



## **Positive Behaviour Policy**

**Date: October 2022**

CEO: Sarah Watson  
Headteacher: Richard Healey

Due for review: Autumn Term 2023

**This policy should be operated in conjunction with our Safeguarding policy, SEND policy, Anti-bullying policy and Online Safety policy.**

## **Behaviour in Schools Guidance**

This policy has been updated to be inclusive of all new guidance from the Department for Education (DfE) Behaviour in Schools Advice for Headteachers and School Staff (September 2022) - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

The new guidance incorporates four sections: creating and maintaining high standards of behaviour; responding to behaviour; preventing recurrence of misbehaviour; and guidance on specific behaviour issues.

Throughout the guidance, the DfE has used 'must' and 'should' to determine a legal requirement versus a suggestion. The 'must' requirements are reflective of current practice, such as publishing a behaviour policy on a website. The key 'should' change is that "all headteachers should take responsibility for implementing measures to secure acceptable standards of behaviour" to meet the national minimum expectation.

This national minimum expectation is aligned with Ofsted's 'Good' grade descriptor for behaviour and attitudes, and covers six themes:

- High expectations that are commonly understood and applied consistently
- Visible leaders that support staff to follow the policy
- Measures and interventions are in place to improve behaviour
- Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
- Bullying is not tolerated, and the environment is safe and respectful; and
- Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

## **Our Aims**

At Isambard Kingdom Brunel Primary School, we believe children should lead safe, happy lives that result in them learning and displaying positive behaviours. Therefore, as a school, we feel it is important to promote a caring and supportive environment that enables all members of our school community, to feel secure and respected and therefore encourage good behaviour in others. To promote good behaviour throughout the school, pupils and staff should have a clear and consistent understanding of what is expected of them. All children will at some point make poor choices, but it is our intention that through this policy our children will be provided with clear guidelines on our behavioural expectations, as well as confidence in knowing that through their mistakes, they can learn to make amends and make better decisions for themselves in the future.

At Isambard Kingdom Brunel Primary School pupils will be encouraged to develop self-discipline and to accept responsibility for their own actions. We endeavour to create the conditions for an orderly and calm community, in which effective learning for all can take place; where there is mutual respect

for all members of our community and our environment. The school will not accept any behaviour of a prejudicial nature, by any member of the school community, whether child or adult.

The development of personal qualities, interpersonal skills and the fostering of socially acceptable behaviour is an integral part of our whole school curriculum and these are continually promoted through our shared school values, our IKB attributes and our PSHE curriculum.

### **Our IKB school values align with The Castle Partnership Trust in that:**

- **Every Child Achieves**
- **Every Child Belongs**
- **Every Child Participates**

To enable children to succeed, we believe in a positive approach to behaviour and the encouragement of emotional regulation. Our school has a set of IKB attributes which are shared with children, staff and the wider school community that not only ensure that everyone is a part of our school community, but that they are adding value to it too:

### **Our IKB attributes include:**

- **We are POSITIVE** - in our relationships with others and the values that we share.
- **We are ENGAGED** - in our learning, our wider school activities and our community.
- **We are RESPONSIBLE** - for the way we conduct ourselves in school and amongst the community.
- **We are RESPECTFUL** - to everyone we meet and to the property and resources that we share.
- **We are RESILIENT** - when things might not go the way we want and come back stronger.
- **We RISE TO CHALLENGES** - to learn more about ourselves and to strive for further achievement.

Pupils will have clear and consistent expectations of behaviour, which will be embedded across the whole curriculum and through our use of emotion coaching and restorative justice techniques (see appendix 1) which helps children to understand and regulate their own behaviour.

### **Promoting Positive Behaviour**

Our emphasis is to reinforce our school values to promote positive, social behaviour. We believe the ideal rewards are the intrinsic rewards offered by: good relationships, a stimulating and engaging curriculum and positive role models.

It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

### **How do we consistently promote positive behaviour?**

- **Non-verbal praise:** This includes: a smile, pat on the back, thumbs up, applause.

