

# Kinderley Community Primary School

## BEHAVIOUR POLICY



***Kinderley school is a place of learning, where we believe ‘the sky is not the limit, it’s just the beginning’. Everyone is valued and positively encouraged to achieve their full potential in a safe and caring environment.***

Signed:

Mrs. M Barwell (Chair)

Mrs. H. Norman (Headteacher)

Date: April 2024

Review: April 2026

## **Intention and Aims:**

Kinderley Primary School provides a school community where everyone, children and adults, regardless of race, religion, sex, ability or background, is valued as an individual and develops high self-esteem for a positive future.

Our aims are:

- to provide a safe, caring and stimulating environment in which everyone feels secure and is given the opportunity to contribute their own personal opinions and values
- to ensure consistency in standards throughout the school so that the children and adults know what is expected of them
- to encourage and praise children for what they do well and to recognise and respond to poor behaviour and attitudes
- to positively encourage an attitude of self-discipline and trust among the children, where they have regard for other people's feelings and needs
- for the children to have a positive self-image and to learn to take responsibility for their own behaviour
- for mutual respect between children and adults, where respect for themselves, other people and their property is evident

## **EXPECTATIONS OF ADULTS IN SCHOOL**

It is expected that all adults will encourage the children to take pride in their school by setting high standards of behaviour, speech, manners and dress. In order to do this, they should aim to establish an individual relationship with every child. Giving praise and positive reinforcement wherever possible, emphasising good behaviour and attitudes will ensure that children are aware of what is expected of them. Adults are expected to be vigilant and identify and deal with potential problems before they occur. They should be alert to possible bullying, including racial or sexual harassment

Adults should be consistent in expectations and make sure the children are aware of them, reminding them of the school rules as appropriate. They should aim to motivate all children, always expecting them to do their best, noticing and praising positive behaviour and effort. Teachers are expected to set and maintain high standards of classroom organisation and display, involving the children in taking care of the classroom and giving the children responsibilities wherever possible. Whenever possible, adults should greet the children as they enter the classroom.

Adults have a responsibility for all children, not just those from their own classes. They should inform colleagues of any child who has caused concern, keeping them aware of potential problems. Adults should be confident to ask for and expect support from colleagues, including the headteacher.

When on duty at break times adults should be visible at all times and aware of potential hazards in the school environment. They should be vigilant to problems being experienced by pupils, based on information from colleagues. Whenever possible they should seek out these children to monitor behaviour or talk to them to ensure they are having a trouble-free break, depending on the problem. Incidents should be reported to the class teacher or, if serious, to the headteacher.

## **Our School Rules:**

- **Be Kind**
- **Be Safe**
- **Be Respectful**
- **Always Try Your Best**

## EXPECTATIONS OF CHILDREN

Children are expected to understand that rules are there to be followed in order to make the school environment a safe and happy place for everyone. Older children should set a good example to younger children. They are expected to take pride in themselves and the school, showing this through their attitude to work and towards others. Children should be kind, considerate and helpful, respecting other children, adults and property. Our expectations of children at school also apply when travelling to or from school.

Whilst at school, the expectation is that children will only use language suitable for the school environment. In the classroom they should listen when others are speaking and only talk when everyone is listening. They should walk sensibly around the school and line up quietly. Children are expected to take care of their own belongings, keeping the classroom, cloakroom and all corridors tidy.

At break times the children are expected to enjoy themselves and have fun, whilst being considerate of others, remembering the space and equipment is there for everyone to use. When outside they should keep activities to the designated areas, staying outside or asking an adult if they need to go inside. If they hear a whistle or bell they must stop what they are doing, stand still, be quiet and listen to the adult for instructions. Children are expected to keep the grounds tidy, looking after plants and putting litter in the bin. Children should be kind to one another and tell an adult if this is not happening.

## BEHAVIOUR STRATEGIES

The behaviour of adults will reflect their expectations of the children. Adults should aim to be firm, fair and consistent. They should keep calm, listen to children and follow up any problems to their conclusion. Some children will need additional support to understand the emotions they are experiencing (see appendix 1)

Adults are expected to look for positive behaviour, praise this and continually reinforce such behaviour, so that well-behaved children are not overlooked and good behaviour becomes the norm. Positive behaviour and attitudes will be celebrated in a range of ways including stickers, DoJo points and certificates.

