



# **Goring C E Primary School**

## **Faith, Love and Learning**

# **POSITIVE BEHAVIOUR POLICY**

**2025-26**

**“So, in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”**

**Matthew 7:12**

**Adopted by Governing Body: Autumn 2025**

**Review date: Autumn 2026**

# Positive Behaviour Policy

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**Mission – what is our reason for being?**

- To educate
- To nurture
- To serve the community
- To develop children's faith and spirituality
- To be inclusive
- To improve life outcomes
- To develop children's life and learning skills
- To develop morals and principles

**Our Values**

- ✓ Love
- ✓ Faith
- ✓ Self –worth
- ✓ Respect
- ✓ Aspiration
- ✓ Equality
- ✓ Fun

**Our 2025 Vision**

To be a Church of England Primary School that: -

- nurtures each individual as a whole person to enable them to achieve their God given potential and to make outstanding progress.
- as a community demonstrates love and respect for all of God's creation.
- provides an exciting, broad and ambitious curriculum that equips learners for the future.

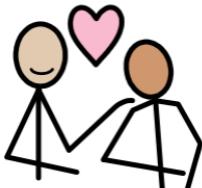
Reviewed by:	L Brockhurst - Headteacher
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## Introduction

The Positive Behaviour Policy at Goring Church of England (Aided) Primary School is informed by Christian values, which underpin every aspect of our school's mission and vision. We are committed to creating an environment that is safe, stimulating and where everyone feels respected and able to engage in their learning. We understand that behaviour is a form of communication and believe that it is essential for children to learn to communicate well to be able to engage effectively with others. The whole school community – pupils, staff (teaching and non-teaching), parents and carers, governors and volunteers – have a role to play in providing positive role models, helping children to develop self-discipline and show courtesy and respect to all people at all times. Central to our Positive Behaviour Policy are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

***“So, in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”***

This principle of how to treat others as you would want to be treated is a core part of all main world religions, and is the fundamental belief behind our school's three key rules:

Be Respectful	Be Safe	Be your Best
		

We have consulted with children, staff and governors in developing this policy. Our approach takes account of known individual needs as appropriate.

### **Aims**

The Positive Behaviour Policy aims to:

- Foster a positive and compassionate environment in which all children can flourish and reach their full potential
- Build a community which values kindness, care, love, positive relationships and empathy for others, including parents/carers and members of the Governing Body.
- Promote self-discipline, mutual respect, self-esteem, co-operation and effective teaching and learning
- Ensure that all members of the school community are treated fairly and shown respect
- Give children the confidence that issues relating to behaviour will be referred back to our school's three key rules and the school's Christian values
- Help children take control of their behaviour and be responsible for the consequences of it

- Ensure a consistent whole school approach, which promotes high standards of behaviour

## Intent – As a direct consequence of the Positive Behaviour Policy

### Children will:

- Build strong relationships
- Experience what it means to be part of a safe and respectful school community
- Benefit from a calm, positive and secure learning environment
- Be fully involved in regular reviews of the Positive Behaviour Policy

### Adults working within the school will:

- Model forgiveness and the possibility of restoration and a new beginning in their relationships, both with adults and children
- Be able to convey expectations of behaviour clearly and with confidence
- Benefit from a calm and secure environment in which to teach effectively
- Build positive relationships with parents/carers and the whole school community
- Develop personally and professionally

### Parents/carers will:

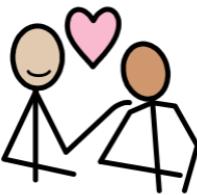
- Be fully informed about the school's ethos, core Christian values and the Positive Behaviour Policy
- Feel confident that all the decisions regarding behaviour are just, unbiased and informed by the school's three key rules and school's values
- Be confident that their child is developing personally, socially, spiritually, morally and academically
- Feel welcome in school to discuss their child's progress in a positive atmosphere

## Policy on a Page

This policy has been summarised onto one page to support the school community in implementation. Please see Appendix A for this.

## Expectations

### School Rules

Be Respectful	Be Safe	Be your Best
		

The school rules will be discussed with all teaching staff and their classes at the start of every academic year and each subsequent half term; these will be prominently displayed in

every classroom and in key areas of school and will be referred to as often as necessary to be effective and routine.

These are an example of the expectations that we hold for all children. Child friendly versions of these expectations can be found in Appendix B.

Be Respectful	Be Safe	Be your Best
<ul style="list-style-type: none"> <li>• Show respect to all of God's creation and school resources</li> <li>• Be polite and show good manners to everyone</li> <li>• Respect differences and recognise that we are all equal in the eyes of God</li> <li>• Open and hold doors open for others</li> <li>• Behave well, regardless of who the adult is</li> <li>• Wait our turn to speak</li> <li>• Use kind words</li> <li>• Listen without shouting or interrupting others</li> <li>• Stop, listen and respond the first time an adult speaks to us</li> </ul>	<ul style="list-style-type: none"> <li>• Keep ourselves and others safe</li> <li>• Walk rather than run in the school building</li> <li>• Keep to the left in single file in the school building</li> <li>• Wait rather than push</li> <li>• Move around the school quietly</li> <li>• Follow instructions immediately</li> <li>• Stay safe online</li> <li>• Use kind hands and feet</li> <li>• Tell an adult if you witness or experience unsafe behaviour or language</li> </ul>	<ul style="list-style-type: none"> <li>• Try your hardest</li> <li>• Arrive at school ready to learn and on time</li> <li>• Participate fully in lessons and demonstrate resilience</li> <li>• Stand up to any form of bullying</li> <li>• Represent the school with pride when outside of the school building</li> <li>• Always tell the truth</li> <li>• Learn from our mistakes</li> <li>• Look to include and encourage others</li> </ul>

### Consistent Routines

Routines will be demonstrated and established in every class at the start of each school year, and revisited as often as required until they become general practice in every class. Regular routine practice includes, but is not limited to:

- Cloakroom etiquette
- Entering and leaving the classroom
- Registration
- Entering Collective Worship
- Use of equipment
- Seeking help
- What to do when work is completed, i.e. where to put it, what to do next
- Tidying up
- Moving around the school
- Use of the toilets
- Playtime routines (stand still on the first whistle, walk in silence to line up on the second whistle, then remain in silence whilst walking into the school building)
- Lunchtime in the hall routine (enter silently, walk to line, wait quietly, eat food silently, talk quietly when food is finished).

