

# ST. BEDE'S CATHOLIC JUNIOR SCHOOL

*celebrates life and learning*



## BEHAVIOUR FOR LEARNING POLICY

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# **ST. BEDE'S CATHOLIC JUNIOR SCHOOL**

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## **BEHAVIOUR FOR LEARNING POLICY**

### **MISSION STATEMENT**

**St. Bede, patron of our school, wrote:**

***“It was always my delight to learn and to teach”.***

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

**We journey together so that we**

***“Might have life - life in all its fullness”.***

**John 10:10**

### **RATIONALE**

St. Bede's Catholic Junior School fosters a truly Christian community which works together to facilitate the growth of the whole person, and empowers each individual to experience

***“life in all its fullness.” (John 10:10)***

We believe that children strive to reach high standards of behaviour. Low expectations elicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive Behaviour for Learning Policy.

Parents/carers play the most important role in teaching about ways of behaving. The attitudes, courtesies and disciplined behaviour that children begin at home are reinforced in school. Positive behaviour is rewarded: inappropriate behaviour is dealt with firmly and fairly. Every opportunity is taken to support self-discipline.

School discipline is regarded as a system of relationships, expectations (practices and procedures), rewards and sanctions designed to promote respect, self-control and co-operation,

and develop individuals who are responsible and actively living our chosen values in all aspects of everyday life.

## **PRINCIPLES**

After consultation with the staff, governors, parents/carers and pupils, the following principles are promoted within St. Bede's Catholic Junior School:

- The school community promotes values including honesty, fairness, tolerance and respect for truth and justice, within a caring and nurturing environment;
- All members of the school community have a right to feel safe (physically and emotionally);
- All members of the school community have a right to respect and dignity;
- All members of the school community have a right to learn.

*“The knowledge and skills of staff are the single most important factor in promoting good behaviour.”* Steer Report, 2005:19, ‘Learning Behaviour’.

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants. (Section 89 of the Education and Inspections Act 2006).

## **PURPOSES**

St. Bede's Catholic Junior School expects pupils and staff:

- to behave in a manner that reflects the principles of the Policy in ways that support everyone's right to teach and learn, be safe and be treated with respect in school;
- to confirm that a well ordered community, which combines an atmosphere of care, security and respect within defined boundaries of behaviour, lies at the heart of an effective school;
- to establish that the management of behaviour is the responsibility of everyone in the school and there is a consistency of approach;
- to acknowledge that the behaviour of each individual has an effect on the behaviour of others;
- to assist children to take personal responsibility for their actions and to exhibit self-control and self-awareness;
- to appreciate that every child is entitled to a classroom where he/she can work unimpeded by the behaviour of others;
- to ensure that children complete assigned work to the best of their ability;
- to promote good (acceptable, pleasant, polite, sociable, reasonable) behaviour;
- to ensure that standards are consistent and that rewards and repercussions or consequences are fairly applied;

- to recognise that parents/carers (those with parental responsibility) are central in the school community, being natural and irreplaceable agents in the education of their children;
- to accept that the context of some children's lives is not settled nor secure, and that the school may be a sanctuary;
- to work in positive partnership with parents/carers, governors, support agencies and the wider community.

## **GUIDELINES**

Everyone involved in the life of the school is responsible for the management of behaviour. The Home-School Agreement (Appendix I) details the responsibilities of pupils, parents/carers and staff. Self-belief is central; in the pupils, parents/carers and teachers. Belief that we can all behave in a manner that reflects the mission of the school and supports everyone's right to teach and learn, be safe and be treated with respect in school is paramount.

A broad, balanced and differentiated curriculum is prerequisite as is the quality of teaching and learning. Staff strive to engage children's interest and promote positive attitudes to learning, thus avoiding disruptive behaviour.

### **School systems for promoting positive behaviour**

Preventative work is considered preferable to remedial action.

Other school contributions towards the successful management of pupil behaviour are evident in the delivery of a well-managed pastoral support system, constructive partnerships with parents/carers and the involvement of pupils in a varied programme of extra-curricular activities.

School discipline is based on the notion that children respond more readily to **positive recognition** of their good social behaviour rather than bad behaviour being penalised.

It is the **consistency** of approach within the classroom and throughout the school that enables children to learn appropriate social behaviour and self-discipline.

Guidance has been prepared by staff to help them implement the Behaviour for Learning Policy

Practices and procedures have been agreed by parents/carers, pupils, staff and governors and are consistently applied throughout the school.