When dealing with unacceptable behaviour, adults are expected to respond appropriately and address the problem. They should remain calm and reduce the tension using de-escalation strategies, avoiding confrontation where possible. Adults are expected to listen to all sides to establish the facts. At an appropriate time, children are expected to acknowledge their mistakes and rebuild or make good their errors.

ClassDojo is used with the children, to record points and these can be added for good behaviour and attitudes.

## SANCTIONS

Adults are expected to follow the approved system of sanctions (**See Appendix 1**). Any sanction applied should be appropriate to the maturity of the child and should be fair, consistent and immediate where possible. Incidents of poor behaviour will be discussed with the child so that they understand the consequence of their actions.

### Consequences of breaking a rule

To promote a safe and positive learning environment, misbehaviour will be responded to consistently and consequences applied appropriately to each individual situation and/or pupil. A child showing unwanted behaviour must be given the opportunity to consider their actions and be able to choose to behave appropriately or accept the consequence should they not rectify their behaviour and be guided to make the correct choice. When a student can't be directed to the correct choice, a consequence that will help rectify

poor behaviours will be issued. However, the first priority is to ensure the safety of pupils and staff and to restore a calm environment.

Staff should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer harm. Where this may be the case, staff will follow the safeguarding policy and speak to a DSL. Pupils through targeted conversations, and restorative interventions should be helped to understand how to improve their behaviour and meet the school behaviour expectations. This might be through a discussion, phone call with parents or direct supervision.

We operate a stepped consequence programme which allows a student the time to reflect upon the situation. However, every effort should be made to de-escalate potential situations before they arise through positive discussion, good organisation and consultation. All staff are given appropriate training on de-escalation techniques. The consequence given will vary according to the age of the child and the behaviour displayed.

The first stages are class based. This then elevates to senior leaders and then the Headteacher. The student's parents/carers will also be informed depending on the circumstances and severity of the behaviour. It should be noted that each child's behaviour will be considered as part of a larger picture when determining the consequence. Staff will use their professionalism in the distribution of appropriate sanctions. They will consider the circumstances:

Premeditation

Response to another child's behaviour

SEND

Impact on others

The stepped approach (See Appendix 2)

Step one – If a negative behaviour is seen e.g. low level class behaviours, the child is given a discrete verbal or visual reminder by class staff. Reference to the positive behaviour we want to see might also be made.

Step Two - If behaviour continues, the child will be told that they need to wait behind at the end of the lesson for reflection time. (If behaviour is disruptive to others, move them to a different area.) During reflection time discuss behaviour, choices which could have been made and the impact of their behaviour on peers and/or staff. They will then sit and reflect for a few minutes and then join their class. The next lesson will then be a fresh start.

If the behaviour continues after their reflection period, move to Step Three.

Step Three – Either due to elevation from steps one and two or as a result of a more significant behaviour. Child will spend time with a member of the senior leadership team to discuss and reflect on behaviour and to outline the next step should the behaviour continue. Record behaviour using CPOMS – Antecedent, behaviour and consequence. Link the report to Headteacher and class teacher.

Step Four – Either due to a significant behaviour or through elevation. The Headteacher will have a discussion with the child and they will complete their lesson outside the Headteacher's office. Parents will be asked to attend a meeting with the student, teacher and a member of SLT. Together, strategies will be set out to prevent the problem reoccurring. At Kinderley Primary we believe that it is important for the child to see that all the adults concerned work together to help solve the problem. (Refer to the section 'pupils experiencing difficulties').

Where certain behaviour such as bullying, rudeness, fighting and swearing occurs, parents will be notified immediately. This behaviour might occur outside of school premises. Where behaviour outside the school grounds fall under the categories stated in the DFE guidance, school will follow a proportionate response in line with how these behaviours would be managed in school.