## Consistency in Practice

Consistency comes from the behaviour of adults, not just procedures. It requires commitment from every staff member to maintain and ensure a positive approach to behaviour. When children feel valued, they respect adults, follow their guidance and flourish as individuals.

### At Goring C of E Primary School, staff:

- Meet and greet at the classroom door
- Refer to the three school rules: "Be respectful, Be safe, Be your best"
- Model positive behaviour and build relationships
- Use a calm, quiet voice
- Stay calm and focus on prevention before consequences
- Follow up consistently and engage in reflective dialogue with children
- Coach children ("What do you need from me to help you resolve this?")
- Trust each other's best intentions

Staff who manage behaviour well explicitly model treating other people the way they would like to be treated:

- Consistently and publicly praise children for positive behaviour
- React to forms of misbehaviour privately
- Build positive relationships and know the children in their class
- Work to establish mutual respect
- Stay calm and use emotion thoughtfully
- Show unconditional care and compassion
- Record consistent or serious negative behaviour on CPOMS
- Provide children with the opportunity to make amends, reminding them that it is their behaviour, not themselves that is unacceptable
- Have a focus on putting right any harm we have done, and the importance of forgiveness and moving on
- Instil clear routines, which are reviewed frequently
- Utilise behaviour scripts (See Appendix C)

Senior Leaders support staff rather than handling behaviour issues alone. They explicitly model treating others the way they would like to be treated:

- Greet children at the gate at the start and end of the day
- Are visible around the school
- Celebrate good behaviour with children
- Share good practices regularly
- Assist staff in managing complex behaviour and persistent low-level disruption
- Provide targeted professional development around behaviour management
- Review support for children with more challenging needs

## Consistency in reporting and recording incidents

All incidents of repeated unacceptable behaviour or significant incidents will be recorded on CPOMS. Staff can alert other members of staff for information or action by tagging them into CPOMS entries. When recording incidents on CPOMS staff should ensure:

- Class teachers are alerted to the behaviour

- Actions are listed at the bottom of each entry, outlining any responses or tasks that have happened, or will happen
- Once actions are taken following receipt of a CPOMS alert, where appropriate, staff will ensure the action is recorded on CPOMS
- MMS staff will communicate directly to classroom adults. Notes will be made about any incident and added to CPOMS, where appropriate
- Any language that is used by children is reflected accurately in the entry when using direct quotations
- Staff will only include factual information in entries, avoiding any opinion or assumptions

The senior leadership team and inclusion team are automatically alerted to all incidents within the school to ensure they hold a clear overview of behaviours across the school.

## De-escalation

De-escalation is an important part of positive behaviour management and is the school's primary response in addressing escalations in behaviour. Effective de-escalation means spotting the often subtle signs that an individual is feeling distressed and taking action to proactively support them. At Goring C of E Primary School, we understand that it is not about simply stopping behaviour, but about using appropriate intervention strategies to calm and reconnect the feelings driving the behaviour.

At Goring C of E Primary School, we use a range of de-escalation strategies that are personalised to the need of the individual. The aim of this is to enable children to calm down, and cease negative behaviour with dignity. These strategies include, but are not limited to:

Language – Adults supporting children will use short, simple sentences when communicating to lessen sensory overload and support children to process information more effectively.

Choices - Too many choices can make a child feel confused and unable to process information. Adults will offer two simple choices, both of which they are happy to be chosen, so that the child still feels in control, making it manageable and less daunting.

Redirecting to a safe space – children can be guided to a quieter space to help them manage their emotions and provide a less stimulating and calmer environment – e.g. 'The Nest' sensory space.

Facilitating Talk – Adults supporting children should make every effort to show active listening, in both verbal and non-verbal cues. Adults should validate the child's emotions and show genuine empathy, e.g. "I can see something's wrong; I'm here. I'm listening." Adults may use simple responsive utterances. Adults will consider the tone and quality of their voice - talking slower, lower, and more quietly helping to calm situations.

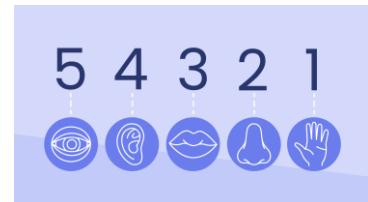
Modelling - Modelling calm behaviours can encourage the child to 'mirror' what they see and de-escalate a situation. Adults supporting children will carefully consider the way

they present themselves through their body language, posture, and verbal communication.

Practising mindfulness - Mindfulness grows children's self-awareness of their emotions. Regular practise and use of mindfulness techniques can help a child to maintain a clear mind and sense of calm, helping them to regulate their emotional responses more effectively. Mindfulness strategies are taught regularly during whole class PSHE lessons, and children can be encouraged to utilise these when their behaviour escalates. School wide practised mindfulness techniques include breathing techniques (see below), colouring and guided imagery/relaxation.

Breathing techniques - Deep breathing can help a child to regain control during escalation and to relax. Strategies and breathing techniques are practised regularly during whole class PSHE lessons. Children will be encouraged to take slow, deep breaths and focus on their breathing as they inhale and exhale. Breathing techniques will be practised throughout the school regularly when children are regulated to support their success in application. School wide practised breathing techniques include '5 finger breathing' and 'box breathing'.

Grounding – Grounding activities help to build capacity to regulate strong emotions. Naming 5 things that can be seen, 4 things that can be heard, 3 things that can be tasted, 2 things that can be smelt and 1 thing that can be touched in the immediate environment can support children to regulate.



#### Adult's approach and language

At Goring CE Primary School, we encourage a positive dialogue with children and know that the majority of disruptive situations can be avoided by establishing a calm and productive learning environment built upon positive relationships and mutual respect.

We believe that language shapes children's experiences and understanding of themselves and others. Our goal is to foster a positive learning environment where every child feels valued, supported and encouraged. The way we communicate plays a crucial role in achieving this.

At Goring CE Primary School, we:

- Prioritise language that acknowledges and encourages good behaviour, to help build a culture of kindness, cooperation, and mutual respect
- Use descriptive praise to recognise specific positive behaviours, e.g. "*I noticed how you helped your friend pick up the pencils. That was very kind.*"
- Guide children toward what they should do rather than what they should not, e.g. "*Let's walk quietly in the hallway,*" instead of, "*Don't run.*"
- Focus on the behaviour, not the child, by describing the actions that need to change
- Separate the behaviour from the child's identity, e.g. "*That was not a safe choice.*"

Imperative language is used to provide clear, short instructions during whole class teaching sessions and when directing larger groups of children. This lessens children's cognitive load as it is unambiguous and easy for children to follow, and helps adults manage activities efficiently and safely.