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. This is developed through a range of media, all of which have a common aim, to form meaningful relationships; pupil to pupil and teacher to pupil. The school teaches the SEAL curriculum (Social and Emotional Aspects of Learning) as part of PSHE Education (Personal, Social, Health and Economic Education), where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Through the PSHE Education curriculum, the fundamental rights for those in school are also reinforced.

Play Leaders support positive behaviour on the playground at lunchtime. Teachers and other adults adopt a positive and empathetic manner when responding to children and each other. Rewards are given consistently, with at least five times as many rewards given out each week when compared to sanctions.

### **Rewards**

It is appreciated that most children respond to being rewarded for their achievements. Most children want to recreate the behaviour that resulted in the reward. Rewards can be given to individuals, groups or classes; this encourages children to work together in creating a positive classroom atmosphere (Practices and Procedures to promote Co-operation, Appendix II).

### **Sanctions**

It is acknowledged that a hierarchy of planned sanctions provides consistency in dealing with children whose behaviour needs modification. It is the consistency and inevitability of the consequence that helps the pupil to choose appropriate behaviour. The intention is to give the children the opportunity to think about the choices that they have in improving their behaviour.

Sanctions are applied, above all, to solicit co-operation. They must be in proportion to the offences and enable pupils to make reparation, where appropriate. The way that they are applied must emphasise and foster forgiveness, reconciliation and healing.

### **Confiscation**

The confiscation of pupil's property as a disciplinary sanction/consequence provides the staff with the opportunity to create a learning environment which recognises the rights of the other pupils to learn and the responsibility of some not to hinder this. As with other sanctions, the sanction of confiscation must be applied in a reasonable way and usually with time limits (for example; until the end of the school day). The teacher is responsible for the confiscated items until they are returned.

### **Searching Pupils**

School staff can search pupils with their consent for any item. Headteachers, and staff acting under the direction of the Headteacher, have the power to search pupils, or their possessions, WITHOUT CONSENT, where they suspect the pupil has a 'prohibited item'. These include: knives, weapons, alcohol, tobacco and cigarette papers, stolen items, illegal drugs, fireworks, pornographic material or any item banned by the school.

## **PROCESS**

Everyone in the school community is aware of the:

**Behaviour for Learning Policy**  
**Expectations (Rules)**  
**Rewards**  
**Sanctions**

The classroom expectations are displayed in every class and around the school. They are clear and precise so that the children will understand the meaning and be able to achieve them. Ability is not the only area which affects progress and achievement. Research has evidenced that a pupil's attitude to learning can have a significant effect on their attainment. A positive attitude is the key to high achievement. School staff encourage pupils to adopt a determined approach to learning so they develop strong study skills and achieve their personal best (PB).

In school it is our aim to promote an environment in which pupils work purposefully and feel secure, safe, happy and confident. Staff have devised 'Attitudes to Learning' linked to the analogy of climbing a mountain. At each stage there are aspects that are necessary for positive behaviour and therefore successful learning.

Parents/ carers have a legal duty to ensure that their child receives a full-time education. They must ensure that their child attends punctually and regularly and they have a clear role in making sure that their child is well-behaved in school. This is set out in the Home-School Agreement (Appendix I), which parents/carers are asked to sign. The support of parents/carers is recognised as being particularly important when dealing with pupils with behaviour difficulties.

Year 6 pupils have an opportunity to be prefects. This is meant to foster confidence and a sense of responsibility. Prefects are issued with guidance when they are selected.

Staff endeavour to display behaviour which reflects the values of the school and there is mutual support and co-operation.

Staff take into account the range of individual pupil needs when developing and implementing the Behaviour for Learning Policy. Whilst maintaining a level of consistency, they do focus on the needs of the pupils experiencing Special Educational Needs (SEND) or disabilities and other groups defined as being vulnerable, e.g. travellers, asylum seekers and refugees and children looked after by the Local Authority. Pupils' personal circumstances are taken into consideration in the day to day implementation of the Behaviour for Learning Policy.

## **DE-ESCALATION STRATEGIES**

It is preferable to manage the behaviour before it requires the implementation of de-escalation strategies.

Staff need to be aware of the six stages of crisis, the behaviours associated with stages one to three and calming strategies.