- **Verbal praise:** This is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the IKB attributes and can be given to and by everyone.
- **House points:** Each child is a member of one of four house teams which have links to STEM, being active and the environment and sustainability:
  1. Thunberg (Greta) – a teenage activist from Sweden who has become the face of the youth climate movement.
  2. Johnson (Katherine) - a mathematician from America whose calculations of orbital mechanics as a NASA employee were critical to the success of the first spaceflights and moon landings.
  3. Hawking (Stephen) - a theoretical physicist, cosmologist and author from England who was known for his work on black holes relativity.
  4. Simmonds (Ellie) - a British, gold medal winning and world record setting, Paralympian swimmer who is also involved in the Scout movement and sporting charities.

House points are earned daily and celebrated weekly/ half termly. The house with the most house points at the end of each half term will receive a reward. House points can be given by any member of the school staff, including TAs, Lunchtime Supervisors and Office Staff for any great learning, demonstrating the IKB attributes and values, positive behaviour, etc.

- **Class points:** Each class has the opportunity to work together to collect points (in the form of bees in a bee hive, or marbles in a jar, etc) linked to the class rules in each individual class. We believe it is important for all children to be involved in deciding these rules to give them ownership of them e.g. kindness to one another, keeping the environment clean and tidy, sharing resources, walking calmly around the classroom, not talking over others, listening to one another, etc. If the total points per class are achieved, then those classes are part of the whole school behaviour reward at the end of each half term.
- **Sharing success:** In recognition of a particular task or behaviour, children may share their success with others: the class; the neighbouring class or teacher; an adult chosen by the child; the phase leader; the Headteacher and parents/ wider community.
- **The Personal, Social, Health and Emotional (PSHE) Curriculum** is devoted to developing social, emotional and behavioural skills. There is a focus on encouraging a positive attitude towards school and a disposition to learn.
- **Celebration Assemblies** take place every week. Children from each class are identified weekly as 'learner of the week', 'star writer', 'reading champion', 'super creator' and 'magnificent mathematician' who have achieved particular learning success or demonstrated positive attitudes or behaviour in each area. The children are awarded with a certificate during the assembly. The assembly also recognises children who have demonstrated other curricular successes, the IKB values, completed extra-curricular challenges, achieved the 'Kindness Award', etc, all that week.

## Discouraging unacceptable behaviour

It is important to remember, before we resort to our consequences, that we ensure a child who has misbehaved, is given the opportunity to make amends and experience forgiveness through our emotion coaching and restorative justice techniques (see Appendix 1).

The process should include: understanding what went wrong, the feelings of others, feeling sorry, problem solving to put things right and learning for the future.

Leaders will ensure that expectations and sanctions are applied consistently and fairly through close monitoring of whole school behaviour, behaviour data collection via the IKB logging system (with half-termly, whole school, behaviour feedback produced by the headteacher), termly whole school behaviour learning walks, consistent and regular behaviour training for all staff members and through ensuring regular reminding to children of the importance of high behaviour expectations (assemblies, PSHE lessons, positive praise for positive behaviours, referencing the school values and attributes, etc).

**At all times, it is important to criticise and target the behaviour and not the child.**

## Consequences

For unacceptable behaviour, the following sequence will be used:

The 7-Step Approach		
1	Disruptive behaviour	1st Warning: reminder of expectations
2	Disruptive behaviour continues	2nd Warning: reminder of expectations
3	Behaviour continues	Initial restorative justice conversation begins to assist the child in realising the problem with their behaviour and amending it - logged on school monitoring system (Step 3)
4	Behaviour continues	Further restorative justice conversation to reiterate that the behaviour is not acceptable and assist the child in coming up with possible solutions to make amends as they are struggling to find these themselves - logged on school monitoring system (Step 4)
5	Behaviour continues	Final restorative justice conversation ensuring the child understands that the behaviours displayed are unacceptable with the staff member giving the child the next step to make amends as the child has failed to engage in this themselves – this can include 15 minutes away from the class to cool down and reflect - logged on school monitoring system (Step 5)
6	Behaviour continues	Pupil to be taken to phase leader with learning to complete and can return for the next learning session if they are

		ready and are no longer displaying the disruptive behaviour (phase leader to contact parents) - logged on school monitoring system (Step 6)
<b>7</b>	Behaviour continues persistently	Child to be taken to the Headteacher and meeting with parents to be arranged - logged on school monitoring system (Step 7)

If the child's behaviour is seriously disrupting the learning of other children, or threatening their safety (e.g. fighting or throwing with the intent of hurting another child or adult) then a senior leadership team member (SLT) will be sent for immediately.

