



# Waterhouses CE Primary Academy and Nursery

“Let your light shine”

*Make your light shine, so others will see the good you do and will praise your Father in heaven. Matt 5 v 16*

## **Behaviour Policy 2024**



<b>Date Approved</b>	<b>September 2024</b>
<b>Review Date</b>	<b>September 2026</b>

*“Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.”*

*(Paul Dix, Pivotal Education)*

*“All children deserve to love their childhood, finding space for play, exploration, imagination and creativity. They should be surrounded by loving relationships, structures and systems which release and enable life in all its fullness.” (Our Hope for a Flourishing Schools, 2024.” The Church of England)*

### **1. Ethos and Vision of the school**

At Waterhouses CE Primary Academy we aim to create a caring, nurturing environment in which every member of the school community is valued as an individual and is encouraged to develop his/her full potential in all aspects of their life. We are a caring community with strong Christian values and Christian teaching which reflects the ethos of the school. The school behaviour procedures are therefore designed to support the way in which the members of the school can live and work together in a supportive way.

It is our belief that all children are of equal value, that every child in the school has the right to be taught without being interrupted or disturbed, and that all adults have the right to teach and work with children without having their authority or role undermined. In the school community, all children have a right to feel safe, secure, accepted and valued. The school will ensure that right wherever possible.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core Christian values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### **2. Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and help them to make the right choices and understand the consequences of their actions.
- To promote community cohesion through improved relationships.
- To ensure that at least good behaviour is a minimum expectation for all.
- To manage violence and aggression and take suitable measures to protect all children and staff.

### **3. Our Christian Vision and Values**

Our four key Christian values of Love, Hope, Trust and Respect underpin our school vision which is taken from Matthew 5 v16. We encourage our children to “Let their light shine” in everything they do.

Time is taken at the beginning of the year and regularly throughout, to explore what these four values look like in terms of classroom behaviours in an age-appropriate way. The majority of the attention of the adults is on the children choosing wisely. Specific praise is used, and recognition is given for excellent effort.

The children have discussed what they feel to be their rights and have developed 3 simple rules that they believe will make the school a better place for all. These will be known as the **‘Three Bees’**.

- *Be Safe*
- *Be Respectful*
- *Be Responsible*

#### **4. Purpose of the policy**

- To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

#### **5. Constructive Management of Emotions**

As a school that values the importance of relationships, we believe that a culture of supporting children to manage their emotions is essential to the well-being of our pupils. Practices, procedures and strategies are designed to be aligned with this Christian ethos and endemic within the school. Children are encouraged to understand, express and manage these emotions and to take responsibility for their feelings and actions.

- Every class has a classroom charter that is developed and agreed at the beginning of each year and reviewed at the beginning of each term.
- All staff and children are encouraged to use a quiet voice and calm manner when expressing and managing their feelings.
- Staff teach children how to recognise and manage their feelings.
- Staff to teach and use the "Balls of Emotion Check in" language to their children (Please see Appendix B)

In order to support a positive culture in the school we have developed quiet spaces around the school such as quiet area by Penguins and White Tigers room. We also use our Rainbow room, Library and reflection area which is within our Art room. These areas are quiet and are used to support small intervention groups working on reading or self-esteem/nurture or friendship building programmes for identified children.

#### **6. Parental Support is Crucial**

Parental support is essential in promoting positive behaviour patterns in children. Children need to know that the school/home relationship is consistent and secure and that all adults are working together for their benefit. We value your role and contribution. Parents and Carers need to support the school with consistent approaches to parenting and discipline. In this policy, we have given examples of phrases that can be used to manage behaviour at home and at school. Ensuring children have a good attendance and are punctual also supports the importance of positive behaviour in school.

We also use a Home School agreement which is signed by children, parents and teachers at the start of each academic year.

Please see copies in Appendix A.

#### **7. Consistency in Practice**

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority. We acknowledge that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.

- ✓ Consistent language
- ✓ Consistent follow up
- ✓ Consistent positive reinforcement
- ✓ Consistent consequences
- ✓ Consistent, simple rules/agreements/expectations
- ✓ Consistent respect from the adults (even in the face of disrespectful learners!)
- ✓ Consistent models of emotional control
- ✓ Consistently reinforced rituals and routines for behaviour around the site

## **8. Expectation of adults**

We expect every adult to:

- ☉ Meet and greet on arrival and say goodbye at the end of the day.
- ☉ Refer to "Let your light shine"
- ☉ Model positive behaviours and build relationships.
- ☉ Be a visible presence around school to encourage appropriate conduct.
- ☉ Plan lessons that engage, challenge and meet the needs of all learners.
- ☉ Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- ☉ Follow up every time, retain ownership and engage in reflective dialogue with learners.
- ☉ Regularly celebrate learners whose efforts go over and above expectations.
- ☉ Use of Congratulations Notice and DoJo points.
- ☉ Never ignore or walk past learners who are behaving badly.