## **RESTRICTIVE PHYSICAL INTERVENTION**

Whilst the emphasis in managing positive behaviour for learning is on de-escalation, occasionally there may be a need for physical intervention using reasonable force. The document '*Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies: 2011*' has been consulted in writing this section of the Policy.

The school Policy for using restrictive physical intervention is based upon a number of principles.

- In line with the United Nations Convention on the Rights of the Child, all children and young people have a right to be treated with dignity and respect, and to be protected from their own dangerous behaviour and that of others.
- The use of approved physical force to address challenging behaviour should, wherever possible, be avoided and only be used after all other strategies have been exhausted.
- Staff should not intervene where they feel that an intervention might place them at risk, either professionally or physically.
- It is strongly advised that staff should not use physical restraint techniques unless they have undergone specialist training, particularly with respect to pupils with Special Educational Needs and/or a disability.
- When the use of physical force is necessary to address challenging behaviour, it should be reasonable, proportional in the circumstances and maintain the safety and dignity of all concerned. It should be used in a manner which is consistent with the statutory duty upon schools to safeguard and promote the welfare of pupils and their staff.

School staff have a legal power to use restrictive physical intervention and have been trained to do so using the Team-Teach model.

The skills and techniques taught to staff on the Team-Teach course are as a result of an on-going risk assessment in an effort to safeguard everyone involved in an incident where physical interventions are necessary. In school it is the intention of the staff and governors to assess (identify hazards and hazardous behaviours), reduce (control the environment, issue clear guidance and facilitate training) and communicate (alert all stakeholders to risk and strategies deployed including Positive Handling Plans (PHP) Risk Assessments).

Team-Teach techniques seek to avoid injury to the pupil, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

It is also recognised that staff may choose to respond with a technique from outside the Team Teach framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

Physical intervention is only used if leaving the pupil would risk their safety or lead to behaviour that poses a risk to others, including the disruption of learning. This intervention could be 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 arm out of a classroom. Restrictive physical intervention or restraint could involve holding a pupil back physically to bring them under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention and risk harm to themselves or others.

### **Schools can use physical intervention (reasonable force) to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming him/herself through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

A proactive approach is most beneficial to the pupil, staff and other children in the school if a pupil is at risk of needing physical intervention. Whenever it is reasonably foreseeable that a pupil might require the use of a physical intervention; a risk assessment should be carried out, which identifies the benefits and risks associated with different intervention strategies and ways of supporting the pupil. A Positive Handling Plan (PHP) is devised in conjunction with the staff involved, pupil and parent/carer(s). A PHP includes strategies to prevent and deal with reoccurrence in addition to planned restrictive physical intervention.

In order to meet our responsibilities in respect of the education of pupils with behavioural difficulties, the school is already required, under Section 527A of the Education Act 1996, to develop and publish behaviour support plans, which may incorporate a PHP.

The school does not have a ‘no contact’ policy. There is a risk that such a policy may place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm to themselves or others.

In order to maintain a positive relationship with the child, parent/carer and the member of staff, the Headteacher (or senior member of staff) will speak to the parent/carer regarding any serious incidents involving the use of physical intervention. A record of incidents is maintained.

In deciding what a serious incident is, staff use their professional judgement and consider the following:

- the pupil’s behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child’s age.

The use of physical interventions is monitored in order to help staff to learn from experience, promote the well-being of children in their care and provide a basis for appropriate support. In particular, this covers the frequency with which they are used in relation to the staff and pupils



involved. Monitoring of records helps the school to develop its policy and practice, informs risk assessment and management, and identifies training and development needs.

All incidents where physical intervention has been used are thoroughly, speedily and appropriately investigated. However, should a complaint be made by either the pupils or parent/carer, where a member of staff has acted within the law – that is, he/she have used reasonable force in order to prevent injury (to him/herself or others), damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true. It is not for the member of staff to show that he/she has acted reasonably (DfE: Use of Reasonable Force 11<sup>th</sup> July 2011: p4) and the school would follow the procedures in the Allegations of Abuse Against Adults Policy, ensuring there is pastoral support available for staff concerned.

Although school staff are appropriately trained in restrictive physical intervention, it is our intention to de-escalate, defuse and divert first and foremost.

## **EXCLUSION**

In exceptional circumstances the Headteacher considers the use of a fixed term exclusion from school as a consequence. Where this occurs, the Local Authority (LA) is notified. School holds a reintegration meeting with the pupil and his/her parents/carers as the pupil returns to school. The purpose of the reintegration meeting is to support the pupil in order that further exclusions are not necessary. The school provides work for pupils from the sixth day of fixed term exclusion.

