



# Crazies Hill

## C.E. Primary School



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### Behaviour Policy

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**Committee Responsible:** LGB

**Date of Next Review:** September 2024

Version	Date Reviewed	Changes	Date Approved
1	Autumn 2019		Autumn 2019
2	Autumn 2021	Scheduled Review	Autumn 2021
3.	Autumn 2022	Review and updates carried out	Autumn 2022
4.	Autumn 2023	Scheduled Review	Autumn 2023

## **Introduction**

The purpose of this policy is to provide, staff, governors and parents with clear guidance on principles and practices that create a positive learning environment where positive behaviour is promoted.

‘A tree is known by its fruit, people by their actions’ (based on Matthew 7 verse 20’.)

Our vision at Crazies Hill is that our ‘fruit’ will be children and adults who have the resilience to weather life’s ups and downs, respect for themselves, others and their environment and the ability to build and maintain good relationships with all in their community. All our policies are written with this vision in mind.

## **Aims**

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

## **Legislation, Statutory Requirements and Statutory Guidance**

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

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

- o 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
- o [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

## **Roles and Responsibilities**

### **The Governing Body**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

### **The Head of School**

The Head of School is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils, including those with protected characteristics, are being disproportionately impacted by this policy

### **Teachers and Staff**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

Senior leaders will support staff in responding to behaviour incidents.

### **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Read the expectations within our home-school agreement (Appendix 2) and expect parents to read them and support them fully.
- Support the actions of staff when implementing this policy.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly in a calm and respectful manner
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Working closely with parents allows us to get to the root cause of the behaviour quicker.

### **Pupils**

Pupils will be made aware of the following when they join the school and reminded at regular intervals:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are mid-year arrivals.

### **Safeguarding**

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

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

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

Please refer to our child protection and safeguarding policy for more information

<https://www.crazieshill.co.uk/attachments/download.asp?file=24&type=pdf>

### **Approaches to Managing Behaviour**

#### **Rewards**

Crazies Hill Church of England Primary School encourages good behaviour through a combination of high expectations, clear policy and a Christian ethos which fosters discipline and mutual respect between all members of the school community. A variety of rewards may be used by school staff in order to ensure they are appropriate for individual pupils.

School staff will endeavour to use rewards consistently throughout the school; however, they may vary depending on the age or other circumstances for pupils.

Rewards we will use:

- Praise and encouragement
- House points are given to children for exceptional consideration for others, good learning attitude/behaviour, good work, consistent effort or a specific achievement.
- Teachers may award stickers, certificates etc. within individual classes.
- Gem Values Certificates are awarded to children throughout the school and are presented at Celebration Assembly on a Friday. Our school values of Relationships, Resilience and Respect, and our Christian ethos are the basis for choosing children to receive these awards.

- Teachers contact parents specifically to share positive feedback. This could be via telephone or a conversation with a parent at the end of a school day.
- Opportunities to have extra time with school staff doing something which interests them e.g. a game of chess or creating a piece of art.
- In Year 6 the children are awarded the privilege of being monitors and playground buddies.
- Out of school achievements are celebrated with the whole school on a Friday at our Celebration Assembly.
- Any other reward deemed appropriate by school staff.

### **Promoting Positive Behaviour**

We believe that teaching behaviour, rather than imposing and demanding obedience results in more positive behaviour and prepares our children more effectively for future life.

#### **To promote positive behaviour, staff:**

- Consistently value the effort and input from children and reward both effort and outcome
- Build positive relationships with each child – listen and show empathy
- Are comforting and forgiving
- Use a tone, pitch, cadence and volume that would be appropriate to be used with all adults and children
- Role model what positive behaviour looks like and how to 'play nicely'.
- Are consistent with responses to behaviour
- Give positive reinforcement of positive behaviour
- Use positive phrasing and positive body language
- Give children time and space to reflect on their behaviour

#### **Staff will not:**

- Shout or communicate aggressively to any member of the school community, unless there is an imminent risk of danger.
- We will not make anyone in the school community feel undervalued or seek to belittle efforts or approaches

#### **Staff should:**

- Make reasonable adjustments in the spirit of equity over equality and will be open and transparent about our reasons

### **Unacceptable behaviours**

At Crazies Hill Church of England Primary School, we are committed to promoting good behaviour at all times and will not tolerate unacceptable behaviour under any circumstance.

