St Cecilia's
CHURCH OF ENGLAND PRIMARY SCHOOL

'Therefore encourage one another, and build each other up.'

Behaviour Policy

Date:	January 2023
Review:	November 2024

KEYS
Academy Trust

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.

At St Cecilia's Church of England Primary School, our values (Gratitude, Kindness, Forgiveness, Truthfulness, Perseverance, Wisdom) and our vision to celebrate everyone's gifts and successes creates the foundation of our behaviour policy with priority given to positive behaviours in order to build each person up.

To achieve this, we have adopted an approach to behaviour that is underpinned by the principles of *Therapeutic Thinking*.

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 Local Governing Body

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher 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 (Key Code)
- 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

The senior leadership team (SLT) 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 4) 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 the of the behavior 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 key 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.st-cecilias.wokingham.sch.uk/assets/Documents/Attachments/Safeguarding-Policy.pdf

Therapeutic Approach

At St Cecilia's CofE Primary School we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour.

We will promote a therapeutic approach towards behaviour management and to enable this, it is the responsibility of every adult at our school to seek to know how to promote pro-social behaviours, to know how to manage difficult or dangerous behaviours and to understand what behaviour might be communicating. All staff will be trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Definitions

Conscious Behaviours – behaviours over which the person has a choice

Subconscious behaviours – behaviours over which the person does not have full control

Pro-social Behaviours – are behaviour that benefit not only the individual but also those that are around them

Unsocial behaviours - Not enjoying or trying to behave sociably in the company of others, but not to the determent of others.

Anti-social Behaviours – Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress

Equality – Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity - is giving everyone what they need to achieve success.

Conscious and subconscious behaviours
Staff must identify whether an inappropriate behaviour is conscious or subconscious, as this will have an important bearing on planning and practice.

In order to assess conscious behaviours, the adult should consider:
- What is the expected outcome of the behaviour?
- What is the motivation to behave anti-socially?
- What is the motivation to behave pro-socially?
- What are the expected consequences?
- How can the adult impact in the young person's beliefs and values?

To assess subconscious behaviours the adult needs to consider:
- Is the behaviour medical or habitual?
- What may be causing anxiety, fear, anger, confusion and/or embarrassment?
- What is stimulating/overwhelming the child?
- Is the behaviour a result of an unmet SEND or mental health need?

Promoting Prosocial 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.

Initially, we do this through having very clear expectations of behaviour which are set out in our St Cecilia's 'Key Code' which link directly to our school values. (Appendix 1).

To Promote Prosocial behaviour staff will:
- Consistently value the effort and input form children and reward both effort and outcome
- Build positive relationships with each child – listen and show empathy
- Be 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'.
- Be consist with responses to behaviour
- Give positive reinforcement of positive behaviour - through recognition strategies (See below)
- Use positive phrasing and positive body language
- Develop scripts of positive communication
- Give children time and space to reflect on their behaviour
- Use restorative practice. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

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
- Use a public method for tracking behaviour - children must not publicly see judgement

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

We have no public methods of tracking behaviour that risk creating negative feelings –

Celebration of Prosocial Behaviour

At St Cecilia's, success is celebrated and individual and collective achievement valued. Children are encouraged to identify their own and others' strengths and to recognise and value diversity as described in our school vision. The achievements of individuals are celebrated in many ways at our school and this happens through:

- giving personalised and specific verbal praise and positive feedback
- Displaying of work
- Sharing work with the school community
- communication with parents/carers to highlight pro-social behaviours.
- celebration and sharing of learning in whole school assembly
- acknowledgement of demonstrating school values during celebration assemblies

Verbal praise
Verbal praise should be explicit and linked directly to effort and pro-social behaviour. The following are some examples of what that could look like.
- I felt proud of you when I heard …………
- I feel really pleased and encouraged that you made the right choice.
- I respect your honesty and thank you.
- I want to thank you for your cooperation. I really appreciate it

Celebration assemblies

Each week pro-social behaviours will be celebrated through the St Cecilia's Values Award. One child per class is awarded a certificate each week and their names put in the school newsletter.

Anti-social behaviour

Teachers will make explicit their high expectations of behaviour by following 'St Cecilia's Key Code' and disruptions will be dealt with appropriately. Children will be made aware of what good behaviour for learning looks like and this will evolve as they progress through the school.

At St Cecilia's we have defined anti-social behaviour within 3 levels.