Should any pupils have a fixed term exclusion or be at risk of exclusion, the school will initiate a Pastoral Support Plan (PSP) and consider a Common Assessment Form (CAF), if necessary.

The Department for Education confirms that good discipline in schools is essential to ensure that all pupils can benefit from education. They support Headteachers in using exclusion as a sanction where it is required. However, it is recommended that permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's Behaviour for Learning Policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. (DfE: Exclusion from maintained schools, Academies and pupil referral units in England, 2012: 4).

At St. Bede's the sanction of exclusion is only to be used as the very last resort, when all other measures have failed to procure co-operation or when allowing the child to remain at school would be detrimental to the education or welfare of the pupil or of others at the school.

## **TYPES OF EXCLUSION**

There are two types of exclusion:

- fixed term exclusion
- permanent exclusion

### **Fixed Term Exclusion**

A fixed exclusion is anything up to 45 school days in any one school year. After the exclusion period the child can return to school.

### **Permanent Exclusion**

A permanent exclusion means that the child will never be allowed to return to the school unless the Headteacher's decision is reversed.

## **DETERMINING THE APPROPRIATENESS OF EXCLUSION AS A SANCTION**

A decision to exclude a child for a fixed period or permanently is taken only:

- in response to serious breaches of a school's Behaviour for Learning Policy; and
- once a range of alternative strategies have been tried and failed; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **RESPONSIBILITIES OF THE HEADTEACHER**

Only the Headteacher can decide whether or not to exclude a pupil, if the Headteacher is absent from school then the power rests with the most senior teacher who makes it clear that he/she is acting in the Headteacher's absence. Upon deciding to exclude a pupil the Headteacher:

- a) notifies the parent/carer immediately, by telephone, if possible followed by a letter within one school day;
- b) notifies the Local Authority (LA) Education Welfare Officer with responsibility for exclusions;
- c) informs the Governing Body's Governor Panel and the LA immediately of all permanent exclusions, and all exclusions which result separately or in total, in the pupil missing more than five school days in any one term, or which deny pupils the chance to take a National Curriculum Test or other public examination;
- d) provides documentary evidence to the Governor Panel on the events that led to the exclusion;
- e) if extending a fixed period exclusion or, exceptionally, converting a fixed period exclusion into a permanent exclusion, writes to the parents/carers explaining the reasons and advising them of their new right to make representations to the Governor Panel;

- f) makes alternative provision from day 6 for fixed term excluded pupils, and where appropriate arranges reintegration interviews for parents/carers at the end of a fixed period exclusion;
- g) complies with any direction of reinstatement from the Governor Panel.

### **RESPONSIBILITIES OF THE GOVERNING BODY**

The Governing Body has general responsibility for the conduct of the school. The Governors' powers and responsibilities over pupil exclusions are as follows:

- a) to review school Policy on Exclusions and approve the procedures within the school to deal with exclusions;
- b) to set up a Governor Panel to consider each permanent exclusion;
- c) to hear parental representations on permanent or fixed period exclusions;
- d) to decide whether to uphold the Headteacher's decision or to reinstate the pupil;
- e) to notify the parent/carer and the LA of their decision, and advise the parent/carer of their right of appeal if the decision is to uphold the Headteacher's decision;
- f) to monitor exclusions in the school in the wider context of the school's Behaviour for Learning Policy.

### **THE PARENTS/CARERS**

Parents/carers are informed in writing by the school of any period of exclusion, the reasons for the exclusion, and of their right to make representations to the school's Governor Panel.

In the case of a pupil being permanently excluded, parents/carers also have the right to appeal to an independent appeals panel if the school's Governor Panel upholds the Headteacher's decision to permanently exclude the pupil from the school.

Parents/carers are fully advised of their responsibilities in the first five days of exclusion. The school must also advise the parents/carers of the date that full time education will be provided for following the exclusion.

Parents/carers have the right to choose an alternative school and that preference will be complied with unless:

- a) the particular year group which the parent/carer is expressing a preference for is full in which case parents/carers will be notified of their statutory right of appeal to an independent appeal panel.

### **RESPONSIBILITIES OF THE LA**

The LA has a legal duty to provide education for pupils of statutory school age appropriate to their age, aptitude, and ability.