Below are examples of behaviours which the school would consider unacceptable:

- Disrupting lessons: not letting the teacher/ teaching assistant teach and other children learn
- Speaking to a child or adult in an unacceptable way
- Rudeness, confrontational behaviour, non-compliance
- Using bad language, including swearing
- Teasing, name calling or provoking another child
- Sexist, racist or homophobic/bi-phobic/transphobic behaviour/bullying
- Being physically aggressive
- Deliberately damaging school property
- Being verbally aggressive
- Behaving in a way which endangers the safety (safeguarding) of any child in the school
- Fighting
- Bullying (including cyber bullying)
- Failing to follow any school rules.

### **Sanctions for unacceptable behaviours**

Sanctions for poor behaviour will be proportionate and responses may vary according to the age of the pupils, and any other special circumstances that affect the pupil. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the Behaviour Policy.

Sanctions will be decided by school staff and will be applied when behaviour demonstrated by pupils is inappropriate at any time during the school day, and/or at events out held of school hours when children are wearing school uniform. Inappropriate behaviours demonstrated by children out of school hours when children are in school uniform may also be subject to school sanction.

Sanctions will be decided by school staff with the intention of not only addressing the behaviour appropriately (i.e. Sanction reflects severity of behaviour) but also ensuring a child understands why their behaviour was inappropriate in order for them not to repeat the behaviour again.

### **Possible sanctions- Phased approach**

#### **Phase 1**

- A verbal reprimand, including an explanation to the child as to why their behaviour was inappropriate. These may be escalated to the Head of School
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishments, such as writing a letter of apology
- Information logged on School Behaviour Record or (CPOMS) as appropriate

#### **Phase 2**

- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in school events
- When appropriate; Phone call/meeting with parents and child to discuss actions
- Missing (part/all) break times / lunchtimes
- Removal from classroom (child to work in a different part of the school)

#### **Phase 3**

- Exclusion from clubs attended within or out of school hours offered by the school
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after mealtimes; or other tasks deemed appropriate by school staff
- Regular reporting including daily behaviour monitoring which is shared between home and school
- Other agreements made in consultation with parents e.g. loss of privileges at home
- Any other sanctions deemed appropriate by school staff
- Incident recorded on CPOMS
- SENDCO Intervention/ assessment
- Early help assessment and DSL intervention if appropriate

#### **Phase 4**

- In more extreme cases, school may use temporary or permanent exclusion but this is a very last resort. (See Exclusion policy)

\*Sanctions for inappropriate behaviour may skip phases e.g. Phase 3 sanction implemented immediately when significant behaviour occurs. This will be at the school staff discretion.

Examples of inappropriate behaviour and sanctions are outlined below:

- Unacceptable behaviour in class (Staff will choose a sanction appropriate to the child) Verbal warning/discussion, stay in at play/lunchtimes sit alone/away from friends. If regular/repeated - referral to Head of School and parents contacted.

- Unacceptable behaviour in playground (e.g. swearing, fighting, not following instructions by staff) "Time out" staying with lunchtime staff or removal from the playground. Letter of apology and/or completion of self-reflection. (Phase 2)
- Unacceptable behaviour in school clubs - Exclusion from Club. (Phase 3)
- Damaging school/others property- Inform Headteacher, inform parents-possible replacement required. (Phase 2/3)

### **Bullying**

Bullying is described as:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against

For more information about bullying, please see our anti-bullying policy.

### **Conflict Resolution**

We encourage the children to take a proactive role in solving their own problems or supporting their peers to do so. We support our Playground Buddies to be peer mediators and encourage them to use appropriate strategies. Conflict resolution is also discussed as part of our SMSC / PSHE curriculum and Collective Worship.

### **Working in Partnership with Parents**

The school is keen to work in close partnership with parents and will formally inform parents regarding their child's behaviour at parents' evenings. Staff will also informally discuss behaviour (both inappropriate and exemplary behaviour) with parents when appropriate at the beginning/end of the school day or via telephone as required. Parents are also welcomed to speak with staff to discuss their child/ren's behaviour at any time.

In repeated cases of poor behaviour, parents will be invited in to school to form an action plan. The above system takes into account the persistent types of behaviour, such as chatting, which are not considered serious enough to involve parents at a very early stage. Teachers will keep behaviour log when appropriate.