Declarative language is a communication approach that provides clear, direct statements about what is happening, expected, or needed, without phrasing these statements as commands or questions. It emphasises informing or describing rather than directing behaviour, which can help children understand expectations in a non-confrontational way. This approach is beneficial for promoting autonomy, self-regulation and intrinsic motivation, and will be used when behaviour is escalating, or consistently not meeting expectation.

Imperative Language	Declarative Language
"Stop talking!"	"It's time to listen now."
"Put your pencil down."	"Pencils go down when I give the signal."
"Clean up the toys now."	"It looks like we need to tidy up the toys."
"Don't run in the hallway!"	"We walk in the hallway to stay safe."
"Be quiet!"	"It sounds like it's getting loud in here."

Declarative language can be a good tool to support children in managing and monitoring their behaviours through self-regulation. Using declarative language for self-regulation involves making statements that guide children toward understanding and managing their own emotions and behaviours. The goal is to prompt children to reflect, recognise their feelings, and choose appropriate strategies for self-regulation. Examples of how declarative language can support self-regulation:

Situation	Declarative Language Example	Purpose
Child is feeling frustrated	"It looks like you're having a tough time with that task."	Acknowledges the child's struggle and validates feelings.
	"I see that you're clenching your fists. It seems like you're frustrated."	Helps the child recognise physical signs of frustration.
Child is angry or upset	"Your face looks very tense. I wonder if taking some deep breaths could help."	Suggests a calming strategy without giving a command.
	"It sounds like you're using a very loud voice. It looks like you might be really upset."	Encourages awareness of how emotions affect behaviour.
Child is anxious or worried	"I see that your hands are shaking a little. Sometimes people feel that way when they're nervous."	Helps the child identify the feeling of anxiety.
	"It seems like you're pacing back and forth. Some people find sitting down and taking a few breaths helpful."	Suggests a self-soothing strategy indirectly.
Child is overly excited or energetic	"You're bouncing up and down. It looks like you have a lot of energy right now."	Acknowledges the high energy without judgment.
	"Your voice is getting louder and faster. I wonder if taking a few deep breaths would help slow things down."	Provides an option for calming down.
Child is distracted or unfocused	"I notice you're looking around the room a lot. It seems like you're having a hard time focusing."	Helps the child recognise signs of distraction.
	"Your feet are tapping a lot. Is there something you need to help you?"	Provides an opportunity for children to consider their own solution.

Child is feeling overwhelmed	<i>"I can see that your eyes are starting to fill with tears. It looks like you might be feeling overwhelmed."</i>	Identifies the emotion and validates the experience.
	<i>"You've put your head down on your desk. I wonder if taking a short break would help."</i>	Suggests a break as a coping strategy.
Child is exhibiting avoidant behaviour	<i>"I noticed you haven't started your work yet. It seems like it might be hard to get started."</i>	Identifies the behaviour without blaming the child.
	<i>"You're hesitating a bit before joining the group. Sometimes it's hard to jump in."</i>	Validates the difficulty without pushing.

## Responding to Behaviour

**Encouraging and recognising positive behaviour** - Praise and positive comments will be given readily. All members of the school community will comment on positive behaviour, relating it back to our 3 rules and school values, in order for children to understand what these look like in practice. Each class teacher will encourage positive behaviour through a range of strategies, such as stickers, certificates, emails/phone calls home etc. As well as these, consistent whole school approaches to recognition include the following:

**Senior Leader Recognition** - Children consistently displaying excellent behavioural choices or making a concerted effort to improve their behaviour can be sent to a senior leader to be celebrated.

**Values Award** - Class teachers will choose a child from their class to receive the Values Award for children displaying our Christian values. The child's parents/carers will be invited to attend the collective worship to see this award being presented.

**Wow Work** - Teachers will regularly select work that demonstrates learning skills such as perseverance or creativity as well as exemplars of learning outcomes. This will be celebrated in a Values collective worship.

**Values Heart** - Each class will have a values based heart which is divided into sections. The sections will be coloured in and labelled according to the value that has been demonstrated by the class as a whole. When the class heart is completely coloured in, the class will receive an agreed collaborative award. (See Appendix D)

**House Points** – House points are given to celebrate children who are displaying Christian values. All staff will ensure children understand which value has been displayed when rewarding their behaviour with house points.

### **Unacceptable behaviour and the consequences**

We actively try to prevent unacceptable behaviour by encouraging good behavioural choices, but if a child displays unacceptable behaviour according to our agreed codes of behaviour, there will be a consistent response by the adults involved and

**consequences appropriate to the child's or children's actions. In these instances, we will follow our staged approach.**

**Consideration will be given to any additional needs a child may have when responding to their behaviour, whilst maintaining the underlying principle that safety is a minimum expectation.**

**The following staged approach outlines examples of how escalating behaviour may be addressed:**

## Celebrate

- All staff publicly praise to encourage, recognise and acknowledge good work and behaviour
- Recognise and celebrate those displaying our Christian values by using house points, Values Award certificate, stickers, class heart, celebration with senior leader, sharing successes with adults at home

## Remind

- A stepped approach is taken to address negative behaviours - remind, warn, respond
- Children will firstly be reminded of our school rules - Be Respectful, Be Safe, Be Your Best

## Warn

- Acknowledge the child's feelings
- Children will be given two choices by an adult - the child must choose one
- Children will be informed of the natural behaviour consequences if negative behaviour is continued

## Respond

- The staged approach to behaviour will be implemented consistently should a child's negative behaviour continue after warning
- Staff supporting will gain an understanding of antecedents and behaviour from relevant adults and the child

## Restore

- Children will be given time to regulate their feelings before they are asked to relate their behaviour to others and before they can accept reasonable actions and consequences.
- A restorative approach will be used to support children to reflect and repair following incidents of negative behaviour when the child is ready