Child on Child abuse is taken seriously, and Kinderley Primary ensures that the risk of Child on Child abuse is minimised by:

- Ensuring that all adults understand what Child-on-Child abuse is and looks like;
- Ensuring, as it is an ongoing process, regular training and updates are available to all staff;
- Ensuring all staff are capable of picking up and challenging inappropriate behaviours;
- Ensuring that staff know how to manage a situation should it arise, dealing with both the victim and the alleged perpetrator, and being able to offer support;
- Ensuring pupils are clear about our expectations in this area through the curriculum content;
- Make links with appropriate external partners who can support when these issues arise;
- There is an established procedure, protocol and guidance, and risk assessment in place should the need arise.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DFE document “Use of reasonable force in schools” [DFE-00295- 2013 (17th July 2013)]. Staff only intervene physically to restrain children to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Exclusion – The Headteacher, has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This will only ever be considered after all other avenues have been explored. Any pupil returning after a fixed exclusion will need to meet with parents/carers and the Headteacher to discuss appropriate behaviour.

Sanctions may be one of the following:

- a quiet verbal reminder of rule being broken
- the child may be moved to sit on their own
- part or all of a breaktime may be missed
- the child may be moved to another class
- work not done can be completed at breaktime or sent home for completion
- the child may be sent to the headteacher
- behaviour log completed and sent home as relevant

If a child misses a breaktime, the member of staff who dealt with this will be responsible for their supervision

## **BEHAVIOUR LOGS**

Incidents of low level, infrequent misbehaviours are recorded on “My Concern”. If a child has a specific difficulty an individual behaviour log may be kept to help to look for patterns and triggers. This is shared with parents verbally as appropriate.

## **PROCEDURE FOR CHILDREN CAUSING CONCERN**

Persistent poor behaviour may lead to a behaviour plan being developed with the child, parents/carers, teacher and SENDCo. A record should be kept which shows what might be triggering the behaviour, the behaviour itself and the response to or consequences of the behaviour.

As a final resort, it may be necessary to exclude a child from the school and at this point the Chair of Governors and local authority will be informed. This may be for persistent unacceptable behaviour or a single incident. Exclusion follows County procedures. The parents/carers must be notified immediately of the exclusion and of the reason for it. Parents/carers have the right of appeal, and the Head may be instructed to lift the exclusion.

## Appendix 1: – Emotion Coaching

### Emotion Coaching Scripts – What would you do?

#### Step 1: Recognise your own and the other person's feelings and empathise with them

What are the feeling(s) you might experience in this (or a similar) situation?

What are the feelings the other person is experiencing?

Emotion Vocabulary				
ANGER	SADNESS	FEAR	DISGUST	SURPRISE
Frustrated	Lonely	Worried	Disappointed	Confused
Mad	Hurt	Insecure	Bitter	Overwhelmed
Annoyed	Guilty	Embarrassed	Resentful	Startled
Offended	Uninterested	Rejected	Shameful	Shocked
Threatened	Inadequate	Vulnerable	Averse	Amazed

#### Step 2: Label the feelings and validate them

<b>Labelling:</b> <ul style="list-style-type: none"><li>Use words to reflect back the person's emotions</li></ul> <b>Validating with Empathy:</b> <ul style="list-style-type: none"><li>Empathise with the emotion by paying attention to what you are feeling and trying to see things from the perspective of the other person</li><li>Look for physical as well as verbal signs of the emotion being felt</li><li>Affirm</li><li>Allow time to calm down. Watch for physical signs of calming</li></ul>	<b>Possible sentence starters</b> <ul style="list-style-type: none"><li>I wonder if you feel.....</li><li>It seems that you are.....</li><li>That sounds as though it was .....</li><li>That must have been scary.....</li><li>I wonder if you are feeling nervous....</li><li>I'm sorry that happened to you, that must feel .....</li><li>How hurtful, for you</li><li>That sounds (or feels) like it is a big feeling.</li><li>I would feel .... if that happened to me.</li><li>It's normal to feel ..... about .....</li><li>It's OK to feel angry about ..... when ... happens to you</li><li>No wonder you were....., I imagine you were looking forward to...</li><li>I can see you feel ...when that happens/when I do(say)....</li></ul>
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Once the child or young person is calm

#### Step 3: Limit Setting (if needed)

Give guidance and positively explain boundaries by outlining what is acceptable behaviour.