All Staff will uphold the **Teachers' Standards**.

'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

The headteacher and the teaching staff are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. The headteacher and teaching staff:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transitions
- Celebrate learners whose effort goes over and above expectations
- Regularly share good practice
- Support each other when managing learners with more complex or entrenched negative behaviours
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess our behaviour policy and practice

## **9. Recognition and Rewards**

Rewards are built into the daily routine of school life. They are given for hard work, effort, acts of kindness and politeness and link with our Healthy Minds and Healthy Bodies initiative. Rewards include:

- Regular verbal praise.
- Congratulations Notices
- Class dojos to recognise positive behaviours (academically, socially and emotionally)
- Stickers, smiley faces and written praise
- Being sent to another teacher or the Headteacher for praise and a 'special' sticker.
- Lunchtime rewards of stickers and praise notes given by the lunchtime staff
- Christian Values award
- Additional playtime or free choice of a special activity if the whole class or group have worked very hard/behaved exceptionally well.

### Healthy Minds and Healthy Bodies

Traditional to Waterhouses Academy, is our system of 'houses'. On entry to the school, pupils are placed in a house and earn house points for their team. We will use our three Houses, Dove, Hamps and Manifold to

celebrate wellbeing. Children will receive tokens (in the colour of their House) from any member of staff to celebrate occasions where they have demonstrated a healthy mind or healthy body and are intrinsically linked to the positive behaviours we wish to encourage at Waterhouses CE Primary Academy and Nursery. These will fall into the following five categories.

- Be active
- Be brave
- Be kind
- Be positive
- Eat healthily

### **Celebration and Values Worship**

As a further reward for exceptional achievement in learning, behaviour, attitudes or values, the class teacher nominates one or two children to receive a superstar certificate at one of our celebration worships. We will also celebrate our pupils' successes, triumphs and achievements both inside and outside of school, from sporting to musical achievements. Every half term, staff will focus on one of a selection of 'Christian Values'. In acknowledgement of pupil's achievement and demonstration of this value, they are awarded a special certificate in recognition of this. Again, parents share in this celebration of achievement.

Please see Appendix C for Class DoJo

## **10. Managing Behaviour**

Engagement with learning is always our primary aim at Waterhouses CE Primary Academy and Nursery. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Waterhouses CE Primary Academy and Nursery praise the behaviour we want to see and do not focus on the undesirable behaviours.

All learners are given take up time in between steps. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. Unacceptable behaviours relate to an emotional state and can vary in severity and magnitude. Rewards and positive strategies will be used regularly throughout learning to promote and support a change from negative behaviour to positive. Staff will use positive "I" statements and try to change negative self-talk in order to support children when displaying inappropriate or negative behaviours. When an unacceptable behaviour has occurred, staff must take responsibility to take control of the situation and manage the behaviour within their classroom. Below are our identified steps to either de-scale or de-escalate the situation.

### *Step 1 – Assess the Situation*

- Who is this child?
- What are their specific needs?
- What is happening to them at the moment?

### *Step 2 –Strategies/Toolkit/Consequences: Reflection Time/Time Out*

To de-escalate and reduce the tension in a situation a child may be given a choice.

### *Steps for Managing and Modifying Poor Behaviour*

Learners are held responsible for their behaviour. Staff use the steps (The 6 R's) below for dealing with poor conduct:

<b>Steps</b>	<b>Actions</b>
1 Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2 Reminder	A reminder of our three Bs rules: <i>Be Safe Be Respectful Be Responsible</i> delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if

	reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3 Risk	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
4 Last Resort	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Waterhouses, we... (refer to the 3 Bs – <i>Be Safe Be Respectful Be Responsible</i>)</li> <li>• Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 2 (or up to 5) minutes after class/during break.</li> <li>• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening... then give the child some 'take up' time.</li> </ul>
5 Respite	Time out might be a short time away from the classroom with another class/TA/reflection room/calm space/Year 6 classroom over lunchtime. It is a few minutes to calm down, breathe, look at the situation from a different perspective, and compose themselves. 5 minutes maximum. Reset expectations and settle back in. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
6 Repair	This might be a quick chat at break-time in or out of the classroom or a more formal meeting Restorative Practice: 5 questions is usually enough from the following: <ul style="list-style-type: none"> <li>➤ What happened?</li> <li>➤ What were you thinking at the time?</li> <li>➤ What have you thought since?</li> <li>➤ How did this make people feel?</li> <li>➤ Who has been affected?</li> <li>➤ <b>How have they been affected?</b></li> <li>➤ <b>What should we do to put things right?</b></li> <li>➤ How can we do things differently in the future?</li> <li>➤ <b>(Key questions in bold)</b></li> </ul>
Consequences	<ul style="list-style-type: none"> <li>▪ Up to 5 minutes of time missing break for in-class behaviour</li> <li>▪ Up to 5 minutes of time standing at designated area for in-playground behaviour</li> <li>▪ Additional work to be completed at break time or that evening, countersigned by parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.</li> </ul>
Follow Up	If a child has <u>three</u> or more incidents in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged. The Headteacher or DSL may be invited if deemed appropriate. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and/or Headteacher or DSL The parent will be invited where deemed appropriate. Those children who are on an individual behaviour plan would not be expected to follow the steps listed above, but the ones that are outlined on their plan.

### Our 6 Rs

1 Redirection (non-verbal cues)

2 Reminder (3 rules privately)

3 Risk (outlining behaviour and consequences)

4 Last Resort (short intervention)

5 Respite (cool off elsewhere)

6 Repair (restorative conversation)

## Consequences Follow Up

### 11. Serious Incidents:

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred *immediately* to the Headteacher or DSL.

Such incidents could include but not limited to:

- Hitting, kicking, pushing, biting or throwing objects
- Swearing, verbal aggression
- Ignoring instructions
- Damaging property
- Racist, sexist, homophobic or other forms of derogatory behaviour

### 12. Restorative Practice

Waterhouses CE Primary Academy and Nursery uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

#### Restorative Conversations

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought since?**
- **How did this make people feel?**
- **Who has been affected?**
- **How have they been affected?**
- **What should we do to put things right?**
- **How can we do things differently in the future?**

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourages children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process. The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed. The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

**Restorative Questions 1: To respond to challenging behaviour:**

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

**Restorative Questions 2: To help those harmed by others' actions:**

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?

At all times, staff are to keep calm and use a voice within an appropriate range in terms of volume and tone. The more undesirable the behaviour, the less variation in tone that should be used. At Waterhouses CE Primary Academy and Nursery, staff acknowledge those going 'over and above' with enthusiasm and positivity. Undesirable behaviour does not benefit from an overtly emotional response from staff.

**14. Recording:**

All members of staff are trained to use CPOMs (secure online recording system) to record safeguarding. Each class has a file to log behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with the headteacher and DSL.

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Restorative Questions 2: To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?

**16. Language:**

At Waterhouses Primary Academy and Nursery, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor

choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour. As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'assault', 'kicking off', 'on one'. It is important that any negative language that is used relates to the behaviour and not the child.

## **17. Pupils' conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. There is also the 2024 document "Behaviour in Schools Advice" which outlines help and advice for all teachers.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

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

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

## **18. Children with Social, Emotional and Mental Health Needs:**

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register and provided with individual plans to support them.

In these cases, the Class teacher, Teaching Assistants will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and Drawing and Talking, as advised by the SENDCO, outside agencies, behavioural support and according to advice from the educational psychology service where appropriate.

## **19. Responding to misbehaviour from pupils with SEND**

### 19.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Some examples of our approach to anticipating and removing triggers of misbehaviour are listed below.



- Sort, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Short, planned sensory breaks for a pupil with SEND
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces when possible (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### 19.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### 19.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, Staffordshire behaviour support, 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/carers to create the plan and review it on a regular basis.

### 19.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **20. Related Policies:**

Anti - Bullying : Waterhouses CE Primary Academy and Nursery has a separate anti-bullying policy, which should be followed if bullying is reported or suspected.

## **21. Searching, Screening and Confiscation**

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: February 2014 DfE).

## **22. Power to Use Reasonable Force**

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force.

## Appendix A

### Copies of our Home/School Agreements

#### Home-School Agreement



"Let your light shine!"