In general, most inappropriate behaviour will be dealt with by class teachers and support staff. In more extreme cases, senior leaders and the Headteacher will become involved. It may be necessary to refer to the Trust SENDCo and outside agencies may be consulted. Having time away from peers is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed partner class or area of the classroom where they will reflect upon their behaviour and complete unfinished learning. No adult should accept more than two children at a time. A child should always be escorted by an adult.

Where children find interaction in the playground too difficult, adults will work with them using emotion coaching and restorative justice techniques to help with their development so that in time this interaction can be added to their skill set and they can safely play and interact with others. This will involve role modelling and supportive language/ instruction. Procedures are to be followed for children with extreme behavioural difficulties who need to be removed from the classroom or who run from classrooms/ school (see Appendix 2) – for these children, risk assessments and behaviour plans will be put into place.

The outcome of any case deemed extreme, may be that a child may be excluded either for a fixed term or permanently, depending upon the severity.

### **Positive Handling Plans**

In certain circumstances pupils may need additional support to ensure behaviour is appropriate. For these pupils, a Positive Handling Plan (PHP) will be developed. It will be formed in consultation with the class teacher, pupil, Trust SENDCo and the parent/ carer of the pupil. A review date will be built in to the plan. When necessary, external agencies e.g. Educational Psychologists, Behavioural Support Staff, may be involved in developing PHPs.

### **The use of reasonable force to control and restrain pupils**

The staff of Isambard Kingdom Brunel Primary School will follow the guidelines set out below. Following the issue of guidance from the DfE on the use of reasonable force to control and restrain pupils, The Castle Partnership Trust in accordance with the Somerset Safeguarding Partnership, wishes to make it clear to all schools that there will be no alteration in its current advice about the very limited circumstances in which use of restraint is appropriate.

These are:

- Where a pupil's behaviour is at risk of causing injury to him/ herself
- Where a pupil's behaviour is likely to cause injury to others (adults or children)
- Where a pupil's behaviour is likely to cause serious risk of damage to property

If the use of restraint is necessary, it will only be carried out by a member of staff who has attended appropriate restraint training. Parents will be notified as soon as possible after the event. Each incident will be logged using the internal school system (CPOMS). Senior members of staff will always check on staff and pupils involved in a restraint incident, to check that they are safe and well, both mentally, emotionally and physically before they continue with their day.

### **Discriminatory Language/ Behaviour and Prejudicial References**

Discriminatory language/ behaviour and prejudicial references will not be tolerated and will be treated on a par with physical assault. This may also require further intervention. Consequences and actions by the school will be proportionate with the perpetrator's age and level of cognitive understanding. Substantiated cases of racism will be reported as is our statutory duty. At IKB, in keeping with the national minimum expectation (Ofsted – 'Good'), "Incidents of bullying, aggression and discrimination are dealt with quickly and effectively."

### **Child on Child Abuse**

Our staff recognise that children are capable of abusing their peers. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to):

- bullying /cyber bullying (*bullying is intentional and persistent, unkind behaviours towards another*) including: sexual violence/harassment; physical/verbal abuse such as hitting, kicking, shaking, biting, hair pulling, name calling, shaming or otherwise causing psychological harm; sexting and initiating/hazing type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Any peer on peer abuse is unacceptable and will be taken seriously.

### **Exclusions**

Our exclusion arrangements are conducted in full accordance with the Equality Act 2010 and the Behaviour in Schools Advice for Headteachers and School Staff 2022 and reflects changes to legislation governing disciplinary school suspension and exclusion, and the "ambition to create high standards of behaviour in schools".

In the most extreme situations this sanction could be a fixed term or permanent exclusion. This will follow the statutory guidance for those with legal responsibilities in relation to exclusion (updated September 2022). This document can be found here: <https://www.gov.uk/government/publications/school-exclusion> and there will be a copy in the school office.