Stages of Responding	What behaviour might be seen at this stage?	What action will be taken at this stage?	What happens next?
Stage 1) Natural Behaviour Consequence (Protective or Educational)	<p>Still refusing to work or join in with activities.</p> <p>Continuing to cause a disturbance and stopping other children from working.</p> <p>Inappropriate language.</p> <p>Inappropriate physical contact, including rough play, which could cause harm or damage.</p>	<p>Continue to acknowledge the child's feelings.</p> <p>Adults may speak firmly, but without raising their voice, to explain why behaviours are unacceptable and what will happen if the behaviour continues.</p> <p>Adults should speak one to one with the child to find out why they are choosing to behave unacceptably</p> <p><b>Natural Behaviour Consequence - fixing the situation.</b> Examples below:           <ul style="list-style-type: none"> <li>• not finishing work – finish in pupil's own time</li> <li>• not listening to input – removal from input and repeat later on</li> <li>• misuse of equipment – tidying up or fixing equipment</li> <li>• lack of care or attention to work – work is completed again</li> <li>• inappropriate play – observe some of playtime with an adult, or continue playtime elsewhere.</li> </ul> </p> <p>Pupil might be removed from the classroom/space for a short period of time to allow the teacher to complete what is needed before addressing the behaviour.</p>	<p>Restorative conversation with the child to support getting the child back on track. Identify any repair that is needed, e.g. an apology or tidying mess that the child made. Adults to use Reflect and Reset guide (see Appendix E) Children may complete this, or adults may use it to facilitate a restorative conversation.</p> <p>Record repeated incidents of such behaviours on CPOMS, and notify parents/carers.</p>
Stage 2) Moved away from class for the remainder of the session, or the next session	<p>Continuing from the above or deliberately attempting to cause harm or damage.</p> <p>Persistent name-calling or inappropriate gestures.</p> <p>Throwing things and/or getting physically or verbally aggressive towards others, i.e. shouting.</p>	<p>Continue to acknowledge the child's feelings.</p> <p>Pupil will move to another space for the remainder of the session, or the next session. They will take their work with them and be supervised by another member of staff or the senior leadership team. If necessary, work will be completed at another time.</p> <p>If pupil is refusing to move or is unsafe, an adult will send a red 'help hand' or radio for senior leadership team support. A member of senior leadership team will support the pupil to leave the classroom. If pupil refuses to move and is posing a risk to safety of others, the class will be removed. The pupil will remain with a member of the senior leadership team for remainder of the session, or the next session.</p> <p>A phone call will be made to parents/carers to explain the situation.</p> <p>Loss of privileges e.g. the temporary loss of responsibility or participation in external school events.</p>	<p>Close liaison with parents/carers. Teacher to discuss additional strategies with Inclusion Leader.</p> <p>SLT to help reintegrate the child back into the classroom when regulated. SLT will use Reflect and Reset guide (see Appendix E)</p> <p>Record repeated incidents of such behaviours on CPOMS.</p> <p>The class teacher will speak to parents/carers regarding the incidents and explain strategies that are/will be used to support the child</p> <p>If behaviour continues, a 'Pastoral Support Plan' will be completed (see Appendix F).</p>

<b>Stage 3) Internal Suspension</b>	<p>Continuing from the above or causing actual harm to themselves, another person or school property.</p> <p>Stealing, bullying or intentional racist, homophobic or other discriminatory behaviour or comments, used with understanding.</p> <p>Persistently refuses to comply with adult instructions</p> <p>Compromises their own safety and that of others</p> <p>Causes persistent disruption to the learning of other children</p> <p>Attempting to leave school.</p>	<p>Continue to acknowledge the child's feelings.</p> <p>Ensure that a member of staff is allocated to be with the child at all times</p> <p>The pupil will work under the supervision of a senior leader for the rest of the school day, and/or part of the following school day.</p> <p>A phone call will be made to invite parents/carers into school to address the situation. Children will be involved in this process so their views can be listened to.</p> <p>This will be recorded as an internal suspension and a letter will be sent home. (see Appendix G).</p> <p>Class teacher will provide work for the child to complete.</p>	<p>Senior leadership team to inform all staff of the need to help child reintegrate, summarising strategies and support which will be/has been implemented.</p> <p>Consider if a 'Pastoral Support Plan' is needed, and review if already in place (see Appendix F).</p> <p>As necessary, Inclusion team to make referrals to external agencies, or internal support team (ELSA/Learning Mentor)</p>
<b>Stage 4) Fixed Term (External) Suspension</b>	<p>Continuing, or repeated incidents, from above or putting themselves, or others, in extreme danger, or violence posed to themselves, another person or property.</p> <p>Serious challenges to authority.</p>	<p>Continue to acknowledge the child's feelings.</p> <p>The headteacher (or another member of the SLT in their absence) will contact the parents/carers of the child to explain incident, report any restraint used and the decision to issue a fixed term suspension or permanent exclusion.</p> <p>The headteacher will complete exclusion letter and forms for county and parents/carers (see exclusion policy &amp; templates).</p> <p>The class teacher will provide work for the duration of the exclusion period.</p> <p>Where necessary, any incidents of restraint will be recorded in the bound Incident Log Book and signed by the reporting member of staff.</p>	<p>The headteacher will arrange and hold a re-integration meeting with parents/carers on the morning the child is due to return to school which will include</p> <ul style="list-style-type: none"> <li>• a conversation with the child to ensure they understand why an exclusion was issued</li> <li>• a conversation with parent/carer only to discuss action and outcomes to address needs/behaviour and reduce the risk of further exclusions</li> </ul>

### Learning Mentor and Emotional Literacy Support Assistant (ELSA)

Our Learning mentor and ELSA works with children across the school to provide support and intervention for identified pupils. This includes emotional and behavioural needs as well as mental health, SEND and academic intervention.

For the child, this support may take the form of one to one or group work on such things as self-esteem, anger management or bereavement counselling. When such work is necessary, parents and carers are informed and kept up to date as appropriate.

## **Pupils with SEND**

At Goring C of E Primary School, we are aware that there are pupils for whom the school's universal staged approach may not be sufficient to support their individual needs. We remain aspirational for these children, believing that this is the best way to ensure that they flourish and achieve their God given potential, enabling them to succeed in the future. However, in these instances, due to the nature of the underlying issues that may be affecting the pupil, extra/personalised systems will be used by the teacher and those adults working with the pupils. These adjustments will be agreed with our school's Inclusion Lead and/or Headteacher and shared regularly (at least termly) with parents/carers.

## **Pastoral Support Programme**

A Pastoral Support Programme (PSP) is the written record of the programme of support available for a pupil in school. The aim of a PSP is to support a pupil, promote the well-being and inclusion of a pupil, improve a pupil's behaviour, recognise and celebrate success and reduce a pupil's risk of exclusion. A PSP may be set up for a pupil who has served a number of Fixed Term Exclusions or equivalent sanctions which may lead to a permanent exclusion; who is disaffected from their education; whose behaviour is deteriorating rapidly; who is unable to access a full curriculum e.g. a pupil who is supported by a reduced timetable due to medical conditions.