### **Recording and reporting behaviour**

The School Behaviour Log enables staff to record the type of behaviour, what happened, who was affected, and the outcome from this.

**Bullying:** All incidents of bullying must be reported to the Head of School. The Head of School will regularly report incidents to the Local Governing Body and other bodies as appropriate.

**Racial, sexual or homophobic abuse or harassment:** All incidents of harassment must be reported to the Head of School. The Head of School will regularly report incidents to the Local Governing Body and other bodies as appropriate.

**Incidents of a sexual nature:** All incidents are reported to the Head of School (DSL) and if appropriate DDSL and recorded. Behaviour records are kept.

Senior leaders will then analyse the data generated and implement plans to improve this. Logging the behaviour also allows the school to monitor the behaviour of individuals and analyse the typical behaviours

that are being shown. Using this information, class teachers can put individual behaviour strategies in place e.g., reward chart, time out station.

### **Behaviour off site**

At Crazies Hill CE Primary School, we expect that all pupils will behave in an exemplary manner when on educational visits and sporting events. Pupils should act as ambassadors for the school and also behave in a proper manner on the way to and from school; and when wearing school uniform (if any) in a public place. Parents will be informed of incidents of anti-social behaviour reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies. When on residential trips, parents will be expected to collect pupils if behaviour falls below acceptable standards.

Sanctions may apply to a pupil off site if they their behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

### **Behaviour Online**

The school will challenge and address any online behaviour which:

- Poses a threat or causes harm to another pupil
- Could have repercussions for the orderly running of the school
- Adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

### **Responding to the behaviour of pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Some of these preventative measures include:

- Movement breaks
- Adjustment to seating plan
- Uniform adjustments
- Safe spaces for regulation



## **Adapting Management Strategies for children with SEND**

When considering the management strategies for a pupil with SEND we will take in to account:

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

## **Sexual harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our safeguarding policy for more information.

## **Physical Intervention**

At Crazies Hill CE Primary School, we use physical intervention as last resort with a focus on de-escalation. Physical intervention should only be used:

- to prevent crime (including behaviour which would be a crime if the child were not under the age of criminal responsibility)
- to prevent children and young people from harming themselves or others
- to prevent damage to property
- In addition, the DfE guidance allows the use of reasonable force in order to prevent behaviour prejudicial to maintaining good order and discipline at school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our Physical Intervention policy for more details.

### **Staff training**

Each year, as part of the annual safeguarding refresher training, the school will revisit the expectations of the behaviour policy and the staff's roles within that. There will be ongoing monitoring of the implementation of this policy and when necessary support/ guidance will be given.

As part of the induction programme for new staff members, there will be thorough training on the behaviour policy so that new adults know the expectations and how to maintain a consistent approach.

### **Monitoring Behaviour**

The school will collect data based on the number of incidents that have occurred and the type of behaviour that has occurred.

This data will be analysed on a termly basis and will be from a range of perspectives including:

- Year group comparisons
- By characteristic group including protected characteristic groups (Perpetrator and Victim)
- By time of day/ day of week

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring of Policy**

The monitoring of this policy and its implementation will be done by the Head of School and Executive Head on an ongoing basis. The Head of School will report to the Governing body on a regular basis about the behaviour in the school and the implementation of this policy.

The views of both pupils and staff will be taken in to consideration when making any adjustments to this policy.

### **Link with other Policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying Policy

## Appendix 1: Physical intervention policy – Use of reasonable force

### Introduction

The School's Policy reflects the expectations of the Children Act 1989 and the Human Rights Act 1998. It is also consistent with the guidance provided by the DfE (2015), and Wokingham Local Education Authority, on this subject.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

At all times staff will follow guidelines as outlined in the DfE's publication: 'Use of Reasonable force' (2015) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### Principles

Children who lose control require external help to regain control - The use of physical interventions is an act of care, never used as a punishment. When force is used it will be the least amount necessary for the minimum period of time to enable a child to regain self-control.

Reasonable force can be used 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 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 themselves through physical outbursts.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" knives and weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Note: Force will not be used to search for items banned under the school rules.

### Prevention

The school has a stepped approach to prevention which begins with developing an ethos in which good behaviour is a reasonable expectation, proceeds through a number of stages of intervention to deal with signs of mounting anger and aggression and culminates in the use of force (restraint) only as a last resort.