When a pupil is suspended or excluded, parents must be notified “without delay.” This is inclusive of looked after children with carers and notifying social workers working with specific children. When a pupil is suspended or excluded, the local authority must be notified – regardless of the length of suspension. After a fixed-term exclusion there will always be a re-integration meeting with the child, parent, headteacher and wherever possible the class teacher. If applicable an Individual Behaviour Report and/or a Personal Handling Plan may be drafted and will be presented to the parents/carers, with the aim of preventing further exclusions. The meeting is intended to be a positive discussion, with everyone working together to create the best chance of success moving forward.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school; and
- as a last resort

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

The updated guidance notes the ability for headteachers to cancel an exclusion that has not been reviewed by the governing board (previously referred to as rescinding/withdrawing a suspension or exclusion). It is expected this will be used where, following investigation, it is felt the suspension or exclusion should be cancelled, but where suspension or exclusion was the correct response initially. Where this occurs, parents and governors must be notified, as should social workers, if relevant. Cancelled suspensions and/ or exclusions should be reported to governors on a termly basis.

### **Searching, Screening and Confiscation**

Alongside new guidance from September 2022, the Department for Education (DfE) has updated the searching, screening, and confiscation advice for schools. This follows the disturbing treatment of Child Q in December 2020, reported widely throughout the media. If the police attend an incident at school that requires searching, the role of IKB staff is to always retain a duty of care for the pupils and advocate for their wellbeing.

When searching, an assessment will be made of the balance between the potential mental and physical wellbeing of the child, and the risk of not recovering the suspected item. Staff will be confident all other appropriate and less invasive approaches have been exhausted before involving the police. If a search does take place, IKB staff will do everything “reasonably possible” to inform parents ahead of the search,



and must inform them after a search takes place. At least two IKB staff members who are appropriate adults and known by the child must be present with the child throughout the search. IKB will always focus on the wellbeing of the pupil during and after any search, whether an item is found or not. This will involve relevant staff, such as the Designated Safeguarding Lead (Richard Healey, Headteacher).

## **Anti-Bullying**

Bullying is behaviour that is deliberate, repeated and targeted. At IKB, in keeping with the national minimum expectation (Ofsted – 'Good'), "Bullying is not tolerated, and the environment is safe and respectful. Incidents of bullying, aggression and discrimination are dealt with quickly and effectively." Our approach for dealing with this behaviour involves an initial discussion with the victim and perpetrator/s and with parents/ carers if appropriate. We use a restorative justice problem solving approach, where pupils can be involved in finding solutions. Any bullying occurring out of school will also be investigated in accordance with government recommendations. Please refer to the school's Anti-Bullying behaviour policy for more details.

## **Roles and Responsibilities of All Stakeholders**

### **Pupils' responsibilities are to:**

- Be aware of our IKB values and attributes
- Make a positive contribution to class discussions, learning activities and written work
- To complete home learning to the best of their ability
- Respect everyone in our community
- Care for their own and other people's property and ensure that they have the correct equipment and resources in school ready to learn
- Respect our school learning environment both in and out of the classroom
- Make every effort to attend school regularly, on time and suitably dressed in correct uniform
- Show self-discipline to enable themselves and other pupils to fulfil their potential, at all times
- Refrain from swearing or using any inappropriate language or violence

### **Parents' responsibilities are to:**

- Ensure that their child attends school punctually every day; ensuring that they come to school correctly equipped
- Be aware of our IKB values and attributes
- Support our school in the implementation of this policy
- Respond promptly to all school communications
- Foster their child's awareness of appropriate behaviour
- Encourage self-discipline
- Participate in school meetings to support our values and attributes
- Provide the correct uniform for their children
- Support children with any home learning activities

**Staff responsibilities are to:**

- Plan and prepare effective lessons, meeting the needs for every pupil
- Create an atmosphere for positive learning
- Be fair to all pupils by recognising that each is an individual with their own specific needs
- Promote self-esteem, confidence and potential
- Provide challenging learning
- Maintain positive day-to-day discipline and behaviour
- Use rewards and restorative justice techniques consistently, both within each class and across the school