## **Reduced Timetables**

In very exceptional circumstances there may be a need for a temporary reduced timetable to meet the individual pupil's needs, e.g. where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part time timetable may only be used with the informed consent of the parents/carers and in agreement with the agencies involved in supporting the child. It is unlawful for a school to impose a reduced timetable; written agreement is always required from the parent/carer or the Virtual School for Children We Care For and/or the SEN team at West Sussex.

## **External Support**

If behaviour does not improve, the school may seek help from external agencies like the Learning and Behaviour Advisory Team (LBAT), Child and Adolescent Mental Health Services (CAMHS), or other relevant services. Parent/carers will be informed before referrals are made.

## **Child on Child Abuse**

At Goring C of E Primary School, we have a zero tolerance policy to child on child abuse, and we take steps to minimise the risk of this occurring. This includes exploring potential issues with the children through our PSHE programme, ensuring appropriate supervision throughout the school day. Should this type of abuse occur, staff should seek support from the DSL or the Deputy DSLs.

We understand that this abuse can take many forms including, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos;

- up-skirting (which is a criminal offence)
- initiation/hazing type violence and rituals

Incidents of child on child abuse are recorded on CPOMs, and we set clear boundaries to prevent further incidents occurring. The parents/carers of all children involved are contacted, and review opportunities are planned to ensure the issue does not reoccur.

### **Bullying**

Bullying is repeated, intentional physical and/or emotional harm from one child or a group of children to another child. It includes blanking, ignoring or consistently excluding another child or children. Bullying often occurs when one party seeks to control, overpower and intimidate another party. We recognise that bullying can be physical, verbal or non-verbal and can involve sending messages online and that bullying is often not obvious or public.

We strive to ensure the safety and well-being of all our pupils and we do not tolerate bullying in any form. If it is found to be happening, we will act immediately to stop further incidents occurring. Incidents will be recorded, children and parents/carers will be consulted. Action will be agreed and all staff members will be informed as appropriate. The situation will be monitored closely and the views of the child or children previously involved will be sought until we are satisfied that the bullying has stopped. Please see our Preventing Bullying Policy for more details.

### **Searching and Confiscation**

Children are not allowed to bring dangerous or inappropriate items to school (e.g. knives, weapons, alcohol, illegal drugs, cigarettes/vapes, fireworks, stolen items, etc). The law gives staff the right to confiscate, retain or dispose of a pupils' property so long as it is reasonable given the circumstances. Searches may be conducted if there is a risk of harm or if a child is suspected of having a prohibited item. Searches will follow legal guidelines, and staff will always aim to maintain fairness and transparency.

### **Violence Towards Staff**

Incidents involving physical violence towards staff are taken seriously. Staff can protect themselves using reasonable measures and should report incidents to the senior leadership team. Staff affected by violence are entitled to time to recover.

### **Goring C of E Primary School's response to serious incidents**

The school's approach to behaviour is focused on positive reinforcement, and relationship building to support emotional development. However, the school has a safeguarding responsibility to all its pupils, and we therefore need to react appropriately to incidents of serious negative behaviour. The following inappropriate behaviours are deemed to be more serious, and may result in an internal or external fixed term exclusion:

- Threatening or violent behaviour towards pupils or staff
- Serious incidents of bullying
- Sexualised behaviour
- Theft or deliberate damage to school property
- Swearing with intent to offend
- Verbal or threatening behaviour against a pupil or an adult
- Racist abuse

- Abuse against sex orientation or gender identity
- Abuse relating to disability
- Drug or alcohol related activity
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology.

## **Behaviour Management and the Law**

**Government guidance (2022) makes it clear that all paid staff at schools have the power and responsibility to discipline pupils for misbehaviour. School behaviour policies should include: “High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.”**

**Teachers (and other paid staff such as Teaching Assistants) have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.**

**The guidance sets out a range of potential sanctions that can be imposed by school staff, providing they are proportionate and reasonable. These include, but are not limited to:**

- A verbal reprimand
- The setting of written tasks as sanctions, such as an account of their behaviour
- Loss of privileges – for instance the loss of a prized responsibility
- Detention including during a lunch-time, after school and at weekends
- School based community service or imposition of a task – such as tidying a classroom
- Scheduled uniform and other behaviour checks
- Being placed “on report” for behaviour monitoring

**In more extreme cases, the school may restrict a child’s movement across the school if they are posing a safeguarding risk to themselves or others. We will ensure that preventing a child from leaving a room will only be done in exceptional circumstances. If this is necessary, senior leaders in the school will ensure the environment is safe, supervised, and conducive to calming the pupil. This restriction of movement should be a temporary measure and parents/carers should be informed that this has been undertaken.**

**Schools may also use temporary suspension or permanent exclusion.**

### **Internal Suspensions**

**Schools are allowed to internally suspend/isolate a disruptive pupil away from other pupils for a limited period of time if in the best interests of the child and other children. The length of the internal suspension will be proportionate to the age and stage of development of the child.**

**When suspended internally, a pupil will spend some time, usually the remainder of the morning, afternoon or one-day, working in isolation in the office, or classroom, of a senior leader. Parents/carers are informed in writing, of the circumstances surrounding the internal suspension.**

Time spent in internal suspension will be as constructive as possible and staff will allow the child time to eat and to go to the toilet as needed. We strive to ensure the health and safety of our pupils at all times, therefore any period of internal suspension will be supervised by a member of staff.

### **External Suspensions**

As a result of more serious incidents, the headteacher may find it necessary to give a pupil a fixed-term suspension for a set period of time, up to maximum of 45 days in one academic year. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Following a suspension, a reintegration meeting is necessary before the child is able to return to the classroom. This meeting is an opportunity to reflect on the incidents and explore how things will be different moving forward.

In consultation with the parents/carers, the Inclusion Lead may explore a phased reintegration or the future needs of the pupil. A decision to suspend a pupil will be taken in response to a serious breach of the school's behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Once the decision is taken, the headteacher will inform the Chair of the Governing Body.

