as racist, it is logged as such on Arbor. Parents of all children involved must be informed. The child who has used the racist language should be spoken to and supported to understand the feelings of the other child. If the behaviour is repeated a fixed term exclusion may be given. If the behaviour is continually repeated the child and parents will attend an intervention program with the pastoral care team. Fixed term exclusions may also be given. Governors are informed on a termly basis.

#### *Sexual Abuse:*

A form of abuse involving sexual activity between children – sexual abuse, for the purposes of this policy, is divided into two categories: sexual violence and sexual harassment.

**Sexual violence** - encompasses the definitions provided in the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, i.e. non-consensual sexual touching, and causing another child to engage in sexual activity without consent, e.g. forcing someone to touch themselves sexually.

**Sexual harassment** - refers to any sexual behaviour that could violate another child's dignity, make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment, including:

- Sexualised jokes, taunting or comments.
- Physical behaviour, e.g. deliberately brushing against someone.
- Online sexual harassment, including:
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual threats or coercion.

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

*Online abuse:*

This involves the use of technology and the internet in order to harass, threaten or intimidate another child. Instances of online abuse will be managed in line with this policy, the Online Safety Policy and the Anti-bullying Policy.

*Physical Assault against a member of staff:*

Please refer any incident of this nature to a member of the leadership team as a fixed term suspension may be warranted.

*Behaviour that puts others at risk of harm:*

Very rarely, staff may need to hold or use physical intervention with a child to ensure their safety or the safety of others. A separate holding policy can be found on our website. Where holding/physical intervention may be needed, staff will always aim to use a range of de-

escalation tactics before using any physical interventions. Where a child is deemed to be at risk of seriously injuring themselves or members of the school community, a break out room may be used to give the child time to calm down. Any child using a break out room will always be supervised by an adult. Parents will always be informed when physical intervention or holding has had to be used and it is recorded centrally using Scholar Pack.

### Additional Sanctions

There should be no sanctions used other than those in this policy without the prior permission of SLT and only once parents have been informed. Strategies should be discussed with phase leaders and then shared with the leadership team.

At no time should a child be made to feel humiliated, shamed or that they are letting the rest of the class down. We do not do this if a child struggles with academic learning and we do not do this when a child struggles with behaviour expectations.

Children should not be asked to sit out in the corridor or by the door as a way of them being sanctioned. If a time out is warranted, it should always be in another class or within the class within the early year's classes.

## **6. Behaviour at lunchtime**

Expected behaviour is promoted at lunchtimes through the use of our values awards. When a child has shown one of our values at lunchtimes, an adult will record this on a values award which is then placed into the golden tombola. During our values assembly, 6 names are pulled from the tombola. These children are then able to sit on our top table at lunchtime.

<h1>Values Award</h1>	
<ul style="list-style-type: none"><li><input type="radio"/> Respect</li><li><input type="radio"/> Responsibility</li><li><input type="radio"/> Excellence</li><li><input type="radio"/> Friendship</li></ul>	Notes: _____ _____ _____ _____
Name: _____	
Year: _____	
Noticed by: _____	

*When a child is not showing our expected behaviour:*

### *Reception and Year 1*

If a child breaks a school rule at lunch time, they should be asked to stand with a member of staff on duty for 10 minutes, or to hold their hand if the child is comfortable with this. The member of staff should then inform the class teacher at the end of the lunch break. Children should not be asked to stand against a wall or in a position unsupervised by an adult.

Please remember that although it may be difficult to have these conversations with parents, it is much easier than letting it develop into a much bigger problem in the future. Please do not have these types of conversations at the door, where others can hear.

### Lunchtime Reflection Room

#### *Year 2 to Year 6*

Any child that has broken our school rules at lunchtime should be sent to the reflection room. The school adult that has dealt with the situation must accompany the child to the room and let the member of staff in reflection know what has happened by completing a reflection referral sheet **appendix a**.

The main reasons for sending a child to reflection are:

- Damaging equipment
- Hurting others physically
- Hurting others verbally
- Not following instructions
- Rudeness towards another child or adult
- Swearing
- Play fighting
- Fighting
- Acting in a dangerous way

On occasions, where a child has not followed the rules during our morning Take 10 sessions, e.g. not following instructions, they will be sent to reflection at lunchtime.

Children may also be sent to reflection for any behaviour that does not meet our behaviour rules of

- **Be Ready**
- **Be Responsible**
- **Be Respectful**
- **Be Safe**

Depending on the severity of the incident, the child may be asked to stay in the room for the whole of lunch time or a series of lunch times (with leadership approval) but as a general rule 15 minutes should be adequate.