Examples of types of positive limit setting:

- I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands.
- Remember we try to use words to tell people when something is not right for us
- When you told e.g. "Amber" to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group.

- In school, we have guidelines to follow that keep us all safe.
- When it is raining we need to wear our jackets to play outside

#### **Step 4. Problem Solving with the child or young person**

Help the C/YP to consider alternative courses of action when experiencing emotional moments. This will vary and be dependent upon the context. A possibility would be to think about problem solving as having three parts: Exploring, Sharing Ideas, Agreeing Solutions

##### **A. Exploring**

- You might talk with the C/YP's about the feelings and needs that gave rise to the problem/behaviour/situation – be specific.
- C&YP might need help to think about what they were trying to achieve with their behaviour, what did they want to stop or start?

“What were you wanting to happen?”

“How were you feeling when that happened?” or “What did it make you feel like?”

“Have you felt that way before?”

##### **B. Sharing Ideas**

- Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions, through scaffolding
- Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future.

“Let's think of what you could have done instead”

“Can you think of a different way to deal with your feelings at this time?”

“What about if you.....”

“Let's put some ideas on paper of what you could do if you felt ..... in the future”

##### **C. Agreeing Solutions**

“Let's look at the list and see what we think together?”

“What ideas and suggestions do you like?”

“You could ..... or ....., which one sounds good to you?”

“What ideas don't you like?”

“Let's decide what you will do next time you feel like this”

“How do you think doing..... would be more helpful for you and others?”

“What will help you to remember to do this?”

“How can you practice to .... ?”

## **Appendix 2 :**

### **B. Consequences for Antisocial Behaviours**

**Antisocial behaviours, beyond minor instances, must be logged on My Concern by the adult involved or witnessing. Minor instances would be those requiring only a discrete warnings (see table below).**

Rules and routines must be consistently upheld. Consequences for not doing so must be confidently applied, without loud fuss that can unintentionally exacerbate antisocial feelings and thus behaviours. That said, everyone is an individual: you can treat people equitably but not always in exactly the same way (see image on page 3). Antisocial behaviours need to be understood and refocussed.

Consequences should be relevant to the incident; they should reinforce prosocial behaviours and address antisocial behaviours.

These incidents listed in the table below are presumed to occur within one session (up to lunch, lunch, lunch to end of day). After each session, a fresh start should be made, unless the behaviour is dangerous or lead to seclusion. For each stage, adults should employ the positive approaches outlined in previous sections. Escalation will come if the same behaviours are repeated within a short time of the previous occurrence.

**Ultimately, through understanding the signals, the best way to counter antisocial behaviours is to preempt them – if you can predict a poor outcome, why let it happen?**

<b>Severity</b>	<b>When this happens...</b>	<b>For example,</b>	<b>...this happens:</b>	<b>Further Action</b>
<b>Difficult – minor in class</b>	First disruption	Calling out, chatting, not getting on with learning	Look but make no comment.	
	Second disruption		On the carpet/ during guided work: TA to prompt the child as discretely as possible. Get close to the child and whisper to them.  In class: Adult to speak to the child/ children and support them to reengage e.g. by setting a challenge	
	Third disruption		On the carpet/ guided work: Teacher to tell the child to move so that they are away from other children, but can still see/ engage with the learning  In class: Take the child to a learning area of activity and support them to get started, telling them you will check back in 5/10 minutes to see how they are getting on	
	Fourth disruption		On the carpet/ guided work: Distract the child e.g. ask them to do a job, a preferred	My Concern log if this has happened more than twice in a week