**The School Leadership Team responsibilities are to:**

- Determine the standards of behaviour that are acceptable
- Ensure that the ethos of this policy is shared and communicated with all stakeholders
- Ensure that the policy is consistently applied across the whole school by all stakeholders

**The Local Governing Body and Board of Directors will:**

- During visits to school, note the implementation of the policy
- Form a Disciplinary Committee to review any appeals regarding exclusions
- Provide representatives for any independent appeal committee against exclusions
- Monitor, evaluate and review the policy annually

**Behaviour Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within our school premises, we reserve the right to act beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- on-line activity out of school hours
- wearing school uniform
- in some other way identifiable as a pupil at the school
- posing a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the parents/ carers of any actions taken. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

**Monitoring and Evaluation**

The Headteacher, SLT and Governors will keep this policy and our procedures for promoting positive behaviour under review and will amend or change them in light of any feedback, through on-going

monitoring and evaluation. Staff will attend training where appropriate in order to support the implementation of this policy.

### **Conclusion**

At Isambard Kingdom Brunel Primary School our priority is to enable all children to achieve and learn, so that they can be the best that they can be. We believe that all children should be able to learn in an atmosphere which is both caring and protective. Parents/ carers are informed of this policy when their child/children join our school. By choosing to send their child/children to this school, parents agree to support us in this policy and commit to our Home/School agreement (Appendix 3).

The Positive Behaviour Policy has been written in order that we can manage the behaviour in our school in the best possible way and for the good of all who attend IKB, whether staff, children or volunteers. If it is to be effective, everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting positive behaviour that will apply.

### **Equal opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way.

## **Appendix 1 Examples of Emotion Coaching and Restorative Justice Techniques:**

### **Step 1**

Recognising the child's feelings and empathising with them

- Does not need a physical action.
- Understanding that a child is experiencing an emotional moment.
- Pause for thought.
- Gives the adults time to tune into their own empathy and get ready to act.

### **Step 2**

Validating the feelings and labelling them

- Understanding the emotion the child is feeling.

"I understand you don't want to be here and you are scared and anxious about joining the group"

"It's normal to feel like this"

"I think that something is not quite right – can you tell me about it?"

### **Step 3**

Setting limits on behaviour (if needed)

- Understanding that just because you have demonstrated empathy and validation, we cannot and will not ignore the fact that some behaviours aren't acceptable.
- Make clear which behaviours are and are not acceptable, when the child is calm.

"I understand you are feeling sad today, but one of our rules is respect, so being rude to your friend isn't an ok thing to do"

"We can't behave like that even though you are feeling annoyed because it is not safe"

"There are rules we have to follow. Doing that is not ok"

### **Step 4**

Problem solve with the child

- Reinforce the idea that children have the capacity within themselves to develop skills to cope with their own emotions.
- Work with the child to consider what they could do when they feel those strong emotions next time.
- If possible solutions should come from the child but there are times ideas need to be given.

"This is not a safe place to be angry. Let's go to a safe space and then we can talk"

"Next time you are feeling like this what could you do?"

"How do you think you will react next time if this happens again?"

"How can you make amends for your behaviour?"

## **APPENDIX 2**

### **Pupils who run from school**

#### **When a child runs from the classroom:**

1. When a child leaves the classroom without the permission of the Class Teacher, a TA/ 1:1 should go with the child, speak to them and then return with them to the classroom. It is important to talk to the child about any possible 'trigger' after the calming down process in coordination with restorative justice techniques.
2. If the first procedure is not successful then a TA will inform the Phase Leader and will help with returning the child to the classroom.
3. Within a reasonable amount of time, if both the above are unsuccessful, or the child continues to leave the class without permission, then the child is given a choice of either returning to the classroom or a phone call will be made to the parent/ carer to collect the child and take them home. This will be counted as a fixed-term exclusion.