### **Permanent Exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). A decision to exclude a child permanently is a serious one. It can be for a serious 'one off' incident or it will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

At Goring C of E Primary School, our ambition is to avoid any permanent exclusions. However, the Headteacher can exclude a child from school permanently if in their judgement the pupils return to school would seriously prejudice the education of the other pupils or would place the safety of the pupils and/or staff at risk. All decisions to exclude a pupil will be lawful, reasonable and fair and this decision will only be taken by the headteacher of the school.

For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

For details of the current procedures at West Sussex please follow the link below.

<https://www.westsussex.gov.uk/tools-for-schools/inclusion/targeted-inclusion-groups/children-and-young-people-at-risk-of-exclusion/>

### **Team-Teach and the use of reasonable force**

We reserve the right as school staff to use reasonable force, as allowed by law, to prevent a child from harming themselves, another person or property and to maintain good order and discipline in the classroom. We are fully aware that force can never be used as a punishment.

Several members of the staff team at Goring C of E Primary School have received training in the Team-Teach Positive Handling Strategies. The Team-Teach approach advocates a wide range of gradual and graded supports and interventions, prioritising diversion, diffusion and de-escalation. In a small minority of instances physical interventions may be used to keep people safe while other positive handling strategies continue. On the rare occasion when physical intervention is needed to prevent a child harming themselves or others, a trained member of staff will be sent for immediately, although this does not mean that untrained staff members should not intervene in the meantime if it is deemed necessary.

#### **Our approach to behaviour outside of the school gates**

The behaviour policy applies to both online and offline, and beyond the school gate. This includes travelling to and from school, taking part in any school organised or school related activity (i.e. a trip or sporting activity), wearing school uniform, and behaviour that could impact the school's reputation. Disciplinary action may involve loss of privileges, suspension, or, in severe cases, contacting the police and/or permanent exclusion.

#### **The 2010 Equality Act**

We are fully committed to our duties under the 2010 Equality Act in respect to safeguarding and in respect to children with SEN. We are fully aware that discipline must not breach any other legislation such as disability, SEN, race and other human rights. Discipline will be reasonable in all cases, taking into account the child's age, any SEN or disability and taking into account any racial requirements affecting the child.

As a school we will consider whether the behaviour under review gives cause to suspect that a child is suffering from, or likely to suffer from, significant harm and whether persistent behaviour is as a result of unmet needs or SEN. At this point we will consider the need for a multi-disciplinary assessment.

#### **Malicious Accusations Against Staff**

If an allegation is determined to be unfounded or malicious, the local authority designated officer (LADO) will be informed and will refer the matter to local authority children's social care services.

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegations. Sanctions may include, but are not limited to internal suspension, fixed term suspension or permanent exclusion. In such cases, parents/carers will always be informed of their child's behaviour and a phone call will be made to parents/carers asking them to meet with the headteacher as soon as possible.

The Headteacher will follow the protocol according to the latest guidance. The police may also be asked to consider whether any further action may be appropriate against the child responsible.

In accordance with the government guidance 'Dealing with allegations of abuse against teachers and staff' a member of staff accused of misconduct will not automatically be suspended pending investigation. Please refer to the guidance document.

## **Parental Involvement**

**We strive to work collaboratively with parents and carers to jointly support children to behave in a socially acceptable way so that they can feel good about their own behaviour and the choices they make.**

**We ask parents/carers to:**

- Build and maintain a positive and supportive relationship of trust with the school
- Demonstrate and role model safe and respectful behaviours
- Communicate any concerns they may have regarding their child's emotional well-being and behaviour
- Let us know when circumstances have arisen which could result in a deterioration in their child's behaviour
- Meet with us to discuss concerns we may have and agree action together
- Try their best to consistently implement strategies suggested by school staff and outside agencies to improve their child's outcomes
- Explain to your children that our rules are made in order to protect children and make school a safe and happy environment, e.g. children who run in school are likely to hurt themselves or someone else.
- Motivate their child by noticing, praising and recognising good behaviour
- Label the behaviour and not the child when their child makes unacceptable behaviour choices.

**We need parents and carers' full co-operation if our policies are to be effective. It is essential that parents and carers support us by adhering to the policies and school rules which are put in place. A Home/School Agreement will be sent home for all parties to read and agree to at the beginning of each academic year (Appendix G).**

**Positive behaviour of the whole school community is vital if we are to all be positive role models for the children in our school. A code of conduct for parents, carers and visitors is available to view on our school website, and can also be requested via the school office.**

## **Governance**

**The Headteacher has the day-to-day authority for implementing the guidelines in this policy on behaviour and discipline but the governors may give advice on particular disciplinary issues. The Headteacher will take this advice into account when making decisions about disciplinary matters. School governors are responsible for reviewing this policy and reviewing its effectiveness and supporting the Headteacher in adhering to its guidelines.**

## **Other Relevant Policies**

**Please read this policy in conjunction with the following school policies:**

- **Preventing Bullying Policy**
- **Online Safety Policy**
- **Exclusion Policy**
- **Child Protection Policy**
- **Inclusion and SEND Policy**
- **Use of Reasonable Force Policy**

**Date adopted by the Governing Body: Autumn term 2025**

**Date of next review: Autumn Term 2026**

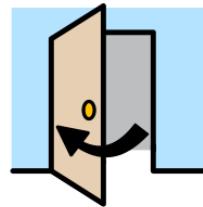
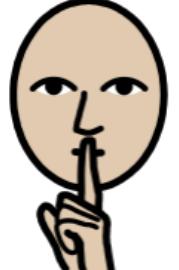
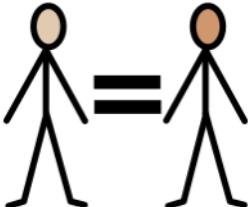
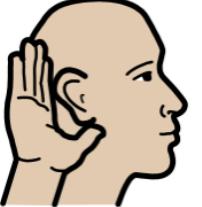