Make your light shine, so others will see the good you do and will praise your Father in heaven.  
Matthew 5:4

##### The School Will:

- Care for your child's safety and happiness in an environment where they feel valued and respected as individuals.
- Nurture their self-esteem and promote emotional wellbeing.
- Encourage children to do their best at all times leading to the highest possible standards of work and behaviour.
- Teach a broad, balanced and creative curriculum which meets the needs of all children and enables them to achieve their full potential.
- Assist you in supporting your child's home learning through provision of weekly activities.
- Inform you of your child's progress through parents' evenings and an annual report.
- Celebrate their successes and achievements.
- Be open, welcoming and prepared to listen to concerns, pro-actively seeking solutions.
- Contact you immediately should a concern arise.
- Keep you informed about school activities through newsletters, Class Dojo and email.
- Promote Christian values and maintain meaningful links with the Church.

Signed

[Teacher]

#### Home-School Agreement

##### The pupil, I will:

- Always try to produce work of the highest quality of which I am proud.
- Listen carefully to others and follow instructions to the best of my ability.
- Work in a calm and friendly atmosphere, not disturbing others.
- Do my homework and bring my books into school on time.
- Wear my school uniform with pride, looking smart and tidy at all times.
- Take letters home as soon as I get them.
- Follow the 3 Bees.
- Accept responsibility for my actions.
- Follow the playtime rules and help those who have no one to play with.
- Talk to a member of staff if I am worried or unhappy.
- Support the Christian ethos of the school.

Signed

[Pupil]



#### Home-School Agreement

##### The parents/carers I/we will:

- Support the school's Aims and Values.
- Ensure that my child attends school regularly.
- Ensure my child arrives on time and is collected promptly at the end of the school day.
- Attend parents' evenings and other discussions about my child's progress.
- Support my child in all aspects of home learning including daily reading.
- Ensure my child is properly equipped to support their learning.
- Ensure my child comes to school in a correct, clean and smart, clearly named uniform.
- Support the school behaviour policy.
- Make the school aware of any concerns affecting my child's behaviour, learning or ability to complete home learning. Work with the school to seek a satisfactory solution.
- Support home/school communication by reading letters, reports, information, returning reply slips, making payments promptly and informing the school of any changes to contact details.
- Support the Christian ethos of the school.

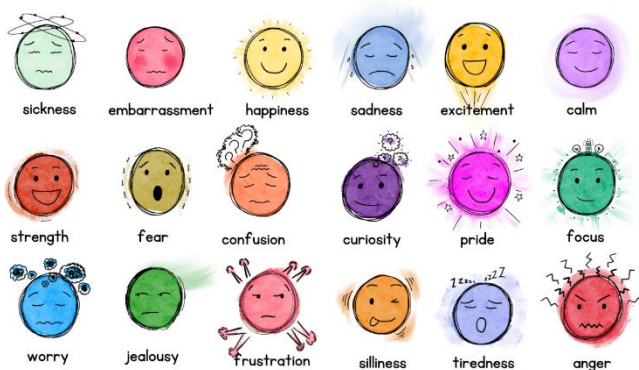
Signed

[Parent/Carer]

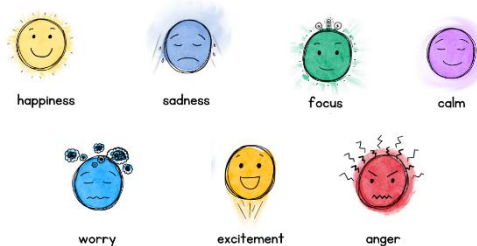
## Appendix B

### Balls of Emotions from Jen Foster

RIGHT NOW I FEEL LIKE A BALL OF...



RIGHT NOW I FEEL LIKE A BALL OF...



## Appendix C

### Class DoJo

As a school, we believe that all children and adults in our school community are important. We have a legal responsibility to ensure that every child is safe and protected from harm. We therefore aim to provide an environment where everyone feels valued, happy and secure.

- We use Class Dojo to support with behaviour management.



- We use Class DoJo as a form of communication with parents/carers.
- To celebrate good learning choices and aiming high, we award Dojo points. All of the parents and carers in our school are connected to Class Dojo, meaning that they can see how many points their child has.
- Children get opportunities to visit our Dojo shop to spend the points they have earned. There is a wide selection of prizes which have different amounts. Children can save their points up during the year to choose from the greater value prizes. Our prizes are paid for by our PTFA.
- No points can be carried forward to the next academic year.