#### **When a child leaves the school campus:**

1. A member of staff informs the Headteacher that a child has definitely left the school campus.
2. A short initial investigation will be made by the Headteacher as to the whereabouts of the child in the very local vicinity.
3. If no contact can be made with the child then a telephone call will be made to the Police and parents/ carers, by the School Administrator, informing them of the approximate time and direction that the child left the campus and the current situation.
4. If, after 10 minutes, the child is unable to be located, the School will liaise with Police and parents/ carers again as to the course of action to be taken.
5. If contact is made with the child in the meantime, then 'choices' are given, as appropriate, and parents/ carers are advised of the situation.
6. If the Police have been informed and the child subsequently returns to School, the School Administrator will contact the relevant Police Office and the appropriate reference number will be given with full details.
7. A full investigation, including a discussion with the child and parents, into the incident will be carried out and parents advised of the outcome. Relevant details of the incident will be recorded on the school internal system (CPOMS).



### **Appendix 3: Our Home/School Agreement**

Child's Name: .....

Date of Birth: .....

This agreement is intended to outline the principles of a partnership between the school, its pupils and parents. In setting this out we are seeking to further enhance each pupil's positive experience of school.

#### **IKB aims to provide effective formal and informal learning through which all pupils will:**

- Achieve potential in as many ways as possible.
- Develop spiritual and moral values.
- Obtain a variety of skills which will prepare them for the next stage of their lives.
- Be part of a community within which all will feel secure and valued.

#### **Therefore – IKB will:**

- Encourage children to do their best at all times;
- Encourage children to take care of themselves, their environment and other people;
- Attempt to create an environment in which all members of the school community feel safe, secure and valued;
- Inform parents of their child's progress through annual school reports and parents' evenings;
- Send a class newsletter and knowledge organiser home at the beginning of each term explaining the learning and how parents can help their child at home;
- Inform parents of any concerns that affect their child's learning or behaviour and monitor any persistent difficulties;
- Make sure that we are available, by prior appointment, to meet with you and discuss any concerns that you may have about your child's education;
- Set and monitor home learning appropriate to their child's age and educational needs;
- Keep parents informed about school activities through regular communication;
- Provide a curriculum which is broad and balanced, promoting literacy, numeracy and all wider curriculum subjects as required by the National Curriculum;
- Contact you if there are concerns about your child's behaviour or attendance;
- Inform you of changes that are made to policies that affect your child's education and provide access to policy documents on request.

**Signed on behalf of the School:** *Mr Richard Healey* (Headteacher)

**Date: October 2021**

In order to achieve these aims, we need to work in partnership with the children and their parents/ carers. Therefore, we need to invite children and parents/carers to enter into the following agreements: -

**As a Parent/Carer we/I will:**

- Ensure my child attends regularly, on time – school begins at 8:45am;
- Ensure my child is physically prepared for the school day having received adequate sleep and morning nutrition;
- Ensure my child complies with the school’s uniform code including appropriate PE clothing and proper footwear;
- Support the staff in maintaining high standards of behaviour in line with the school’s positive behaviour policy;
- Work in partnership with the school by keeping us up to date with your contact information and inform us immediately of anything which might affect a child’s happiness, attendance, learning progress or safety at school;
- Seek to present a positive attitude in all communications with and about the school, and contact the school directly in the first instance with any concerns;
- Support my child’s learning, including school agreement the completion of home learning;
- Respond to any reasonable request to attend parents’ evenings and discussion about my child’s progress;
- Notify the school of the reason for absence by 9.25am on the first day of absence and then every day thereafter;
- Ensure my child understands the school’s ICT acceptable use policy;
- Support the school’s policies and guidelines.

**Signature of Parent/Carer:** ..... **Date:** .....

**As a pupil I will:**

- Try my best, work hard and rise to challenges;
- Listen to others;
- Be friendly, helpful, caring to others and demonstrate community spirit;
- Take good care of equipment, the building and the belongings of others;
- Be polite, respectful at all times and demonstrate positive behaviour;
- Take pride in my appearance and wear school uniform;
- Demonstrate the IKB values;
- Demonstrate the IKB attributes;
- Understand the ICT acceptable use policy.

Key Stage 1+2 children:

**Child’s signature:**

Early Years children:

**Parent/Carer signature on behalf of the child:**

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**Together we will:**

- address any special needs;
- encourage the children to demonstrate the school attributes and values;
- support the children’s learning to help them to give and achieve their best.