*“So, in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.” (Matthew 7:12)*

School Rules			
Be Respectful	Be Safe	Be your Best	
Consistencies			
In routines...	In practice...	In reporting...	
<ul style="list-style-type: none"> <li>Entering and leaving the classroom</li> <li>Entering Collective Worship</li> <li>Use of equipment</li> <li>Seeking help</li> <li>What to do when work is completed, i.e. where to put it, what to do next</li> <li>Tidying up</li> <li>Moving around the school</li> <li>Use of the toilets</li> <li>Playtimes routine (stand still on the first whistle, walk in silence to line up on the second whistle)</li> </ul>	<ul style="list-style-type: none"> <li>Meet and greet at door</li> <li>Refer to the three school rules</li> <li>Model positive behaviour</li> <li>Build relationships</li> <li>Coach – <i>“What do you need from me to help you?”</i></li> <li>Instil calmness – use calm and quiet voice</li> <li>Engage in reflective dialogue.</li> <li>Publicly praise</li> <li>React privately</li> <li>Use behaviour scripts</li> <li>Use of non-confrontational declarative language</li> </ul>	<ul style="list-style-type: none"> <li>Use CPOMs</li> <li>Alert class teachers and relevant adults</li> <li>List actions to be taken</li> <li>Report language used by the child in quotations</li> <li>Factual information only</li> </ul>	
De-escalation strategies			
<ul style="list-style-type: none"> <li>Use short, simple sentences</li> <li>Give 2 choices</li> <li>Redirect to a safe space</li> </ul>	<ul style="list-style-type: none"> <li>Model calm behaviour</li> <li>Facilitate talk – validate emotions, show empathy, consider tone of voice</li> </ul>	<ul style="list-style-type: none"> <li>Practise mindfulness</li> <li>Use breathing techniques</li> <li>Grounding 5...4...3...2...1...</li> </ul>	
Celebrating positive behaviour	Responding to unacceptable behaviour		
<ul style="list-style-type: none"> <li>Regular praise and positive comments</li> <li>Stickers, certificates, phone calls home.</li> <li>Senior Leader Recognition</li> <li>Values Award</li> <li>Wow Work</li> <li>Values Heart</li> <li>House Points</li> </ul>	Remind	Remind children of our school rules – <i>“Remember to follow the rule about...” “The expectation is...” “I can see... I wonder... I am thinking that...”</i>	
	Warn	Acknowledge the child's feelings Give two choices - <i>“You can choose to... or...” “I will leave you to make that decision. Think carefully.” “You need to know that every choice has a consequence...”</i>	
	Respond	<ol style="list-style-type: none"> <li>1. Natural behaviour consequence</li> <li>2. Moved away from class</li> <li>3. Internal suspension</li> <li>4. Fixed-term (external) suspension</li> </ol>	
Restore			
What happened?	Who has been affected and how can we make things right?	How were you feeling and how are you feeling now?	What could you do differently next time?

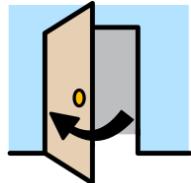
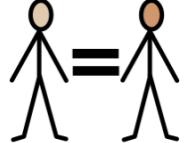
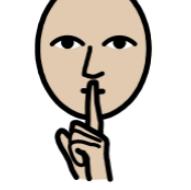


## KS1 - Child Friendly Rules and Expectations

Be Respectful	Be Safe	Be your Best
 	 	 
 	 	 



## KS2 - Child Friendly Rules and Expectations

Be Respectful	Be Safe	Be your Best
 Respect God's creation	 hold doors open	 Keep ourselves and others safe
 Treat everyone equally	 Behave well	 Walk in the school building
 Be polite Use good manners	 Wait and take turns	 Move around quietly
 Use kind words	 Stay safe online	 Use kind hands and feet
 Listen well	 Tell an adult if you witness or experience unsafe behaviour or language	 Tell the truth
		 Participate fully
		 Represent the school with pride
		 Learn from mistakes
		 Include and encourage others



## Behaviour Scripts

**“How are you feeling right now?”**

**“What were you thinking when that happened?”**

**“Who has been affected and how can we make things right?”**

**“I wonder how ..... might have felt when it happened.”**

**“What could you do differently next time?”**

**“Are you ok? You don’t seem yourself today.... Is there anything I can do? Do you think it would be better if.....?”**

**“It’s not like you to ..... Do you think you may need help?”**

**“What is making it challenging for you? How can I help you to succeed?”**

**“It’s ok to be ..... but it’s not ok to ..... Why don’t we .....?”**

**“You’ve ..... Shall we ..... Or would you like to .....?”**

**“I see you used blue for the hair. Tell me more.”**

**“Wow! You’ve written lots. You’ve been really focused today.”**

**“I love reading this. Which sentence is your favourite?”**

**“Look at this! Why did you choose to.....?”**

**“You were so resilient today. I know you found it tricky but you kept going.”**

**“I saw you listening to each other in this task. What did you learn from your learning partner?”**

**“What I really noticed was how you looked around the room for things to help you. Being resourceful is such a useful skill.”**

**“I love how ..... are tidying up as a team.”**

**“It’s great to see ..... taking turns and listening to each other.”**

**“I can see ..... patiently waiting.”**

**“Would you like to ..... , or would you like to .....?”**

**“Why don’t we both take five minutes to calm, and then we can talk about this together.”**

**“Let’s calm down our bodies, and then we can figure this out.”**



## Values Heart Reward

Each class will have a values based heart which is divided into sections. The sections will be coloured in and labelled according to the value that has been demonstrated by the class as a whole. When the class heart is completely coloured in, the class will receive an agreed collaborative award.

Below is a list of rewards which children may choose from. This is not an exhaustive list, and classes can decide their own reward, but this must be checked with senior leaders to ensure it is proportionate with rewards provided by other classes.

- Whole class mindfulness colouring session
- Free choice time on i-Pads
- Class quiz
- Music playlist session
- Indoor/outdoor class games (e.g. hide and seek, dodgeball, capture the flag)
- Origami creations
- Watch a short film (approximately 45 mins)
- Whole class reading outside
- Free time in class
- SLT share a story
- Additional PE session
- Additional music session
- Additional computing session
- Kahoot/Blooket quiz
- Reading in the dark with torches
- Extra break time with play equipment
- Guided drawing video
- Time in Forest School with classroom adults (Speak to Mrs Brockwell beforehand)
- Show and tell (toys/teddies)
- Slippers for the day
- Pyjama top to replace school jumper for the day
- Crazy sock day
- Parachute/bubbles in school hall
- Singing session
- Games from home (top trumps/Dobble/memory snap)
- Just Dance videos
- Talent show
- Collaborative art piece

## Appendix E



## Reflect and Reset

What happened?



How were you feeling?



angry



confused



scared



sad



Something  
else

What rule was broken?

Be Respectful



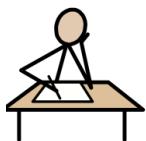
Be Safe



Be your Best



What was the impact of your choice?



