



BEHAVIOUR POLICY

2021-22

This policy is firmly rooted in the values of our mission statement:

We learn, grow and care in God's family

- Pupils positively understand their worth and potential-and that of others
- Pupils develop skills, knowledge and enthusiasm for ongoing learning through an inspiring curriculum
- Pupils grow in emotional and spiritual resilience, surrounded by God's love

1. Statement of Principles

One small positive reinforcement is more effective than a host of negative reinforcements.

At Scotforth St Paul's we want our children to behave in a way which helps us to create a caring and sharing environment within the framework of our Christian Mission Statement. To achieve this we want our children to know and understand the following:

- other people need to be treated with respect and consideration
- some rules are necessary in order for an organisation to function
- the school's name depends on the good behaviour of the people within it
- home and school must work together to create good behaviour

2. Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[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:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy should be viewed in conjunction with our health & safety policy, safeguarding & child protection policy, attendance policy, learning & teaching policy, home-school agreement, single equalities policy and anti-bullying policy.

3. Classroom Management

Behaviour which benefits the school community and is based on a caring attitude towards others is rewarded at this school. It is important that this behaviour is reinforced and brought to the attention of others. In school we are always looking to act positively with all of our children, and therefore the children are encouraged to work towards incentives, rewards and personal achievements/goals. Sanctions are employed as a consequence of poor behavior and offers the opportunity for reflection upon the behaviour. Our behaviour policy is based upon, and fully reflects the Christian ethos of our school. In line with the Christian ethos of repentance and forgiveness, a restorative justice approach is used.

All adults in the school set the example for the children. Staff manage behaviour in the classroom through many ways, which include: careful planning of lessons to ensure a consistent approach, seating plans as necessary to suit the activity, ensuring pupils are engaged in learning by maintaining pace and expectations in lessons and other ways of encouraging appropriate behaviours for optimum learning to take place.

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents/children are asked to sign in the first week of each academic year. Each class displays an agreed list exemplifying what is good (and poor) behaviour and attitudes to learning (see appendix 1) and develops their own classroom charter/rules as a class.

4. Rewards

One of the ways we reward good behaviour is by awarding a team point/s to the child, making sure the child knows the reasons for the award. We have a team system within the school based upon four teams/houses:

Red Yellow Blue Green

At the end of the week the points are collected and counted by the House Captains in Year 6, and the result for that week is announced and trophy awarded at the end of our Celebration Worship Assembly on a Friday. The results are published in the newsletter so that parents can encourage and praise their child.

In order to reinforce good behaviour and attitudes we also comment upon good behaviour during these assembly times. Each week "Scotforth Super Star" status is awarded to children who can be nominated by any adult for anything very positive- eg. an act of real kindness, excellent work, etc. This too is celebrated and published on the weekly newsletter.

Within the classroom, children's good behaviour is rewarded by every member of staff with appropriate comments and actions. Stickers, smiley faces, golden time, marbles in a jar etc. are also used at an age appropriate level.

It is vital that the children of Scotforth St Paul's School know the type of behaviour that is appropriate and the type of behaviour that is not appropriate and therefore not acceptable. Each class displays an agreed list exemplifying what is good (and poor) behavior and attitudes to learning, which is referred to regularly. See appendix 1.

5. Sanctions/Unacceptable behaviour

Unacceptable behaviour is deliberate behaviour which causes physical or mental hurt to another person, harm to the environment or deliberate nuisance. In these circumstances it is important that there is a quick response. The majority of cases will be dealt with in school by an adult, swiftly and effectively. Significant incidents of poor behaviour will be recorded on CPOMs.

In all cases of poor behaviour:

- It is important to talk to the child about their actions and the feelings of others that may have been hurt.
- It is vital to point out the correct response

- Ask the child what the appropriate behaviour should have been.
- Give the child the opportunity to say sorry, and/ or make amends when appropriate. Restorative justice principles underpin this policy
- Sanctions such as missing a part or all of playtime/golden time may be used.
- “My Key to Success” report cards may be used within the school day for KS2 children for persistent or more significant poor behaviour.

On the playground

The adult who is “on the scene” first deals with most difficulties. In response to poor behavior on the playground, the following sanctions will be implemented:

1. Verbal warning
2. Child will be asked to stand out for a short period of time
3. If following this, the child continues to display poor behavior, they will be sent inside to discuss their behavior with the class teacher or SLT.
4. If it is felt by the class teacher that further action is needed, then the Head/HDT/AHT Teacher should be informed.

In Classrooms/Learning time

- a) Verbal warning
 - b) If the behaviour is causing concern within the classroom then, after a warning, the teacher will initially give the child a short ‘time-out’ in the classroom or an area just outside the classroom.
 - c) Ask the child to carry on with their work in the ‘partner class’ e.g. Year 6/5; Year 4/3; Year 2/1, Year1/R/N. Sometimes it may be more appropriate for the child to work in a class a few years younger/older.
 - d) If work is incomplete due to a child’s behaviour, they may be asked to complete it during a break time.
 - e) Send to Deputy Head or Assistant HT
 - f) If the difficulties continue the child will be asked to see the Head Teacher.
- * Teachers use discretion as to whether to jump stages or not.

On seeing a child, the head teacher will deal with the situation and decide upon the appropriate measures. If a child is frequently sent to the head teacher for inappropriate behavior, the parents will be invited in to discuss the matter with them. This may lead to a child being given a “Key to Success” card, or involvement of the learning mentor.

It is important that the parents of the child are informed of persistent poor behaviour so that school and home can work together to solve any difficulties. Parents are also updated half termly on their child’s behaviour and attitude to learning via the half termly progress reviews. The decision to inform the parents is initially the responsibility of the class teacher and then the head teacher. However, class teachers must always inform head teacher when contacting a parent. The head teacher and the Governors of the school may need to consider excluding a pupil. Usually before a pupil is excluded, contact with the parent/guardian will have been made. If the behaviour warrants it or the behaviour persists the head teacher will exclude the child and fill in the requisite paperwork for the LA (see section on exclusions below).

Detention

Teachers have a legal power to put pupils under 18 in detention. The times may include any school day where the pupil does not have permission to be absent, weekends, except those preceding or following a school break and non-teaching (INSET) days. Parental consent is not required for detentions but staff must act reasonably. This school will use lunchtime detention in the case of poor behaviour. With lunchtime detentions, staff allow reasonable time for the pupil to eat, drink and use the toilet. Scotforth St Paul’s does not use after school detention except in extremely rare cases and then only by prior arrangement with the parent.

Exclusion

The head teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school’s behaviour policy, taking into account all the circumstances, the evidence available

and the need to balance the interests of the pupil against those of the whole school community. Usually, but not always, before the decision to exclude a pupil has been made, contact with the parent/guardian will also have been made. If the behaviour warrants it, or the behaviour persists, the head teacher will exclude the child and fill in the requisite paperwork for the LA. No child will be physically excluded without parental contact having been made.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

School will endeavour to set and mark work for an excluded pupil during the first five days of any exclusion (although there is no legal duty to do so).

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

It is this school's policy that our pupils should behave consistently well when connected with school in any way. Therefore the teacher may discipline for any misbehaviour when the pupil is:

- 1) Taking part in any school-organised or school-related activity or
- 2) Travelling to or from school or
- 3) Wearing the school uniform or
- 4) In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- 1) Could have repercussions for the orderly running of the school or
- 2) Poses a threat to another pupil or member of the public or could
- 3) Adversely affect the reputation of the school.

This applies to non-criminal bad behaviour and bullying which occurs anywhere off the school premises, and is witnessed by a staff member or reliably and verifiably reported to the Headteacher.

6. 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. This might include online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content. The school's response will be in line with our child protection and safeguarding policy.

7. Preventing Bullying (see Policy on Bullying)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms including:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying may be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

No one in school will tolerate bullying and the children are encouraged to immediately talk to a member of staff if they are being bullied. There is a "Worry Box" in each classroom where pupils can post their name if they don't wish to directly approach a member of staff. Also we run an annual wellbeing survey with pupils to monitor children's experiences and follow up any issues.

Serious measures will be taken against any child found bullying or encouraging bullying. The Equality Act 2010 (See Single Equalities Policy) requires public bodies to have due regard to the need to: Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and Foster good relations between people who share a protected characteristic and people who do not share it. School complies with the Equality Duty. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people (See Safeguarding & Child Protection Policy)

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school will report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law:

Some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police will only be undertaken with the agreement of the Headteacher.

8. Confiscation of inappropriate items (includes statutory guidance)

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Confiscated items will be returned to the pupil at the member of staff's discretion. Items of value or a sensitive nature will be required to be collected on behalf of the child by a responsible adult. Any low value items not collected will be disposed of. Any high value items will be retained for three months and then disposed of if not collected.

2. Power to search without consent for 'prohibited items' including:

a. Knives and weapons

b. Alcohol

c. Illegal drugs

d. Stolen items

e. Tobacco and cigarette papers

f. Pornographic images

g. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

9. Power to use reasonable force

1 What is reasonable force?

1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

3) 'Reasonable in the circumstances' means using no more force than is needed.

4) Schools generally use force to control pupils and to restrain them.

- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

1) All members of school staff have a legal power to use reasonable force.

2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

3 When can reasonable force be used?

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

School can use reasonable force to: remove disruptive pupils from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the

pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

10. Roles and Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 and Single Equalities Act 2017 to promote equality of opportunity and to reduce discrimination.

The head teacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The head teacher will also approve this policy. The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Teachers, teaching assistants, welfare assistants and other paid staff with responsibility for pupils are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Staff have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and uphold the home-school agreement (see appendix 2)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Parents also have a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents have a clear role in making sure their child is well behaved at school. If they do not, this school or our local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

11. School support systems

The Scotforth St Paul's School discipline programme is based on children learning how to make wise decisions for their own behaviour. Decision making is taught just as reading and mathematics are. We all make mistakes, but the only failures are mistakes we do not learn from. Just as God forgives us when we are sorry, we forgive others.

At Scotforth St. Paul's School children are encouraged to face the consequences of their behaviour. When these consequences bring about undesirable results, children are helped to look at the problem and then plan for better ways to meet their needs. A discussion/plan to improve behaviour will follow loss of privileges. A plan is an opportunity for good decision making and growth and follows restorative justice principles.

It is of paramount importance that children understand these rules. In order to achieve our aim that pupils learn self-discipline for the benefit of themselves, the school family and the wider community, parental responsibility is essential.

Serious cases of inappropriate behaviour are brought to the attention of the head teacher. Staff will record the incident on CPOMS, and the HT/SLT will record any follow-up to the incident in the child's file on CPOMS. When this is the case, parents are informed of the nature of the incident and are expected to support the school in trying to eliminate anti-social behaviour.

School will consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the child protection and safeguarding policy will be followed. We will also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment will be considered.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Governing bodies of maintained schools (with regard to relevant statutory guidance) have the power to direct a pupil off-site for education to improve his/her behaviour so the Head teacher may choose to exercise this option in the case of extreme or persistent poor behavior.

12. Consultation, monitoring and evaluation

All staff have been involved in forming this policy. Views have also been sought from pupils, parents and governors. It will be reviewed annually, or more often if felt necessary.

13. Complaints Procedure (See also Complaints Policy)

- 1) All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.

- 7) The Governing body will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees, and this school provides appropriate pastoral care to all members of staff.

Last reviewed Sept 2021.

APPENDIX 1 – Behaviour expectations KS2

I am showing good behaviour if –

- I am polite to all the adults in school.
- I remember to use my manners.
- I am respectful.
- I listen carefully and respond appropriately.
- I follow the school rules.
- I walk sensibly around school.
- I am kind to others.
- I behave well both inside and outside the classroom.
- I look after my own property.
- I look after school property.

If I am doing all these things, I have excellent behaviour.

I am showing poor behaviour if –

- I am rude to adults.
- I behave differently for different adults (including welfare staff, visitors and my own parents when on school grounds).
- I am disrespectful.
- I do not use my manners.
- I am not listening.
- I am running in school.
- I am not following the school rules.
- I am not looking after my own property.
- I am not looking after school property.
- I am hurting others with my words or actions.

Behaviour expectations KS1



I am showing good behaviour and attitude if...

- I listen well and put my hand up.
- I remember to say please and thank you.
 - I am kind to others inside and outside.
 - I do my best with activities at home and school.
- I look after my things and the schools equipment.
- I follow the school rules.



I am showing poor behaviour and attitude if...

- I don't listen and shout out
- If I am unkind to others.
- I do not try my best with activities at home and school.
- I do not look after my things and the schools equipment.
- I do not follow the school rules.

APPENDIX 2 – Home-School Agreement

Home School Agreement 2021-22



Pupil's Name: _____ Class: _____

Scotforth St. Paul's has a duty to provide an education for all our pupils, but that education starts in the home and continues as a partnership between home and school. Parents are a child's first and enduring teachers; they play a crucial role in helping their children learn. Children achieve more when schools and parents work together and parents can help more effectively if they know what the school is trying to achieve and how they can help. Home-school agreements provide a framework for the development of such a partnership. This agreement sets out the role of the school, parents and pupils in this vital partnership. We look forward to sharing in your child's progress and achievements.

<p>As a parent/guardian I will aim:</p> <ul style="list-style-type: none"> • To support Scotforth St. Paul's School and its ethos as a worshipping Christian school • To abide by the school's attendance policy and ensure that my child attends school regularly and punctually, and inform the staff by 9:30am the same morning if they are absent and why • To inform the school if there are to be any changes in the arrangements for bringing my child to and from school • To support the school behaviour and safety policies and help to reinforce my child's understanding of the rules • To ensure my child fully supports the school's uniform code • To maintain a two-way dialogue between home and school by completing the home/school reading record, reading the newsletter each week, attending parents' evenings and supporting other home/school initiatives • To hear my child read every day and when they are fluent, to discuss books with them • To support my child in completing any of the age -appropriate homework set by school • To let the school know if there is anything worrying or troubling my child including any home circumstances which may adversely impact them (confidentially) <p>Signed: _____(parent/guardian)</p>	<p>The school will aim:</p> <ul style="list-style-type: none"> • To help your child develop as an individual with Christian values and attitudes, that will last them their whole life • To create a safe, secure and happy place for children to learn and grow • To provide a broad and balanced curriculum whilst making basic skills in mathematics, literacy and a healthy lifestyle a priority • To encourage caring, co-operative and respectful relationships • To encourage good behaviour, discipline and attitude to learning • To provide information about the curriculum, the policies and practices of the school, and any events which take place during the school year • To arrange regular parents' meetings with teachers and be happy to arrange to see you if you have concerns or questions • To let you know if your child is having difficulties at school, or we are concerned about their physical or emotional health. • To set homework appropriate to age and ethos, and encourage pupils to learn for themselves both inside and outside school <p>Signed: _____ (on behalf of the school)</p>	<p>As a pupil I will aim:</p> <ul style="list-style-type: none"> • To do my classwork and any reading or other homework as well as I can, and on time • To take good care of our school, the equipment, grounds and buildings and especially everyone in it. This includes keeping myself safe online • To always try to live the school values by being kind, considerate and responsible, treating others as I would like to be treated • To attend school each day and on time • To wear the school uniform correctly and be tidy in appearance, including having sensible tidy hair styles • To bring all the equipment I need every day and ask if I need help with this <p>Signed: _____(pupil)</p>
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