The LA's role in the exclusion process is to give their view on the appropriateness of the exclusion to the Discipline Committee. The LA can make a statement to the Discipline Committee when it is considering whether to uphold an exclusion, for example about how other schools in the Authority have responded to similar events.

The LA ensures that, where possible, pupils are quickly re-integrated into mainstream schools.

The LA ensures that all pupils who are excluded for more than 15 days receive suitable full-time education.

### **FURTHER GUIDANCE**

When making the decision to exclude a pupil the Headteacher will refer to the guidance contained in:

- DfE document 'Exclusion from maintained schools, Academies and pupil referral units in England: DFE- 57501-2012'
- Halton Borough Council's Education Directorate's "Guide for Headteachers and Governing Bodies on the Law and Procedures to be followed on Pupil Exclusions from School" including:
  - Annex 1 Information to be contained in the Headteacher's letter to parents/carers advising them of the exclusion;
  - Annex 2 Roles and responsibilities of the Discipline Committee;
  - Annex 4 Pupils permanently excluded or admitted following a permanent exclusion;
  - Annex 5 Pupil exclusions from School – Guide for Parents.

### **REVIEW**

The Policy on Exclusion will be reviewed as part of the Behaviour for Learning Policy.

### **ADDITIONAL SUPPORT**

Additional support is available, through the school's SEND system for pupils who have social, emotional and behavioural needs. The school recognises that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

Some pupils will help formulate an Individual Behaviour Plan (IBP) with the class teacher and, if necessary the SENCO. IBPs are reviewed every half term, which supports the achievement of short, realistic targets. Parents/carers are consulted and kept informed at every stage of the SEND process.

For pupils with more significant difficulties, the school will work in partnership with outside agencies such as the Educational Psychology Service, usually after two School Action IBPs have been implemented. The school may also consider the involvement of Social Care and Health Services.

### **STAFF DEVELOPMENT**

The school uses LA professionals and private providers to deliver whole school INSET as required and staff are informed of relevant courses. Staff are encouraged to work together and to disseminate information to staff through in-house training. Support staff and Midday Assistants are made aware of the Behaviour for Learning Policy and receive any additional training they may require.

### **MONITORING AND REVIEW**

The Behaviour for Learning Policy is regarded as a matter which lies at the heart of the school, with the assistance of the Governing Body, it is therefore reviewed regularly and its effectiveness monitored.

This Policy is brought to the attention of staff, pupils and parents/carers during the induction meeting in Year 3. It is formally reviewed annually, along with the principles that underpin it, in the light of training and changes in legislation or at the request of a member of the school community. The Policy is monitored less formally via staff meetings.

A copy of this Policy is available in school and on the school's website.

**ST. BEDE'S CATHOLIC JUNIOR SCHOOL**

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**HOME – SCHOOL AGREEMENT**

Our Mission Statement is quite clear:

“We are a celebrating community, living the Gospel values committed to educating children in the light of the Catholic Faith.”

The values that underpin everything that we do at St. Bede's are found in the Gospel of Jesus Christ. It is the values of mutual respect and love that are at the heart of this Home-School Agreement.

The purpose of the contract is to support the vital partnership that exists as the children, parents/carers and school work together to reap every possible benefit from education.

I (the pupil) shall:

- Attend school regularly and arrive on time.
- Respect other children and adults, care about their feelings and help them to be happy.
- Wear the school uniform, have a sensible hairstyle, be tidy in appearance and not wear jewellery on school days.
- Be self-disciplined, behave sensibly at all times and have a positive attitude to learning.
- Listen to the teacher, work hard and finish all tasks in a reasonable time.
- Do homework and return it to school on the correct day.
- Take care of the school premises and grounds and equipment that is used when working or playing.
- Look after personal belongings and have consideration for those of others.

**I acknowledge the different and unique talents which God has given to me and my responsibility to use them wisely.**

Signature Pupil:

Date:

## HOME – SCHOOL AGREEMENT (continued)

I/We (the family) shall:

- Uphold the Christian values of the school community and encourage my/our child to show respect and kindness to others.
- Make sure that my/our child arrives on time, attends regularly and the school is notified, as early as possible, (preferably before 8.30 a.m.) on the first day of absence.
- Request leave of absence, in advance and only in very exceptional circumstances, to take holidays in term time, in the knowledge that it is detrimental to learning.
- Support the school's policies, including uniform, jewellery, hairstyles and medicines and advise the school of any health or relevant family problems.
- Endorse the school's Behaviour for Learning guidelines and strategies.
- Encourage my/our child to be enthusiastic about learning and to enjoy school.
- Ensure that my/our child is well rested and ready to learn.
- Give my/our child opportunities for home learning and assist when he/she is doing homework.
- Participate in the Home Reading Scheme and sign the Homework/ Reading Diary at least weekly.
- Attend termly Child-Parent/Carer-Teacher meetings to discuss my/our child's progress and achievements.
- Communicate with the school regarding concerns/issues at a mutually convenient time and in an appropriate manner.
- Comply with the requirement to keep children safe. Whenever I/we photograph/record our child when performing in school, if the photograph/recording features any other children, it will not be shared publicly, including on social network sites. Photographs/recordings will be for personal use, to celebrate life and achievement in school.

<p><b>I/We acknowledge that parents/carers are the primary educators. I/We have an irreplaceable role in supporting my/our child's learning at school.</b></p>
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Signature Parent / Carer:	Date:
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## HOME – SCHOOL AGREEMENT (continued)

The school will:

- Secure a safe, stimulating, Christian and happy environment.
- Demonstrate our Faith and our foundation in the teaching of Jesus Christ, by what we teach and the way we live and worship.
- Support a relevant, broad and balanced, inclusive, flexible, vibrant, challenging, exciting and enjoyable curriculum and deliver a quality education to meet the needs of your child.
- Ensure that your child is valued and encouraged to realise his/her potential in every aspect of his/her development.
- Undertake regular assessments, discuss progress with parents/carers on a termly basis and produce an annual written report.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Promote positive attitudes to learning.
- Set and, if appropriate, mark homework.
- Inform you of any anxieties relating to your child's attendance, punctuality, behaviour, work or health.
- Consider concerns/issues sensitively and as promptly as possible.
- Provide regular information about developments taking place in school and in education generally, via the newsletter and website.
- Be open and welcoming and offer opportunities for involvement in the life of the school.

**The Governors and Staff acknowledge our responsibility to support parents/carers in their task of nurturing their child towards human wholeness within a Christian community.**

Signature Headteacher:

Date:



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**PRACTICES AND PROCEDURES TO PROMOTE CO-OPERATION**

The following practices and procedures have been agreed to promote cooperation. An atmosphere of care, security and respect, with defined boundaries of behaviour, lies at the heart of an effective school.

The staff at St. Bede's believe that, to a great extent, children learn what they live. A child who lives with fear learns not to trust, just as a child who lives with generosity learns to share. We need to create a world for children where they have value, where they are given support tempered with clear guidelines.

Every member of the school community can assist in the management of the school by complying with the guidelines/practices and procedures.

**ESSENTIAL INFORMATION**

Please inform the Headteacher immediately, in writing, of any change of address/telephone number. It is vital that the emergency telephone number is **up to date**.

**ATTENDANCE/PUNCTUALITY**

The school day begins at 8.50a.m. and ends at 3.15 p.m. School must be notified of absence. On the first day of absence parents/carers are requested to inform the school, preferably before 8.30 a.m., by leaving a message on the answer machine. Parent/carer(s) are encouraged to use their son/daughter's homework/reading diary to record any absence and/or medical appointments. Absences and the number of times late are recorded on the child's report at the end of the year.

When a child is late, that is, not in class at 8.50a.m., he/she has to sign the class late book. After 9.00 a.m., the child has to report to the school office. If a reasonable explanation is not provided for lateness after 9.15 a.m., then the unacceptable lateness is classified as unauthorised absence by the school.

During school hours no child may leave the premises without the permission of the parent/carer(s). The child must be collected by a responsible adult.

Family holidays must be arranged to coincide with school holidays. A holiday list is provided for this purpose, so that arrangements can be made without disrupting a child's learning. If unavoidable, the school requires a written request form to be completed in advance of the child's absence (please refer to Leave of Absence Policy).

The Halton Attendance and Behaviour Service has requested that we bring to your attention the IMPORTANT changes regarding holidays / leave of absence in term time which came in to effect on 1<sup>st</sup> September, 2013. Government legislation (The Education Pupil Registration England Amendment Regulation 2013) has now made it clear that Headteachers cannot grant

any leave of absence during term time for holidays, or for anything else, unless there are exceptional circumstances.