			<p>activity, provide a whiteboard and pen</p> <p>Child to make up some missed at lunchtime</p> <p>R – 5 minutes</p> <p>Y1/2 – 10 minutes</p> <p>Y3/4 20 minutes</p> <p>Y5/6 30 minutes outside HT office</p>	
<b>Difficult – more serious</b>	Risky behaviour	Hurting another child	<p>Child to sit with the teacher for 5 minutes</p> <p>Discussion about the incident</p> <p>Apologise (when ready) before returning to learning.</p>	
		Refusal to complete work	<p>Check the child has appropriate aids e.g. their glasses, familiar phonics mat, appropriate manipulatives</p> <p>Repeat the request-give the child time to respond.</p> <p>If the child still refuses, give choices "you can do it with Me or Mrs...." "You can do it here or over there."</p> <p>If the child still refuses, they must stay at lunchtime and complete a short piece of work, appropriate to their age.</p>	
		Leaving the classroom	<p>Check the child is safe</p> <p>Ask the child why they left the room and resolve if possible, taking them back to the classroom</p> <p>If the child wants to be left alone and it is safe to do so, leave them checking back every few minutes (not engaging in conversation)</p>	
		Shouting at an adult	<p>Child to sit with the teacher for 5 minutes</p> <p>Discussion about the incident</p> <p>Apologise (when ready) before returning to learning.</p>	

		Racist or homophobic language	Talk to the child to establish their understanding Explain that the language is unacceptable and must not be repeated	Complete a Prejudice Related Incident Log on My Concern  Inform the parent
		Spitting	Explain that spitting is not acceptable Support the child to clean up the spit	My Concern log if this has happened more than twice in a week
<b>Difficult - serious</b>	Disregarding rules	Incident where another child is injured	Child to sit with the teacher for 5 minutes  Discussion about the incident  Apologise (when ready) before returning to learning.	My Concern log  Inform parents  Consider internal or external exclusion for repeated behaviours.
		Swearing	Explain that swearing is not acceptable  Child to sit with the teacher for 5 minutes  Apologise (when ready)	My Concern log if this has happened more than twice in a week  Inform parent  Consider internal exclusion for repeated behaviours.
		Emptying/throwing/damaging resources	Use emotion coaching script Use distraction  Remove other children within the year group areas (outside or inside depending on where the incident is taking place) if necessary  When the child is calm and ready, support them to do the clearing up.	My Concern log  Inform parents  Consider internal or external exclusion for repeated behaviours.
		Climbing on furniture	Explain that you are concerned for the child's safety and that they need to get down.  Use emotion coaching strategies  If the climbing is dangerous, lift the child down if possible and safe to do so	My Concern log  Inform parents  Consider internal or external exclusion for repeated behaviours.
<b>Dangerous behaviour</b>	Putting others and self at risk of immediate or	Deliberately injuring a child	Separate children if necessary and remove victim to safety, ensure an adult is available to offer first aid etc	My Concern log  Removal by SLT and seclusion / exclusion

	lasting harm, physically, emotionally or mentally.		Request support from a member of SLT Use emotion coaching, distraction etc to support the child to calm	while analysis takes place and there is a plan to ensure safe return.
		Hurting an adult	Change of adult within the class team – support child and adult  Request support from a member of SLT Use emotion coaching, distraction etc to support the child to calm	Parent discussion with SLT  Consider internal or external exclusion for repeated behaviours.

#### **D. What to do if these approaches appear not to be working for a child**

**If a consistent approach has not resulted in a decrease of antisocial behaviour, a more bespoke plan must be introduced to support the child. N.B. This will be for a tiny minority of the school population, and should not be considered the norm.**

#### **Risk reduction plan**

Individual analysis and plans will be completed by the class teacher, a member of SLT and class TAs.

#### **Timetable Variation, Seclusion and Exclusion**

In consultation with relevant staff members and parents / carers, the following actions may be taken by the Headteacher:

- **Internal seclusions** beyond the loss of a lunchtime (learning outside of the classroom) will be used, if children need to make up learning lost through antisocial behaviour.
- **Fixed term suspension** may be necessary if the behaviour of a child is dangerous to themselves or others, to allow time to put systems in place to ensure that they can return to school safely.
- **Temporary timetable variations** (alternative lunch times to peers; reduced hours; alternative working arrangements) may be used to provide the child with support systems that encourage the development of prosocial feelings and behaviours to the point of safe return of freedoms and/or return to the classroom.
- **Alternative provision and permanent exclusions** remain an option when the antisocial behaviour needs of the child are such that they cannot be met by the school, given the resources and expertise available. We know that statistically exclusions can reduce life changes, so this is something that would be done as a last resort; in line with government and Local Authority guidance and in liaison with parents.

