



Relationship and Behaviour Policy September 2024

Agreed by Governing Board on the 6th November 2024
Policy will be reviewed by Deputy Head Teacher annually or as appropriate.

1. Statement of Principles

It is a primary aim of Brookfield Community Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's relationship and behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in a safe, effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour as well as acting as a deterrent to anti-social behaviour.

Its purpose is to:

- Maintain and encourage high standards of behaviour.
- Provide a consistent approach to rewarding good behaviour.
- Provide a consistent approach to responding to inappropriate behaviour.

We believe that the key to success is clear expectations that are regularly and consistently reinforced.

This policy aims to:

- Encouragement and promote good behaviour wherever possible
- Shared and agreed identification of unacceptable behaviour
- Establish a shared understanding of class and school rules

- Ensure a firm, consistent approach across the school
- Involve of parents at an early stage
- Encourage children to take responsibility for their actions
- Demonstrate flexibility where children cannot conform to the normally expected patterns of behaviour

2. Context

To be read in conjunction with:

- Health and safety policy
- Safeguarding and Child Protection policy
- Single equalities policy
- Anti-bullying policy
- Inclusion policy
- Attendance policy
- Teaching and learning policy

3. Rules

To reach our aims, we have outlined a clearly defined set of rules which must be followed at all times. These are displayed in key areas of school

School Rules

- Do as you are asked straight away.
- Keep hands, feet and objects to yourself.
- Be respectful, truthful, polite and helpful to everyone.
- Walk sensibly and quietly in school.
- Look after our school

4. Classroom Management

Promoting Good Behaviour

Brookfield Community Primary School has a range of strategies for rewarding positive behaviour. These include:

In class

- Building and maintaining positive relationships
- Verbal praise
- Modelling positive behaviour
- Awarding Dojos
- Superstar award - 1 certificate to a child in each class every week for demonstrating Learning Powers. Award given out in Friday afternoon's 'Celebration Assembly.'
- Extra privileges in class e.g. giving additional jobs or responsibilities

On display

- Wall displays of excellent work
- 'Learning Powers' displays
- Behaviour 'levels' posters
- Behaviour Flow Chart

Assemblies

Presentation of Learning Powers Awards, attendance awards and certificates relating to activities outside of school e.g. swimming and gymnastics.

5. Roles and Responsibilities

Staff Responsibility

Behaviour Management is the responsibility of **all** staff at Brookfield Community Primary School.

Role of the Governing Body

The Governing Body is responsible for setting general principles that inform this behaviour policy. The Governing Body have consulted the Headteacher, School staff, parents/carers and pupils to develop these principles. The Governing Body is aware of its responsibility under the Equalities Act 2010 to promote equality of opportunity and reduce discrimination.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children, staff and visitors in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism using the CPOMs system.

The Headteacher has the responsibility for giving fixed-term suspensions and permanent exclusions to individual children for serious acts of misbehaviour. For persistent, repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, enforcing the classroom code consistently. Teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class. This is achieved by sending a message home via SchoolComms or by telephoning parents. Although this may also be discussed during Parents' Evenings, a discussion about a decline in behaviour should not be left until then.

If a child displays challenging or inappropriate behaviour repeatedly in class, the class teacher records such incidents on CPOMS. As a school we always try to pre-empt children's behaviour, we always work to build positive relationships with our children and make ourselves aware of their personal circumstances so that we can ensure we are supporting our children appropriately. We always use de-escalation techniques and are proactive in ensuring our children do not escalate their behaviours. In the first instance, the child deals with their own behaviour - they use regulation techniques and the 'Calm Corner' in class, then the phase 'Safe Seats' and following this the school 'Peace Place'. Our staff are 'Team Teach' trained and there may be occasions when your child may be supported to access these spaces in school in order to be supported to regulate

through co-regulation using different strategies and resources. The classroom Teaching Assistant will support this sequence as appropriate for each child's individual needs. They will unpick the reason for the behaviour and use a range of strategies and restorative techniques to support the child back in to class. If following this, the behaviour continues, then the class teacher will support the individuals. However, if inappropriate behaviour continues, the class teacher seeks help from the Pastoral Learning Mentor, then the Phase Leader, then the Assistant Headteacher/Deputy Headteacher, then SLT and then the Headteacher.

A Family Support Worker is also employed by the school to support children who, for a variety of reasons, find the school environment challenging. The Head teacher and Inclusion Team, after consultation with the teaching team, agree on those children who need to be supported and the Family Support Worker will support these children and their families.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent/carer (in discussion with the Headteacher) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to work in partnership with the school.

Parents/Carers are under 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/carers have a clear role in making sure their child is well behaved at school.

Parents/Carers 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 days of any exclusion. If they do not, the school or Local Authority may issue a penalty sanction of £60 (rising to £120).

Parents/Carers 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/carers are expected to attend a reintegration interview following any fixed period exclusion from school.

The role of the pupil

Pupils have the right to work, learn and play in a safe and supportive environment. They are expected to follow the school rules and act in accordance with the Home School Agreement.

Pupils are expected to show good manners and be polite at all times, behaving in an orderly and self-controlled way.

They should show respect to members of staff and each other and in class make it possible for all pupils to learn.

Pupils are expected to move quietly around the school and treat the school buildings and school property with respect.

They are required to wear the correct school uniform at all times.

Pupils are encouraged to have a clear understanding that all behaviours have consequences in terms of rewards and consequences and refrain from behaving in a way that brings the school into disrepute, including when outside school.

6. Rewards

Class 'Dojo's are used across the school. This is an interactive behaviour system allowing children to easily see their success. Parents are given access to the app so that they can see their child's achievements.

Children earn dojos for demonstrating 'Learning Powers' and these accumulate over the year. At key milestones (75, 150 and 225 dojos) children are presented with certificates and rewards.

Good behaviour is promoted through positive relationships, consistent verbal praise and staff modelling desired behaviour. All staff look for positive behaviour and verbally praise children. This will be in class, in assembly, at lunchtimes and around the school.

Dojo's are never taken away from a child.

7. Consequences

The school rules are in place to ensure the safety of each child and that all children have the opportunity to realise their full potential. The law says that teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them. This includes breaking the school rules and failing to follow a reasonable instruction. To be lawful, the consequences must satisfy the following conditions:

1. The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.

2. The decision to provide a consequence for the pupil and the consequence itself must be made on the school premises or while the pupil is under the charge of the member of staff.
3. The consequence must not breach any other legislation (e.g. in respect of disability, SEND, race and other equalities and human rights) and it must be reasonable in the circumstances. Consequences must be proportionate. They must be reasonable in all circumstances and account must be taken of the pupil's age, and SEND and any religious requirements affecting them.

Monitoring behaviour

Persistent low-level disruption and extreme behaviour is logged on the CPOMS system. This is regularly monitored by the Headteacher and Deputy Headteacher. Discussions will take place with children when appropriate.

Lunchtime Reset

Reset is an opportunity to hold restorative conversations with children and provide teaching points linked to the behaviour displayed. We try to ensure that this consequence is a natural consequence, timely and constructive.

- Where a child is missing lunch time as a consequence, they will always have the opportunity to eat and use the toilet.
- If a child has not completed sufficient work in class or if low level behaviour issues have arisen, they may stay be asked to complete this over a lunchtime or break with an appropriate adult.
- Reset is on the same day if in the morning or the following day if in the afternoon.
- Reset will last for 15 minutes.
- Parents are informed of reset via text message.
- Teachers must check the behaviour log in class. Repeated behaviour will result in a meeting being arranged between the class teacher and family.

Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children through the school rules.
- Children are reminded about how to use each playground area and the equipment. Adults praise appropriate behaviour and privately speak to children if their behaviour is inappropriate.
- If the child continues to display inappropriate behaviour then they are asked to regulate with the adult and they will support the child using restorative techniques.
- More serious incidents such as aggressive behaviour both physical and verbal are dealt with by the Headteacher or the Deputy Headteacher.
- Positive behaviour is rewarded with Dojo's.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.
- Welfare staff will inform teachers if behaviour of a child has been challenging.

Behaviours which will not be tolerated and consequences will be required:

- Verbal, physical and emotional bullying.
- Sexual, racial and homophobic harassment.
- Damage to or theft of personal or school property

A positive environment

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, co-operation, honesty, and respect should be maintained. This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with one another
- the sense of community within the school and that all children are ambassadors for us
- interesting and well-prepared lessons that cater for the individual needs of all
- varied opportunities for children with different gifts and talent
- a recognition that we are all different

8. The use of exclusions

The school follows the guidance set out in the DfE document:

<https://www.gov.uk/government/publications/school-exclusion>, last updated September 2023.

The **Headteacher** decides whether to issue a fixed term suspension or exclude a pupil, permanently, in line with the school's relationship and 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.

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

The school is under a duty.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Reasons for Suspensions/Permanent Exclusions

Major incidents or events may occur which are seen as so serious that they require immediate contact with parents and a fixed term suspension. These are as follows:

- Severe verbal or physical aggression and /or intimidation towards another pupil, member of staff or volunteer.
- Persistent display of inappropriate behaviour.
- Extreme, deliberate damage to school property.
- The use of consistently foul language.
- Intentional Racial or Homophobic comments to other pupils, staff or volunteers.
- If several fixed term exclusions, school involve outside agencies for behavioural support.
- If further behavioural issues, referral to Pupil referral Unit will be made.
- In very extreme cases where other children and staff are put at risk and all options have been exhausted will a child be permanently excluded. This is the very last resort.

9. Confiscating inappropriate items, searching and screening

The school has followed the guidance: DFE July 2022,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Searching

School staff can search a pupil for any item if the pupil agrees. This consent may be influenced by the child's age or other factors.

The Headteacher and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes/vapes
- fireworks
- matches
- lighters
- pornographic images
- any article that the member of staff 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).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

The school understands that, under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life and have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by our school will be justified and proportionate.

10. Reasonable force

The school has followed the guidance: DFE July 2013 Use of reasonable force,
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

School staff have a power to use force, using Team Teach methods, in which school staff have been trained. Lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. The Headteacher will support the staff when they use this power.

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 student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, 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.
5. 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.
6. 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.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.
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 students on a school organised visit.

When can reasonable force be used?

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

In our school, force is used for two main purposes - to control pupils or to restrain them.

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

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

The school can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil 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;
- restrain a pupil at risk of harming themselves through physical outbursts.

Our school will not:

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

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. Our schools will decide whether it is appropriate to report the use of force to parents.

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

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

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

II. Pupil Support System

In some cases, pupils do not respond to the usual range of rewards and consequences in place. In addition to the school rewards and consequences, the following support is in place put in place:

- Further consideration of intervention strategies and programmes will be considered.
- An individual behaviour support plan with short term targets. This is done during a meeting with the parents, child and class teacher where possible. The child is seen on Friday afternoon by an appropriate member of school staff to review their progress and contact is made with parents on a weekly basis to consider the week's behaviour. A review date is set with parents.

External support will be sought and agencies informed as appropriate. This might include:

- Referral to a specialist teacher/the educational psychologist
- Referral to CAMHS
- Support through the Inclusion and Disability Support Service
- Referral to Golden Hill, Pupil referral Unit.

Multi-agency meetings

Where children do reach the level of fixed-term suspensions it is likely that they fall into the category of having a high-level of need. At this point (or before) it might be appropriate to call a professionals meeting to discuss alternative strategies that might be used.

The people called to this meeting should include:

- the Headteacher
- the Inclusion Team
- the class teacher
- a TA involved with the child
- a member of the relevant external agencies
- a representative from the LA - when possible

The outcome of this meeting should be discussed by the Headteacher with the parent of the child and the child themselves. A review date should also be set.

In most cases, difficulties with behaviour will be dealt with by the consequences and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/consequence process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include:

- Parents accompanying children into school - in some cases children may benefit from parents being involved with them on school site. Once more this would require negotiation and support from all parties concerned.
- Individually adapted rewards 'Working For Tool' - some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teachers and TAs. In some cases parents might also be involved in further supporting at home.
- Providing responsibilities - some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children with a task, an adult or being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them.

These should be considered as options.

Serious behaviour issues:

- Persistent low level behaviour.
- 3 or more cases of inappropriate behaviour in one week: Headteacher contact parents for meeting to discuss child's behaviour. Monitoring, initially for a week to track any underlying issues.
- If behaviour persists, the school will seek additional support of external agencies. This will be discussed with parent/carers to ensure they are fully aware of the intentions and strategies of the support.

It is worth remembering that for some of these children:

- Friendships and relationships are crucial. They may develop a particular rapport with any member of the school community - this should be built into the support for the child
- a chaotic home life is experienced. Their behaviour in school might be directly linked to events at home
- find it difficult to be praised. For some children praise is not part of their normal expectation and as such they can find it almost a threat.
- actions are not easily linked with consequence - their pattern of behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.
- feeling 'cornered' will result in extreme reactions
- There are no quick fixes and time and patience are needed

Dealing with children with Social, Emotional or Behavioural Difficulties is always a balance between:

- the needs and inclusion of the individual child concerned
- the entitlement of the class

Where a child is 'acting out' a no-blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour expected of them.

In cases such as this, opportunities for the child to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken but when circumstance are more settled and the child can be encouraged to reflect on their behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or 'backing children into a corner'.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

SEBD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

Transition Points

Change may be difficult for some children to manage. Throughout school life, the children will be facing change: a different teacher, a different class or a different school. At all points the school aims to ensure that the children are informed before the change and supported with any anxieties they may have.

The school provides opportunities for children to spend time with their next class teacher, where possible, to build a relationship and familiarity with their new environment prior to the transition.

When children are transferring to High School, additional visits are arranged which are attended with a member of our school staff. This gives the children chance to meet key members of staff, familiarise themselves with the environment to reduce any issues when they start their new school.

12. Staff training

Our school seeks the advice and guidance provided by the Local Authority to help us develop an appropriate training programme if needed. The Headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and will consider the needs of the pupils when doing so.

13. Consultation, Monitoring and Evaluation

This policy has been written by the Governors, the Headteacher, and school staff with consultation with the school community and published on the school website September 2023.

This policy will be revised annually and changes will be published.

14. What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. 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.

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. Suspension must not be an automatic response when a member of staff has been accused of using excessive force.

Our schools will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher.

A person must not be suspended automatically, or without careful thought. Our 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.

If a decision is taken to suspend a teacher, our school will ensure that the teacher has access to a named contact who can provide support. The governors will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. It is important that our school provides appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Appendix I

Weekly Behaviour Chart

Week Beginning: _____

Class: _____

Day	1 st warning	2 nd warning	3 rd warning
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Photocopy onto A3.

Write children's names in appropriate space.

Display in prominent position in class to ensure all members of staff can view.

Home School Agreement



Mission Statement

Brookfield Community Primary School aims to create an environment of mutual respect, giving children social skills for life. Every child will have access to a creative, exciting and stimulating curriculum to give them the opportunity to reach high standards of achievement and fulfil their potential in a safe, friendly, caring school.

We seek to involve parents and the community in achieving this shared vision to support and encourage children on their journey of lifelong learning.

Ethos and Values

Brookfield serves its community by providing an education of the highest quality within the context and understanding of shared values - care, co-operation, honesty and respect. The school encourages an understanding of the meaning and significance of these values through the experience it offers its pupils.

Our constant wish is that
BROOKFIELD COMMUNITY PRIMARY SCHOOL
aims to be a school that:

- ❖ Creates an interesting and stimulating environment which reflects our values and promotes a sense of community as well as an individual sense of self worth
- ❖ Develops a community of life-long learners where access to knowledge is a right and a recognised achievement
- ❖ Provides learning experiences that will allow all children equal opportunities to develop their thinking and creative skills
- ❖ Promotes social, cultural, moral and spiritual development, preparing children to be responsible citizens

We believe that the most effective way of achieving these aims is through the promotion of enquiry and curiosity, enthusiasm and challenge, and sharing and learning together.

Our School Rules:

1. Do as you are asked straight away
2. Keep hands, feet and objects to yourself
3. Be respectful, truthful and polite to everyone
4. Walk sensibly and quietly in school
5. Look after our school

School responsibilities:

All school staff are expected to:

- Ensure that children are happy in school and enjoying their education
- Ensure that the school is a safe and friendly environment
- Ensure that each child achieves his or her full potential as a valued member of the school community.
- Meet with parents each term to discuss progress for each child.
- Provide a balanced curriculum to meet individual needs.
- Achieve high standards of work and behaviour through building good relationships
- Inform parents what is being taught each term.
- Give and mark appropriate work.
- Ensure that the learning environment is clean, well maintained and visually interesting.

Learner responsibilities:

The pupils are expected to:

- Arrive on time.
- Respect others.
- Follow the school rules.
- Be equipped and ready for work.
- Have completed homework.
- Attend regularly.

Parents/Carers responsibilities:

Parents/Carers are expected to:

- Support the school's rules and behaviour policy.
- Uphold the values of the school.
- Ensure that the children arrive on time, having had a good night's sleep, eaten breakfast, are dressed appropriately and are ready for work.
- Attend teacher/parent meetings and help the child meet the targets set
- Support the homework policy by helping with reading, spelling and multiplication tables
- Ensure that children attend regularly unless they are ill.
- Ensure that the school always has up to date telephone numbers in case of emergency.

- Apply in good time for known absences e.g. Holidays. This is not an automatic right and this time needs to be applied for.
- Pay for replacements books or school equipment where these are lost.

Signed

Date.....

Headteacher

Signed.....

Date.....

Child

Signed.....

Date.....

Parents/carers