Parents/carers applying for leave of absence during school time need to produce appropriate evidence outlining the exceptional circumstances. This will then be discussed with the Education Welfare Officer and, if leave of absence is not granted, the child(ren) will receive an unauthorised mark. This can result in a penalty notice. Penalty notices are £60 per parent/carer, per child, payable within twenty-one days; failure to pay within twenty-one days increases the payment to £120 per parent/carer, per child. If payment is not made within the timescale then legal proceedings may be actioned.

## **SCHOOL DRESS**

School uniform is to be worn by all children.

Pupils are encouraged to take pride in their personal appearance.

All items of clothing, including PE kits, must be labelled with the child's name.

Trainers are permitted only for games (not PE) lessons and should not be worn at any other time.

Jewellery, other than a wrist watch, is not to be worn in school. For safety reasons, neither girls nor boys can wear earrings (including studs).

Nail varnish is not to be worn.

Sensible hairstyles are strongly recommended (no spikes, grooves, gel, colour slashes etc).

## **LUNCH TIME**

Meals are provided in school each day. Dinner money is collected on a Monday for the week. Please send it in a sealed envelope marked with your child's name, his/her class and the correct amount enclosed.

Packed lunches may be brought to school. Food should be consumed in the dining hall, not on the playground or in classrooms. Glass bottle and thermos flasks are not allowed in the school.

If a child is leaving the premises to go home for lunch, a written letter of permission should be provided by the parent/carer and the child should be collected by a responsible adult.

Chewing gum is forbidden at all times.

## **MEDICINES**

All medication, including asthma sprays, must be deposited in the school office. Staff will administer medicines, otherwise the child will be supervised by an adult. Medicines should be labelled with the child's names and instructions for use.

Harmful substances are not permitted in school, for example, drugs, solvents, aerosols, correction fluid, matches, etc.

## **CLASSROOM**

The following expectations are displayed in every classroom:

### **RESPECT EACH OTHER AND THE TEACHER**

- **Be prepared to work**
- **Follow instructions first time**
- **Care for property- your own, other pupils' and the school's property**
- **Put up your hand if you want the teacher's attention**
- **Keep hands, feet and objects to yourself**
- **There should be a quiet working atmosphere**
- **Speak in soft voices in the classroom**
- **If you can't say anything nice, then don't say anything at all.**

### **IN ADDITION**

No child is allowed into the hall/classroom or to use any equipment, for example, scissors, PE equipment or the Internet without an adult being present. Once on the playground, children must not re-enter the building without permission.

Money must not be left in the classroom. Children are responsible for their personal belongings and musical instruments should be taken home, following lessons. Equipment or valuable items are inappropriate and the school cannot accept responsibility for missing, broken or damaged articles.

Any item which could be considered a weapon, for example: knife, penknife, catapult, gun, toy gun or replica gun must not be brought on to the premises.

Classrooms and cloakrooms should be kept tidy. Coats and PE bags should be put in the cloakroom and children may bring other necessary school items in a small bag.

If a child is unable to participate in a class activity, for example, PE, the class teacher must be informed in writing, in advance.

Reading books and other school books and equipment must be taken home in a plastic wallet or book bag. Inappropriate literature and media, for example, teenage magazines, DVDs rated PG or above are not acceptable in school.

When children are moving around the school building, they must walk.

## **PLAYGROUND**

The expectations for a 'Peaceful Playground' have been agreed by pupils and are displayed on the external wall of the school.

Children play within the confines of the playground.

On hearing the first bell, children are expected to stand still and be silent.

On hearing the second bell, they must walk quickly and silently to their lines.

Pretend fighting is not acceptable as this can lead to real conflict.

At lunch time, play equipment is distributed by the Midday Assistants.

Equipment must not be taken from the PE store without permission.

Litter must not be deposited inside/ outside the school building, other than in the bins provided for the purpose.

Parents/carers should not drive or park on the school playground. It is extremely important not to obstruct access to the playground or presbytery.

## **HOME/SCHOOL CONTACT**

Only in extraordinary circumstances and when permission has been granted can a child use the school telephone.

Parent/carers are requested not to visit classrooms during lessons. Arrangements can be made for parent/carers to meet to discuss a child.

If parent/carers have a grievance then an arrangement should be made to discuss the matter with the class teacher and then the Headteacher or Deputy Headteacher.

School is a place of work and play so there must be clearly understood expectations to allow everyone to cooperate successfully, safely and enjoyably and enable everyone to make a positive contribution to school life.

**THANK YOU FOR YOUR COOPERATION.**