### Appendix 3:

#### The Rights and Responsibilities of Schools' Pupils and Parents/Carers in Ensuring an Orderly Climate for Learning

SCHOOLS	
Rights	Responsibilities
<p>To make clear the school's statutory power to discipline pupils and that pupils and parent/carers will need to respect this.</p> <p>To enforce the school's behaviour policy – including rules and disciplinary measures.</p> <p>To expect pupils and parent/carers' co-operation in maintaining an orderly climate for learning.</p> <p>To expect pupils to respect the rights of other pupils and adults in the school</p> <p>Not to tolerate violence, threatening behaviour or abuse by pupils/parent/carers. If a parent/carer does not conduct him/herself properly, a school may ban them from the school premises and, if the parent/carer continues to cause nuisance or disturbance, they may be liable to prosecution.</p> <p>To take firm action against pupils who harass or denigrate teachers or other school staff, on or off school premises – engaging external support services, including the police, as appropriate.</p>	<p>To ensure that the whole school community is consulted about the principles of the school behaviour policy.</p> <p>To establish and communicate clearly measures to ensure good order, respect and discipline.</p> <p>To co-operate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</p> <p>To ensure the school behaviour policy does not discriminate against any pupil on grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</p> <p>To ensure teachers' roles in school discipline are consistent with the National Agreement Raising standards and Tackling Workload and workforce remodelling agenda, so that there is a recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</p> <p>To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</p> <p>To support, praise and as appropriate reward pupils' good behaviour.</p> <p>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</p> <p>To make alternative provision from day 6 for fixed period excluded pupils and where appropriate arrange for reintegration interviews for parent/carers at the end of a fixed term period exclusion.</p> <p>To take all reasonable measures to protect the safety and well-being of staff and pupils, including all forms</p>

of bullying and dealing effectively with reports and complaints about bullying.

To ensure staff model good behaviour and never denigrate pupils or colleagues.

To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.

To keep parent/carers informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.

To work with other agencies to promote community cohesion and safety

**PUPILS**

**Rights**

To contribute to the development of the school behaviour policy, with every pupil being involved in the consultation.

To be taught in a safe environment that is conducive to learning and free from disruption.

To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.

To appeal to the Headteacher or Members of the Governing Body and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.

**Responsibilities**

To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.

To act as positive ambassadors for the school when off school premises.

Not to bring inappropriate or unlawful material to school.

To show respect to school staff, fellow pupils, school property and the school environment.

Never to denigrate, harm or bully other pupils or staff.

To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

**PARENT/CARERS****Rights**

To contribute to the development of the school behaviour policy.

To be kept informed about their child's progress, including issues relating to their behaviour.

To expect their child to be safe, secure and respected in school.

To have any complaint they make about their child being bullied taken seriously, and investigated/resolved as necessary.

To appeal to the Headteacher or Members of the Governing Body and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.

To appeal against a decision to exclude their child, first to the Governing Body of the school and then in the case of a permanent exclusion to an independent appeal panel.

**Responsibilities**

To respect the school's behaviour policy and the disciplinary authority of the school staff.

To help ensure their child follows reasonable instructions by school staff, and adheres to the school rules.

To send their child to school each day punctually, suitably clothed, fed, rested and equipped and ready to learn.

To check that their child does not bring any unsuitable items to school, particularly those that could endanger others.

To ensure school staff are aware of any SEN related or other personal factors, which may result in their child displaying behaviours outside the norm.

To be prepared to work with the school to support their child's positive behaviour.

To attend meetings with the Headteacher or other school staff if requested, to discuss their child's behaviour.

To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.

If their child is excluded from school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.