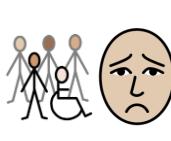
I stopped  
myself from  
learning



I stopped  
others from  
learning



I felt sad



I made  
other  
people sad

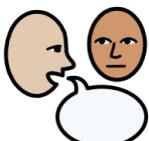


I damaged  
or broke  
something



I put myself  
in danger

How can you make it right?



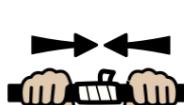
Talk with  
some/ say  
sorry  
**Appendix F**



Write a  
message/  
letter



Complete my  
work



Fix something



I have an  
idea



## Pastoral Support Programme Parent/Carer Views Template

We want to work together with you to develop a plan to support your child's behaviour. You may like to use this sheet to write what you think. You can send it to us or bring it to the meeting

My name is: \_\_\_\_\_

I am the parent/carer of: \_\_\_\_\_

I think that these things are going well for my child:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I think that these things could be affecting my child's behaviour and learning in school:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I think that these things would make a difference to my child's behaviour and learning in school:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I think I could do these things to make a difference to my child' behaviour and learning in school:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Comments:

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

Appendix F

## Pastoral Support Plan Review Child Template

My name is: \_\_\_\_\_

The date is: \_\_\_\_\_

This is my 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> PSP review

Since my last meeting, I have made progress in these ways:

(smiley face) \_\_\_\_\_

(smiley face) \_\_\_\_\_

(smiley face) \_\_\_\_\_

(smiley face) \_\_\_\_\_

I have managed to do this because:

---

---

---

---

---

I am still having problems with:

---

---

---

I think that I would be able to deal with these problems if:

---

---

---

## West Sussex Pastoral Support Programme Plan Template

<b>Name of pupil:</b> DOB:	<b>School:</b> Goring C of E Primary <b>Year Group:</b> <b>PSP Key Worker:</b>	
<b>Date of 1<sup>st</sup> Meeting:</b> _____ <b>Attendees:</b> _____		
<b>Summary of barriers to learning that triggered the PSP:</b>     		
<b>What is going well/strengths:</b>     		
<b>School View:</b>	<b>Pupil View:</b> I am good at... I am... My friends are... Something that helps me is...	
<b>Parental View:</b>	<b>Other:</b>	
<b>Agreed Support</b>		
<b>Agreed Support</b>	<b>Who will be responsible for this?</b>	<b>Monitoring</b>
<b>Pupil Targets:</b>		
<b>Specific Measurable Achievable Realistic (SMART) Targets</b>	<b>Success Criteria</b>	<b>Monitoring/Rewards</b>
1)		
2)		
3)		



## West Sussex Pastoral Support Programme Review Template

<u>Interim Review</u>		
<b>Date of meeting:</b> <b>Time:</b>	<b>Attendees:</b>	
<b>Review of last PSP:</b>		
<b>What is going well?</b>	<b>What has helped?</b>	<b>What needs to be reviewed?</b>
		<b>Responsibility:</b>
<b>New Agreed Pupil Targets</b> 1) 2)	<b>Success Criteria</b>	<b>Monitoring/Rewards</b>
<b>Agreed Support</b>	<b>Who is responsible?</b>	<b>By When?</b>
<b>Date of next meeting:</b> <b>Room Booked:</b> <b>Time:</b>		
<u>Final Review</u>		
<b>Date of meeting:</b> <b>Time:</b>	<b>Attendees:</b>	
<b>Progress towards Targets/Reviewed Pastoral Support:</b>		
<b>Outcome/Next Step:</b>		



## Internal Suspension Letter Template

Dear Parent/Carer,

I am writing this letter to inform you that your child has been given an internal suspension. At Goring C of E Primary School, we define this as when a pupil will spend a fixed period of time working away from their classroom, and peers, in an office, or classroom, of a senior leader.

This decision to internally suspend **child's name** was taken because **[Insert a clear description of the reason for the internal suspension]**

We will ensure that **of child's name** will still access the learning that **he/she** is entitled to, and **child's name** will be supervised at all times by a member of staff.

The Internal Suspension will begin on **[specify day and time]** and will continue until **[specify day and time]**.

The internal suspension is intended to provide **child's name** with an opportunity to reflect on **his/her** actions and understand the impact of their behaviour. As part of this process, senior leaders will support **child's name** by providing opportunities to repair and restore relationships, consider contributing factors and decided upon ways to avoid this situation repeating.

At the end of the internal suspension, we will work with your child to return them back into their regular classroom environment smoothly.

If you have any further questions regarding this, please contact the school office and they will organise a phone call or meeting at the earliest possible time.

Thank you for your understanding and cooperation. We are committed to supporting your child's education and their personal development.

Kind regards

Headteacher

Appendix H



**Goring C E Primary School**  
Faith, Love and Learning

# Agreement for Parents/Carers

## We will.....

Ensure that our child attends school regularly and inform the school of the reason for each day's absence.

Work with the school to ensure that our child behaves well.

Avoid taking our child out of school during term time.

Attend termly consultation evenings and discussions about our child's progress at school.

Ensure that our child meets presentation expectations, wears school uniform and has appropriate PE Kit.

Support our child with next steps in learning and other learning opportunities.

Talk to the school if our child is worried about attending school or if something happens to affect our child's learning/ emotional wellbeing (including medical information).

Regularly read any information provided by the school, including newsletters and emails, so that I keep up to date with important details of relevant information and upcoming events.

# We will.....

Promote the school's Christian ethos and respect the religious beliefs of others.

Welcome you into the school community and work in partnership with parents, carers and children.

Keep parents/carers informed about a child's next steps and progress.

Offer a broad, balanced and ambitious curriculum that meets the need of each child.

Look after each child's safety and wellbeing.

Contact parent/carer if we are concerned about a child's work or behaviour.

Provide 'bucket list' opportunities for children to grow spiritually, socially and emotionally.

Provide information about the work planned for each child.

Support your child to develop a spiritual, moral and ethical compass for life, enabling them to grow up to be the best person they can be.

Teach your child to develop a positive attitude to others, regardless of age, disability, gender reassignment, race, religion or belief, sex, marriage or civil partnership, pregnancy and maternity.

**Agreement for**

# I will.....

**Be respectful.**

**Read regularly at home and complete any home learning activities.**

**Share about my day and what I have learnt when I get home.**

**Keep myself and others safe.**

**Try to be the best version of myself in all that I do.**

**Tell someone if I feel unsafe or have a problem.**

**Use mistakes to help me to learn and become an independent learner.**