Level	Description
Level 1	Incidents at this level would include examples such as (not a limited list): - Infrequent low-level disruption – talking at inappropriate times, off task, calling out, distracting others. - Infrequent disruption in corridors or within transitions in class - Infrequently not following instructions - Infrequently not completing tasks in class through a lack of effort - Infrequent poor manners - Infrequent use of unkind words towards others - Infrequent failure to look after school property - Infrequently not telling the truth – not impacting others - Infrequent minor physical behaviour not intended to hurt others (pushing out of the way)
Level 2	Incidents at this level would include examples such as (not a limited list): - Continued and deliberate low-level disruption (see above) - Occasional defiance – purposely not following instructions - Continued lack of effort – poor attitude - Occasional use of unkind words towards others - Deliberately damaging school property (drawing on tables/ walls) - Infrequent use of inappropriate/ offensive/ language - Infrequent physical behaviour – intending to hurt - Frequently not telling the truth which impacts others - Frequent misuse of technology
Level 3	Incidents at this level would include examples such as (not limited to): - Significant disruption to learning e.g., whole class/ sustained periods - Continued defiance/ refusal to follow adult direction - Continued use of offensive language - Continued aggressive behaviour towards others - Theft - Significant damage to school property (Damaging buildings/ windows doors) - Any form of bullying - Behaviour of a sexual nature (inappropriate touching, comments, Jokes, interfering with clothing) - Racist / sexist/ homophobic or discriminatory behaviour

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.

Managing Anti-Social behaviour

To manage the behaviours at each level we have created a list of strategies and procedures to support anti-social behaviour. Whilst using these it is also important to remember that staff should use preventative strategies as a first choice and consider the most inclusive approach.

Level	Actions/ Strategies
Level 1	1) Generally, these behaviours can be resolved using day to day strategies implemented by class teacher e.g 'the look', quiet warnings, praising others. 2) Assess whether the behaviour is conscious or subconscious 3) Verbal reminder of expectations highlighting the impact the behaviour is having on themselves and others. This could include tips on how they could change behaviour e.g. 'Maybe you could try…….' 4) Discouraging techniques (Limited choice, positive phrasing, disempowering behaviour) 5) Positive reinforcement of positive behaviour changes
Level 2	1) These behaviours are those that would require addition behaviour strategies. 2) Assess whether the behaviour is conscious or subconscious 3) Follow the supportive approach for anti-social behaviour- positive phrasing, limiting choice, disempowering of behaviours and use of de-escalation script. 4) Reflection time with class teacher – completion of reflection form (Educational consequence) including Restorative discussion 5) Positive reinforcement of positive behaviour 6) Reflection sheet stored in class behaviour folder and logged on behaviour system (CPOMS) 7) Informal meeting with parents e.g. catch up on the playground after school 8) Consideration of implementing a proactive set of targets to improve behaviour and a review of provision in place
Level 3	1) Assess whether the behaviour is conscious or subconscious 2) Follow the supportive approach for anti-social behaviour- positive phrasing, limiting choice, disempowering of behaviours and use of de-escalation script 3) Encourage child to safe space 4) Incident investigated where all parties are listened to and have an opportunity to speak 5) Discussion about consequences (Protective/ Educational) 6) Possible alternative provision within school 7) Therapeutic plan implemented 8) Incident recorded on CPOMS 9) SENDCO Intervention/ assessment 10) Early help assessment and DSL intervention if appropriate 11) Formal meeting with parents
Suspension or Exclusion will be the last resort	

Discouraging techniques

To support children who are displaying anti-social behaviours the following can be used to discourage these behaviours:

Positive phrasing e.g.
- "Stand next to me please"
- "Put the toy on the table please"
- "Please walk beside me"

Limited choice e.g.
- "Put the pen on the table or in the box please"
- "When we are inside, Lego or drawing?"
- "Talk to me here or in the courtyard"

Disempowering the behaviour e.g.
- "You can listen from there"
- "Come and find me when you come back"
- "Come down in your own time"

Reflection Time

Where pupils choose not to make pro-social choices despite adult guidance, pupils will need to attend 'Lunchtime Reflection' and complete a Reflection form (Appendix 2). If children cannot complete this themselves then the teacher records and reads back what has been written. This will enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to learn from their mistakes.

This process will be supported by staff to ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future. Lunchtime reflection is designed to be restorative and educational, thereby allowing the pupils to start internalising pro-social behaviours. Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response.

Restorative Discussion

This forms part of the reflection time process. Restorative Practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. This approach aims to restore relationships following anti-social behaviour and very much aligns with our value of forgiveness.

Use of a de-escalation script

Below is a script that all staff use to de-escalate a scenario.

- Use the person's name – "David"
- Acknowledge their right to their feelings – "I can see something is wrong"
- Tell them you are there – "I am here for you"
- Offer help – "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) – "Come with me and…"

Protective and educational consequences

Protective consequences involve the removal of a freedom to manage harm. This could include:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Exclusion

Educational consequences is the learning, rehearsing or teaching so the freedom can be returned. This could include:
- Completing reflection forms
- Rehearsing and practicing situations that cause anti-social behaviour
- Learning to repair relationships.
- Research the real-world implications of similar behaviours
- Conversation and exploration

Therapeutic Plan

Plan document (Appendix 3)

When other measures have not been successful, we implement a Therapeutic plan. This plan is bespoke to the child and documents strategies that work well in preventing and de-escalating behaviours.

This plan looks at the following:
- Risk reduction measures and differentiation measures
- Pro-social behaviours and they should be responded to
- Anxiety and difficult behaviours and how they should be responded to
- Dangerous behaviours and how they should be responded to
- Debrief strategies

It is important that this plan is built alongside the teacher, parent/ carer and the young person so that it is collaborative and everyone is clear about their role in the plan.

Recording and reporting behaviour
Only incidents resulting in the completion of a refection sheet should be recorded in the behaviour log. It is important 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 and if appropriate DSL/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 St Cecilia's 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 (SENCO) 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 St Cecilia's, 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 SLT members 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 – School's Key Code

Our Key Code

We work hard and try our best

We always tell the truth

We are ready to forgive

We are polite, kind and respectful to all

We look after our school environment

We encourage and celebrate one another

Appendix 2 – Reflection sheet

<u>Reflection Time Form</u>

Name: _____   Class: _____

Which of our school rules did you choose not follow?

	We work hard and try our best.			We are ready to forgive	
	We are kind, polite and respectful to all			We look after our school environment	
	We always tell the truth			We encourage and celebrate one another	

What did you do when you did not follow our Key Code?

Who has been affected by your actions?

How did your actions impact on them?

How do you think you can make the situation better?

What choices are you going to make so this doesn't happen again?

Please sign your name below to show that you are committed to making better choices and following our Key Code.

Sign here: _____   Date: _____

We understand that taking responsibility for your choices and then reflecting on them can be a difficult thing to do. We are so proud that you have managed to do this and look forward to seeing you move forward positively by making the right choices and following our Key Code.

Teacher comments:

Appendix 3 – Therapeutic Plan

Therapeutic Plan

Name:	DOB:	Date:	Review Date:

Photo	**Risk reduction measures and differentiated measures (to respond to triggers)**

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator…………………………………… Date ………………..

Signature of Parent / Carer…………………………………………. Date ………………

Signature of Young Person…………………………………………Date………………

Appendix 4 – Home - School Agreement

Home-School Agreement

At St Cecilia's CofE Primary School, we will:

- Encourage all children to always do their best.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development.
- Inform parents about the topics being covered and the learning taking place each term and give adequate notice of other relevant school matters.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.
- Expect all children to follow the St Cecilia's Key Code.
- Provide a safe, happy and stimulating environment based on Christian values where every child can achieve their full potential.
- Celebrate your child's academic and personal achievements.
- Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.

Head of School Signature: _____   Date: _____

As a Parent/ Carer I will:

- Ensure my child comes to school regularly, on time and properly equipped.
- Inform the school about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Attend parents' evenings throughout the year.
- Provide a safe, secure and happy environment at home for my child, acknowledging that my child learns at home.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multi-cultural community.
- Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with the school.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Treat staff with respect and courtesy.
- Ensure all home learning is completed and returned to school on time.

Parent/ Carer Signature: _____   Date: _____

As a pupil of St Cecilia's CofE Primary School, I will:

- Follow the St Cecilia's Key Code.
- Be kind, friendly and respectful to everyone in school.
- Accept responsibility for the things that I do.
- Work hard and always do my best and ask for help if I need it
- Take good care of the building, equipment and school grounds.
- Make good choices so that I behave in a safe way and help others.
- Tell a member of staff if I am worried or unhappy.
- To always be honest.
- Be ready to forgive others.
- Represent the school in the community in a positive way.

Pupil Signature: _____   Date: _____