If the incident happens at the end of lunch, then reflection time will happen the following school day.

If a child is absent on the day they are expected in reflection, they will have their time once they have returned to school.

The member of staff in the reflection room will inform the class teacher of any incidents to ensure that the afternoon sessions starts promptly.

### Process

- Child is brought to the reflection room by a school adult and incident is written on a referral form
- Adult in reflection logs the incident on Arbor
- Child completes a reflection log using Google Forms.
- If a child has been sent to reflection 3 times in a half term, then a 1st stage letter is completed and sent home. If the child is collected by a parent, then the letter should be given to the class teacher and an explanation given. Please do not have these types of conversations at the door, where others can hear.
- If the child is not collected then the adult in reflection should call the parent to let them know about the incidents and a letter should be posted.
- If a child receives 2 letters then the parent should be invited in to attend a meeting with the adult in reflection. At this meeting a support intervention programme will be discussed.

If a child receives 3 letters, then the parent should be invited in to attend a meeting with the Pastoral Care Team. The options of internal lunchtime exclusions or external lunchtime exclusions may be discussed. The support intervention programme will be altered in light of this meeting.

#### Keeping a record of incidents

Ensure that the date is recorded and a simple description given, encourage the child to say it in their words and record this if possible, this will help to explain behaviour to parents if needed at a later date. Please also record any follow up, investigations, speaking to other children, informing class teachers etc. It may be necessary to record the names of other children involved as there may be a pattern in the behaviour that needs more investigation. Also record the amount of time they spend in the room on each occasion they attend.

#### What should children do whilst in reflection?

Children are asked to sit at one of the tables and remain silent. Children will be asked to explain the incident and reflect on what they could have done differently.

#### Other Issues

If at any time a child refuses to go to the reflection room or is not behaving whilst in there, please call for a member of the leadership team. Do not ever allow yourselves to be in the position where you are physically moving a child into the room. In this instance, a parent would be called immediately and the child would know that this would be dealt with in a different way. If any incident results in another child or member of staff being physically injured by a child, please refer to the Leadership team as this may warrant an exclusion.

## 7. Behaviour in afterschool clubs:

At Suffolks, we know the importance of having a range of afterschool clubs and activities on offer for the children. We also know that in order for these clubs to run successfully and to have the most impact, that the expectations for behaviour should be the same as during the school day. We therefore ensure that our values and school rules are consistently referred to in afterschool clubs, boosters and tutoring sessions.

Our strategies for promoting expected behaviour are consistently used in all clubs. Where a child has shown excellent behaviour, coaches will give the child a green card, which is celebrated in our weekly values assembly. Where a child's behaviour is disruptive or unacceptable, a yellow and red card system is used. A yellow card is a warning and will result in the child being asked to sit out for a period of time. A yellow card can be given for disruptive behaviour such as; not listening to an adult's instructions; not listening or playing rough. If the behaviour continues, a red card will be given which means the child will be asked to miss one session.

Where a child shows unacceptable behaviour, such as fighting; violence; leaving the area without asking; damaging equipment etc. then a red card will be given instead of a yellow card, resulting in missing one session.

On occasions, where a child's behaviour is deemed as dangerous, a complete ban of a club(s) will be put in place and reviewed after a set amount of time.





## 8. Stakeholder Responsibilities:

Everyone has rights and responsibilities which are clearly laid out in our home/school agreement

### Children's Responsibilities

- to come to school ready to work and learn
- to wear school uniform and keep myself clean and tidy
- to avoid play fighting, or fighting
- to be polite and kind to everyone
- to help look after my school
- to follow the school's 4 rules
- to complete all home learning tasks given.

### Staff Responsibilities

- to provide a safe, supportive environment
- to provide an atmosphere where your child can achieve high standards of work and behaviour to work in partnership with parents – keeping you informed about general school matters, your child's progress and any concerns
- to keep you informed about what teachers aim to teach your child each half term
- to support families in providing opportunities for children to learn at home and outside the school.

### Parents' Responsibilities

- to make sure my/our child comes to school regularly and on time
- to attend all opportunities to discuss my/our child's progress
- to let the school know about any concerns or problems that might affect my/our child's work or behaviour
- to ensure my/our child carries out home learning tasks given
- to support the school's policies on behaviour, bullying and the school's dress code
- to ensure that my/our child has the correct P.E. kit in school at all times
- I/we shall abide by the school's visitors policy, ensuring that I am respectful to members of staff

**Appendix a**  
**Reflection Referral**

Child's name:

Class:

Adult's name:

Date and time:

Fighting/Hurting

Hurting/verbally abusing an adult

Swearing/spitting

Damaging equipment

Other: