

The Bromfords School



Behaviour & Attitudes Policy

COMPILED BY: R Conway	Issue: 4
APPROVED BY: T Parfett (Chair LGB) Date: September 2023	REVIEW DATE: July 2024

1. Character and Culture

1.1 Aims

The aim of The Bromfords School is to foster a culture that cultivates a positive and secure environment, enabling students to develop their character and support the ethos within the school and our community. Our school is a place where tolerance is practised, mutual respect is upheld, and each individual can realise their full potential, with a strong emphasis on recognising and celebrating success. The Bromfords School is wholeheartedly committed to implementing the Trauma Perceptive Practice (TTP) approach, which aligns with Essex's strategy for understanding behaviours and providing emotional well-being support.

1.2 Core Principles

Everyone in the school community has three basic rights:

- The right to feel happy and safe;
- The right to be treated with respect;
- The right to teach and to learn.

In order for us all to have these rights, we all have three basic responsibilities:

- The responsibility to behave in a safe way;
- The responsibility to treat others with respect;
- The responsibility to allow teachers to teach and students to learn.

1.3 Promoting positive behaviour, positive choices, self-discipline and respect:

- All members of our school community should aspire to the best they can be, in all that they do. This does not just relate to learning in the classroom but our daily interactions with each other.
- It is important to recognise that all members of our school community are responsible for their actions and the choices that they make at school and in the wider community.
- We believe that good behaviour is a result of having high expectations for all and is achieved when everyone knows these rights and responsibilities, applies a common approach to behaviour management and accepts they are responsible for the choices they make.
- Positive behaviour choices provide us with the platform to achieve and be successful; opens up more opportunities for enrichment activities and develops skills that prepares students in particular for life and the world of work.

1.4 Basic school rules

The following basic rules make it clear to students, parents and staff what our expectations are with these specific things:

1. All students must have an eraser, black and red pen, pencil, ruler, scientific calculator, a reading book and be properly equipped for all lessons, including PE and practical subjects, to ensure they can access all aspects of their learning. School books and equipment should be brought to school in a suitable sized bag.
2. As a general guideline, students should not be allowed to leave a lesson without permission from the class

teacher. Some students may have a medical or SEND pass which allows them to request the teacher's permission to leave the lesson on a temporary basis. Such passes are approved by the Director of Key Stage of SENCO based on the submission of suitable evidence from the child's parent or carer. Toilet passes for students are provided by the class teacher and permission is given where necessary. In any other exceptional circumstances, if a student needs to leave the classroom, they must have a note from their class teacher.

3. School uniform is to be worn with pride and students should take pride in their appearance. (Please see Appendix A for a full list of uniform policy). Uniform will always be worn in its entirety (unless specified and a uniform pass (*red slip*) is provided by the Head of Year/ Form Tutor).
4. No jewellery is to be worn other than a wristwatch.
5. Only natural looking make-up, hair colour and hair styles are permitted. False eyelashes and nails, including acrylics are not permitted. Natural nails need to be a suitable length for suitable health and safety reasons.
6. Students to attend all lessons and to be on time. Truancy is deemed as missing from the lesson for more than 10 minutes.
7. Coats are to be removed before entering a classroom and when eating in the canteen.
8. When moving around the building, students must follow the one-way system and noise in the corridor should be kept to a minimum.
9. Students must **not** leave the school site during the normal school day, unless given permission to do so by an authorised member of staff. If leaving the school site e.g., for a medical appointment, students must be signed out in Student Reception.
10. There should be no graffiti or inappropriate content on or in books or other school property or school environment.
11. Mobile phones must not be seen or heard anywhere on the school site, inside or outside of buildings. This includes at break and lunchtime, before school and after school. If a device is seen or heard, then staff will confiscate these items, which will be returned following the student attending their SDD.
12. The following items are also prohibited and will be confiscated if seen on site:
 - Vapes
 - Chewing gum
 - Hoodies/sweatshirt/unbranded jumpers
 - Aerosol deodorant
 - Headphones/Air pods
 - Energy drinks
 - eScooters

1.5 Basic Expectations

Around school, on school trips and when wearing our uniform outside of school, students must adhere to our high expectations. Inappropriate behaviour will be challenged such as;

- behaviour which prevents learning;
- rudeness and lack of respect;
- aggressive behaviour and fighting;
- bullying and intimidation;
- homophobia and racism (not following [The Bromfords Equality Code](#)).

2. Rewards

2.1 Rationale

Central to the rewards philosophy is the expectation that all teachers will praise students as a matter of routine. Day-to-day praise is a key factor in motivating students and establishing positive relationships, and the best climate for learning throughout the school. This plays a pivotal role in creating and developing the positive culture of the school and in improving the character of all within The Bromfords School. All staff should look for the positive and encourage students to recognise and embrace their individual successes. By placing emphasis on the use of rewards as a means of raising levels of achievement, appropriate behaviour will manifest across the school as well as increase students' self-esteem and create a positive learning environment, character and culture of the school.

2.2 Merits (previously known as Achievement Points)

Students in all year groups can be awarded merits via Class Charts throughout the year. These will be awarded on an individual basis for student actions, choices, efforts and outcomes which are above and beyond. Examples of what merits can be awarded for are and not limited to:

- Outstanding effort in classwork and/or homework;
- Outstanding attitude towards learning;
- Positive contribution to school character/ culture;
- Taking part in an extra-curricular activity;
- Demonstrating resilience in learning;
- Major contribution to the school community;
- Outstanding participation in house events.

All students will begin the academic year on 500 Merits, with their behaviour choices adding or removing merits from this total. At the end of each half-term, term and school year, students' merits will be totalled and form part of celebrating student success in assemblies as well as during Celebration Evenings and contributing towards the overall House competition.

2.3 Other Rewards

- Attendance awards for individual students and tutor groups;
- Subject badges including the awarding of colours in Drama and PE;
- Positive phone calls home;
- Personalised letters or postcards sent home to parents/carers;
- Weekly Headteacher's Award;
- Half-termly awards for zero demerits;
- Rewards trips;
- Jack Petchey nominations and rewards;
- Celebration lunches.

3. Sanctions

3.1 Guiding Principles

Any consequence set will be proportionate and reasonable and will take into consideration the student's age, mental health, known personal circumstances and special educational needs or disability and therefore reasonable adjustments will be made where appropriate and possible.

3.2 Demerits (previously known as behaviour points)

Demerits will be issued on Class Charts where necessary for any breaches of the Behaviour Policy. Staff are to use their professional judgement, knowledge and experience to allow reasonable adjustments, when necessary, therefore sanctions set are relative to the behaviour choices displayed by the student and the specific situation.

3.3 Possible sanctions include:

- Break, lunchtime or after school detentions;
- Extra work or instructed to repeat unsatisfactory work;
- After school repair with staff (could be staff class teacher, HOD/HOF or SLT);
- Report Card Monitoring e.g., positive, tutor, head of year or SLT report;
- Placed in the Internal Inclusion Room;
- Discretionary timetable changes;
- Pastoral Support Plans (PSP);
- Issuing a written warning;
- Issuing a final written warning;
- Fixed Term Suspension;
- Permanent Exclusion.

Corporal punishment is **not** allowed under any circumstances.

4. Managing Behaviour in the Classroom

4.1 SLANT

Basic classroom management should follow the SLANT approach. SLANT identifies the five key behaviours that allow most students to be successful and absorb the most information. The acronym is:

- S– Sit up
- L– Listen
- A–Ask and answer questions
- N– Never Interrupt

- T– Track the speaker
- Planning lessons using the Teaching and Learning toolkit, which follows the I do, We do, You do approach will also help manage behaviour in the classroom through effective learning. Meet and greet your class by the entrance of your learning environment as they arrive checking to ensure they are correctly dressed in line with the uniform policy, and they enter in a calm and appropriate manner and ensure lessons start and finish in an orderly way. Where a student disrupts the learning environment of others, there is a staged approach to managing student behaviour, however the appropriate member of staff may move to any stage without necessarily following sequence as required.

4.2 Stage One - Verbal Warning (VW)

If students are not responding to behaviour for learning strategies staff will issue a verbal warning. The words “**verbal warning**” needs to be used. This is a reminder to the students of our expectations, e.g., “David, that is your **verbal warning**, at Bromfords we make the most of every minute in our lessons.”

4.3 Stage Two - Classroom Consequence (CC)

If a student does not modify their behaviour following a verbal warning (reminder) then they move into stage two. The responsibility for the consequence remains with the class teacher but they need to make it clear to the student that the behaviour is unacceptable and recorded in Class Charts. The words “**classroom consequence**” need to be used. This should allow the student who is dysregulating to have the opportunity to regulate and conform to the classroom expectations., e.g., “Sasha, you now have a **classroom consequence**. I will remind you again that at Bromfords we make the most of every minute during lessons.”

Level 1 Classroom Consequence – Break or lunchtime detention – Students will be allowed time to go to the toilet at break and lunch, as well as being given adequate time to have lunch if the detention is issued at lunch time.

Level 2 Classroom Consequence – Half an hour after school detention – This detention is to be arranged with at least 24 hours’ notice, and the student is to be made aware of the date it has been issued and to be logged onto Class Charts along with a demerit for the behaviour breach.

Level 3 Classroom Consequence - If a student fails to attend their 30 minutes after school detention, the member of staff will call the parent/ carer to make them and the student aware and set another escalated classroom sanction of a 45 minutes after school detention. This is to be set within the department.

The consequence is at the discretion of the teacher and the necessary detention will be set. If the student fails to attend this escalated detention of a level 3 classroom consequence it will be referred to the Same Day Detention protocol for refusal to comply/ defiance and be issued with a 1 hour’s detention.

It is expected that when the student is serving their detention, that the class teacher has a restorative conversation with the student to ensure they develop their knowledge and understanding of how they failed to meet the classroom expectations. In addition, to support students to understand where they have breached the Behaviour and Attitudes policy and for them to take responsibility and have time to reflect upon how they can improve and ensure they do not repeat the same behaviour choice.

4.4 Stage Three – On Call

The fundamental aim of the 'On Call' is to support the member of staff and the student to address concerns that are having a negative impact on their learning as well as their peers and return them to the classroom environment. On Call – If a request for 'On Call' support is made by a classroom teacher, a Head of Year will initially support the class teacher in addressing the repeated disruption/ unwanted behaviour demonstrated by the student and a sanction will be agreed and a restorative conversation will take place, either at the time or when appropriate (but before the student's next lesson in this class). Where this is not possible, students will be departmentally removed (stage four) or students will be removed and placed into the internal inclusion room.

A call out should be made if:

- A student on stage three continues to disrupt the learning of others;
- A student **refuses** to cooperate with the class teacher and respond to the classroom consequences put in place;
- A student commits a '**serious offence**' that prevents the teaching of others (after classroom strategies have been deployed) or risks the health and safety of others. In general, the offence should result in internal inclusion.

An email will be sent by the class teacher to request On Call support and the procedure will then be followed. In certain situations, the Head of Year may request support from the member of staff on their Visible Learning Walk (VLW).

4.4 Stage Four – Departmental Removal

After a classroom consequence has been issued, if a student still persists in undermining the learning environment, demonstrating persistent disruptive behaviour or any other further behaviour concerns, then the teacher will need to make the decision to remove the student from the classroom with the support of 'On Call'. This will mean that all classroom behaviour management strategies have been exhausted by the classroom teacher and the decision has been made that they can no longer remain in that learning environment. The member of staff 'On Call' will support with this to ensure that the student arrives safely to the timetabled departmental removal room.

Departments must have a removal timetable where suitably staffed rooms are identified to receive students if a departmental removal is required. The student will be escorted to the departmental removal room and will have work to complete. The originating member of staff needs to set sufficient work of an appropriate level so that the student can be fully occupied and not impact on the receiving member of staff and remain in a suitable learning environment. The student will be expected to sit in silence and complete the work, returning to their original lesson with their work at the end of the teaching period

The following subsequent actions will be taken by the member of staff who removed the student:

- Incident logged on Class Charts with a demerit issued
- Class teacher to communicate home either by email/telephone
- Class teacher must set a departmental detention to last 45 minutes
- A restorative conversation must take place between the student and the class teacher before the next lesson – HoD/HoF's must monitor and support this process.

If a student refuses a departmental removal, then a one-hour same day detention will be issued for refusal to comply. If the student continues to refuse to follow reasonable instructions to continue their learning in another learning environment following the departmental removal, then this can result in the student being placed into internal inclusion.

5. LOFT (Loss of Free Time)

5.1 Procedure

Students can be placed in a LOFT detention at breaktime and/or lunchtime by their Head of Year for negative behaviours during unstructured time. Failure to attend LOFT will result in a SDD being issued.

6. Same Day Detentions (SDD)

6.1 Procedure

Where students do not meet our expectations during the school day, students will be issued with an after-school detention on that day, lasting either 30 minutes, 1 hour or 2 hours depending on the behaviour(s) exhibited. Whilst parents/carers will be notified; there is no legal obligation on the part of the school to give parents/carers advance notice of after-school detentions. Only a Head of Year or member of SLT can issue SDD. When issued with a SDD, the student's behaviour choice, length of detention and subsequent attendance must be recorded on Class Charts.

- If a student fails to attend their SDD, they will be placed in a SDD the following day, with an increase in duration.
- If a student fails to attend a 2-hour SDD, they will be internally isolated the following day **and** complete their 2-hour SDD.
- The cut-off time for a SDD is 2.10pm; this allows parents to be notified. Any student issued with a SDD after 2.10pm will serve their sanction the following day.

6.2 Examples of Behaviour and SDD

- A SDD of 30 minutes will be issued for arriving at school after 8.30am without a valid reason.
- A SDD of one hour will be issued for defiant behaviour, truancy or use of a mobile phone on the school site. The student will be able to collect their confiscated phone at the end of their detention. The phone will remain in school if the student does not attend.
- A SDD of one hour will be issued if a student arrives late to lesson by five minutes or more without a reasonable reason for internal truancy (January 2024).
- A SDD of two hours will be issued for persistent truancy.

7. Internal Inclusion

7.1 Procedure

Parents will be informed in advance of this action. Students will be completely removed from contact with other students and work in the internal inclusion room for a day (or days), where their school day will finish at 4pm (unless they are placed in inclusion for failing to attend a 2-hour SDD – see above). The aim of this room is to provide students with the opportunity to reflect and have some restorative work in relation to the reason for them being placed into Internal Inclusion Room. In addition, it is for serious behaviour breaches and incidents and this measure is to prevent the issuing of a fixed period suspension.

In general, students will be placed in this room for one of the following reasons:

- Failure to improve after interventions have been put in place or failure to adhere to the terms of an intervention to monitor behaviour;
- As part of a considered response to a serious incident, or persistent disruption of learning;
- As highlighted within the Same Day Detention procedure.

Students will spend the whole day in this room, completing their work in silence, which, where possible will be set according to their timetable and in line with the curriculum. A restorative conversation must take place with a staff member and the student, depending on the incident the parent/carer maybe invited to attend also. The Internal Inclusion Room will operate on a three-strike rule, for every strike student will have the opportunity to reflect and correct their behaviour choices. Persistent failure to do this will result in an escalated sanction of further time in the Internal Inclusion Room or a fixed period exclusion being issued.

8. Fixed Term Suspension (FTS)

8.1 Procedure

If a student has persistent breaches of the Behaviour Policy, a fixed term suspension may be issued by the Headteacher. Fixed term suspensions can also be issued for one-off serious offences (see list below for examples) by the Headteacher. The school will always follow the latest [statutory guidance](#) from the Department for Education when considering a Fixed Term Suspension. Before returning to school, the student and parents must have a return to school meeting with Head of Year and Director of KS3/4 and/or attached member of SLT.

9. Warning Letters & Governors' Meeting

9.1 Procedure

Where a student persistently disrupts the learning of others and/or frequently impacts the well-being and safety of others in a negative way, a warning letter will be sent home by the Assistant Headteacher (Character and Culture). This will lead to a parental meeting to ensure appropriate interventions are in place to support the young person. Should there be no further improvement in the student's behaviour, a final warning letter will be sent to the parents/carers highlighting the risk of permanent exclusion. This will also invite the student and their parents/carers to a Governors' Disciplinary Meeting.

10. Permanent Exclusion (PEX)

10.1 Procedure

A decision to exclude a child permanently is a serious one. It is a final step in the process in dealing with a disciplinary offence when a wide range of other strategies have been tried and failed, including the use of a Pastoral Support Programme, or due to one-off serious misconduct or breach of the Behaviour and Policy. The school will always follow the latest [statutory guidance](#) from the Department for Education when considering a Permanent Exclusion.

The decision to exclude permanently rests with the Headteacher and the Headteacher's decision needs to be supported by the Governing Body at the permanent exclusion meeting. Every case is individual and sound judgement must be used. Factors such as age, SEND, intent, previous background, may need to be taken into account.

The reasons below are examples of the types of circumstances that may warrant consideration of a suspension or permanent exclusion.

- Physical assault of staff;
- Verbal abuse towards staff;
- Harmful Sexual Behaviour (HSB);
- Bullying;
- Theft;
- Possession/distribution of drugs;
- Possession/use of an offensive weapon;
- Any act which endangers the health and safety of others;
- Inappropriate use of social media;
- Serious malicious damage to school fabric or property;
- Persistent infringement of school disciplinary code and /or persistent disruption of the learning environment;
- Violent and serious assault within the school community;
- Any illegal act.

11. Home School Agreement

11.1 Aim

The aim of the Home School Agreement is to encourage shared responsibility and a close partnership between home and school, so that each student achieves their personal best and, in doing so, contributes to the school culture, character and community. The agreement outlines the responsibilities of the school, the parent/carers and the student (see Appendix B). The Agreement must be signed by the school, the student and their parent/carer at the beginning of each school year.

12. Equality Code

12.1 Breaches

Staff need to ensure that when students breach the Equality Code the situation is dealt with and logged appropriately on Class Charts following the processes outlined below. A breach includes use of inappropriate language e.g. 'You're so gay', and when challenged, if there is refusal to acknowledge this, would be deemed as requiring an increase in sanction.

A breach of the Equality Code is investigated by the staff member at the source. Breaches are logged onto Class Charts. With a breach, staff are expected to have a conversation with a student(s) to remind them of expectations and how we can make better choices moving forwards. Heads of Year will monitor Class Charts for persistent breaches of the Equality Code by a student.

A more serious breach of the Equality code (as above) is logged onto Class Charts and Heads of Year will investigate accordingly. A sanction will be issued, following this Behaviour & Attitudes Policy.

13. The role of Parents/Carers

Parents and carers have a role in supporting the behaviour of their child whilst in school. Parents/carers are expected to:

- Support their child in adhering to the Home School Agreement – should the need arise to employ sanctions, parents/carers are entitled to an explanation as to why they have been implemented but then expected to support the school;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher/HoD or HoF/Head of Year promptly;
- Treat the School's staff, other students and their parents/carers with courtesy and respect at all times, verbal, physical and/or slanderous abuse will not be tolerated and may lead to direct contact with the school and/or staff being withheld.

14. Links to Other Policies

This policy links with the following school and Compass Education Trust Policies:

- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Exclusions Policy
- Anti-Bullying Policy
- Child on Child and Child on Child (HSB) policies
- Attendance Policy
- Communication Policy

Appendix A

The Bromfords School Uniform and PE Kit 2023-2024

Our students are ambassadors of the school and are expected to dress and behave in a way that reflects the high expectations and aspirations we have for all members of our school community.

Uniform

- A plain navy-blue blazer with the new re-branded Bromfords School badge and blue braiding.
- Plain white formal shirt/blouse with collar, buttoned to the neck; to be tucked in at all times.
- School clip-on tie, fastened over the top shirt button, (available from the school only and based on your child's House allocation; students learn their form/house on their first Year 6 into Year 7 6 transition day. For those that have already prepaid and ordered, we hand out the ties on this day.).
- Plain navy-blue tailored school trousers. Tight trousers, leggings or jeans are NOT permitted.
- The Bromfords School skirt. No other skirt is acceptable. We expect that the school skirt should be worn no shorter than two inches above the knee and not rolled up at the waist.
- A plain navy-blue knitted 'V' neck pullover or cardigan with navy-blue buttons. The jumper/cardigan, if worn, should not be longer than the blazer. No branded jumpers, sweatshirts or tracksuit tops are allowed. No logos to be on the jumper other than the school logo. This jumper can be purchased from our supplier.
- Plain navy, black or white knee length or ankle socks.
- Plain black, navy or beige tights; again, no leggings are permitted.
- Plain black formal flat shoes, (boots, trainers, sports shoes or other footwear such as Nike Air Force 1 or similar are not permitted).
- It is compulsory to have a suitable school bag for students to carry the necessary school equipment and A4 textbooks and exercise books, as well as their PE kit each day.
- Apron for DT or Food lessons
- Only natural looking make-up and hair colour are permitted. False eyelashes are not allowed.
- False nails including acrylics are not permitted. Fingernails must be of natural colour.
- No jewellery (including earrings) is permitted apart from a wristwatch. Please note that any notification function on any smart watch must be turned off during the school day.
- Articles of faith, please contact your child's Head of Year; for example, if worn headscarves must be black or navy blue in colour.

Students who are not in full school uniform should report to their Form Tutor upon arrival in school with a note from their parent/carer stating the reason. A 'red-slip' uniform note or appropriate sanction will be issued. Parents/carers may also be contacted.

Sports Kit and Equipment

- School logo polo shirt
- School logo long sleeve rugby shirt (boys only)
- School PE shorts
- School logo leggings (optional)
- School logo tracksuit (optional)
- School logo sport jumper/hoody (optional)

- Plain navy football socks
- Under layers or skins – white or blue in colour (optional)
- Trainers
- Football boots (optional)
- Shin pads (optional)
- Gum shield (optional)

If it is not possible for the correct PE kit to be worn for a PE lesson, students are required to bring a note from home explaining the reason why and provide alternative appropriate PE kit.

Personal property will be the responsibility of the student and should be individually labelled.

We are pleased to inform you of our new uniform supplier as below:

Basildon School Uniform Shop, 203 Timberlog Lane, Basildon SS14 1PB.

Telephone: 01268 952 074

Shop opening hours: 9:00 am to 5:00 pm (Mondays – Saturdays)

Both in-store and online customers do not need any special access code to purchase uniform. The direct link to the school uniform page in our website is below and all the uniforms will be online for purchase from June 21st, 2023. Our new supplier is also offering a 5% discount on the entire first order for our parents, with free online delivery.

<https://schoolwearcentres.com/collections/the-bromfords-school>

Existing parents/carers will be aware of our updated branding of the school to match our aspirations for the students and the role our school plays in their development and preparations for their next steps. We are acutely aware of the financial challenges many are facing currently. The school has made significant changes to reduce the cost of school uniform for parents/carers whilst maintaining the high standards of uniform that we expect of our school community. In addition to reducing the costs of our school uniform, by changing supplier we have avoided a predicted 8.5% increase for 2023/24. To support parents/carers with the cost of transition from the current blazer to the new one please read the following information:

- All new Year 7 students from September 2023 must wear the new school blazer with the new re-branded Bromfords School badge and blue braiding.
- Students currently in Years 7 and 8 (Years 8 and 9 from September 2023) can wear the new school blazer but if they are to wear their current blazer as an alternative, it is an expectation that they are wearing the new blazer no later than September 2024, when they start Years 9 and 10.
- Students currently in Years 9 and 10 (Years 10 and 11 in September 2023) can continue to wear their existing blazer until they leave the school or choose to wear the updated version.

Regardless of the options provided above, the school blazer is not an optional part of our uniform. Please note, the old-style school blazer will not be able to be purchased as a new item from our supplier.

Appendix B

Home School Agreement

The school is entitled to expect that you as a student:

- attend school each day, arriving to school and lessons on time;
- follow the school's rules and school dress code;
- work to the best of your ability;
- take responsibility for your own learning, organisation and discipline, making the right choices including on my way to and from school;
- check Class Charts regularly, complete your homework to the best of your ability, hand it in on time and meet deadlines;
- comply with the ICT Acceptable Use policy to include internet access and social media;
- are honest, polite and exhibit good behaviour at all times;
- treat all members of our community with courtesy and respect, as well as their possessions and the school environment;
- participate to the best of your ability in all that you do;
- raise any concerns that you might have, with the school and your parents/carers, promptly.

The school is entitled to expect that you as a parent:

- engage and support the school's ethos and adhere to school policies and procedures;
- ensure regular and punctual attendance by your child as detailed in the school's attendance policy;
- avoid absences during term time (including holidays) and notify the school of absence immediately;
- ensure your child attends school wearing the correct uniform and has equipment for the day;
- provide an appropriate time and environment at home to enable your child to complete their homework/independent learning;
- monitor your child's homework to ensure that it is completed to the best of your child's ability and within set timelines;
- have positive and realistic expectations of your child's ability;
- support school's activities (parents' evenings/concerts/events) and encourage your child to do so;
- reply to school communications;
- regularly check Class Charts and notify the school about any concerns;
- follow the schools' communication policy and be mindful of social media posts that criticise the school;
- monitor your child's use of social media and internet access to ensure they are safe.

Students and Parents are entitled to expect that we as a school:

- will communicate in a consistent and timely manner;
- provide a happy, caring and safe environment for learning;
- provide teaching that will challenge and stretch your child;
- provide good moral guidance and role models for your child;
- effectively monitor your child's progress providing intervention when required;
- praise your child for their achievements;
- set appropriate homework for your child and advise you of our expectations;
- advise you about the equipment, books and materials that are required for school;
- provide up-to-date and timely information about the school's events;
- provide enrichment activities;
- inform you of any concerns we may have about your child and work with you to find a positive solution;

- deal with any concerns or issues in a professional, fair, transparent and consistent manner;
- Create a community and ethos for your child to flourish in all aspects of school life and be the best they can be;
- be accessible and provide opportunities to meet with staff to discuss your child's progress.

I confirm the information contained on this form is accurate and confirm that by signing below both myself and my child will adhere to the Home School Agreement.

Parent/Carer Signature: _____ **Student Signature:** _____

Parent/Carer Name: _____ **Student Name:** _____

Relationship to student: _____ **Date:** _____