**Partnership**

The school recognises the important part that parents/carers, other professionals and the LA play in managing children with challenging behaviour and will work actively in partnership with these people to promote acceptable behaviour in children and young people.

**Authorised Staff**

The Head of School will authorise those individuals who may be required to use physical interventions in the course of their duties. These authorisations will be reviewed where required.

**Recording and Monitoring**

All incidents of restraint and other physical interventions will be recorded and regularly reviewed. The Head of School will provide an annual report to Governors (which will be available to parents/carers and other professionals).

**Complaints**

All complaints, which arise through the use of physical interventions, will be taken seriously and investigated properly. Under no circumstances should children or young people or their parents take direct action against any member of school staff.

## Appendix 2: Home School Agreement



# Crazies Hill C.E. Primary School

## Home / School Agreement

### **A TREE IS KNOWN BY ITS FRUIT, PEOPLE BY THEIR ACTIONS**

Our vision is taken from Matthew 7:20

Our school's curriculum is driven by our aim that the children from Crazies Hill CE Primary will go out into the world and make the world a better place. Our school is known for providing rich moral teaching through the delivery of a broad and balanced curriculum. Our strong values are interwoven in all that we do.

The three Rs: Relationships, Resilience and Respect help our children to develop a deeper understanding of our Christian values. Their depth of understanding is such that the children identify these values in their personal approach to their schooling and celebrate them in the achievements of their friends.

#### **RELATIONSHIPS**

Our children understand of the importance of maintaining healthy relationships for their happiness. Friendship, kindness, compassion and empathy are highly valued and promoted throughout the school. The older children have an important role in supporting the younger members of the school through their playground buddies responsibilities. We award rubies to children who demonstrate these caring qualities. Each class has a kindness creature that spends time with the member of the class who has shone by demonstrating care and consideration. We support at least one charity every term to encourage empathy and compassion.

#### **RESILIENCE**

As a school, we are mindful of the Government's concerns with young people's mental health and physical fitness. We promote healthy bodies and minds through our Growth Mindset approach to learning and challenges. Endurance, determination and perseverance are the values we celebrate and this is done by awarding emeralds to the children who demonstrate these qualities. We collaborate with other schools to offer interschool competitions and a wide range of sporting experiences. Children have opportunities to participate in enrichment activities such as Yoga, fencing and judo.

#### **RESPECT**

We value our traditions in this school and the children wear our uniform with pride. The whole school community shows reverence to God and explores religious teachings during Collective Worship time. Part of this teaching is to welcome families from other faiths and to be empathetic towards other cultures and religions.

**Home School Agreement – Academic Year.....**

For the child – I shall do my best to:

- work hard
- bring into school everything that I need and look after my belongings
- wear the correct school uniform and be tidy in appearance
- be polite, kind and helpful to others
- be well behaved and follow the school rules
- do my homework and return it on time

Signed.....(Pupil)

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Parents will do their best to:

- ensure my child attends school regularly, arrives on time, properly attired and have with them the equipment they need
- maintain a regular communication with the class teacher, informing the school about any concerns or problems that might affect my child's work, behaviour or general well being
- support the school's policies and guidelines for behaviour
- attend parents' evenings to discuss my child's progress
- support and encourage my child with their homework and reading

Signed.....(Parent/Guardian)

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The School will do its best to:

- provide a caring and safe environment and be open and welcoming at all times.
- deliver a broad and balanced curriculum, which meets the individual needs of each child
- promote good standards of behaviour
- treat your child with both fairness and respect
- keep you informed about your child's progress at parents' evenings, with written reports and verbal communication
- provide information about general school matters and educational issues through newsletters, open evenings and the notice board

Signed.....(Class Teacher)

## Appendix 3: Behaviour Expectations (Classroom Display)



**Crazies Hill C.E. Primary School**

### **Expectations for Learners**

*'A tree is known by its fruit, people by their actions'*

*Matthew 12 v33-35*

- **Be ready and prepared for each lesson**
- **Actively participate in all learning activities**
- **Always complete tasks to the very best of your ability**
- **Be confident and resilient when approaching new learning**
- **Stop to listen immediately and listen to learn**
- **Consider, reflect and respond positively to written and verbal feedback**



**Let your values gem powers shine through at all times**

