



Bowdon Preparatory School for Girls

Positive Behaviour Policy

This policy sets out the school's expectations for classroom practice and the responsibilities of different staff in contributing to an outstanding learning environment it should be read in conjunction with the following policies.

Child Protection and Safeguarding Policy	Health and Safety Policy
Early Years Policy	Inclusion Policy
Care and Supervision Policy:	PSHEE Policy:
Visitor Policy	British Values
Home/School agreement	Curriculum, Teaching and Learning Policy:
Activate Handbook	Special Educational Needs Policy
Class Welcome Booklet	Equality Policy

Introduction

The development of this policy is a result of our aim to promote positive behaviour within the school and continue to develop ways of rewarding this. Our policy is a means of promoting good relationships, so that we can work together with the common purpose of helping everyone to learn and reach their full potential. We provide safety and well-being for all the pupils, by raising awareness of appropriate and positive behaviour; we teach the girls that actions and choices have consequences. We believe that positive behaviour in children stems from learning the core skills and abilities that are embedded within all aspects of our school life. These include: independence and organisation, self-image and self-esteem, reflection and self-control, resiliency and perseverance, cooperation and collaboration, motivation, attention, fairness, sociability, empathy and honesty.

This policy has been developed through a consultative process involving children, parents, staff and governors. To ensure that this continues to be the case it will be reviewed annually and comments will be regularly invited through feedback on pupil reports/parents evening, parent surveys, the bulletin and meetings of the School Council, Class Reps, staff and governors.

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Aims

Through the implementation of this policy we aim to:

- promote an environment in which everyone feels happy, safe and secure for every member of the school community to feel valued and respected, and for all persons to be treated fairly
- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- teach children behaviour that is appropriate to different situations
- raise awareness amongst children of the need to recognise and manage their emotions and reactions
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult
- reinforce, endorse and praise positive behaviour, academic achievement and effort
- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- reinforce good behaviour so that children feel good about themselves
- prevent bullying
- ensure that pupils complete assigned work

Responsibilities

Governors should:

- Ensure they have a good knowledge of the school.
- Approve the general guidelines on behaviour, support the staff and Headmistress and review the effectiveness of the policy.

The Headmistress has the day-to-day authority to implement the school behaviour policy and give advice about particular disciplinary issues and should:

- Liaise with staff and talk to parents where behaviour is deemed unacceptable.
- Inform governors of any serious incidents.

Staff should:

- Value, respect and respond to every individual within our school community, irrespective of colour, race, religion, gender, sexual orientation or background.
- Ensure that all children feel safe and valued and that all opinions are respected.
- Provide positive role models and teach good behaviour through their own conduct.
- Talk and listen with respect at all times.
- Deliver an interesting and engaging curriculum that is regularly reviewed.
- Make all lessons accessible to all learners, ensuring they include challenge for all
- Have high expectations that are clear and consistently applied.
- Ensure classes are organised to promote independence, personal initiative and effective learning.
- Establish good classroom routines, providing a clear structure to the day with clear routines and transitions between tasks.
- Model and promote independent learning.
- Provide timely and informative feedback for class work and homework.

- Provide quality marking and value children's work.

Children should:

- Play and active role in supporting the development of positive behaviour in others.
- Show respect and courtesy to adults and children at all times
- Respect each other by allowing everyone to learn and by being accepting of all abilities and efforts.
- Come to school ready to learn, wearing the correct uniform, and with all the necessary equipment to access the day.
- Be involved in deciding/setting classroom rules.
- Be part of a school council process that looks at behaviour and seeks ways to improve it if required.
- Be responsible and self-reflective (with adult support if appropriate) and able to discuss their behaviour and consider alternative ways to overcome anger, distress or conflict.
- Take up opportunities to hold responsibilities – e.g. register monitors, lunchtime monitors, team and house captains, etc.
- Learn how to play safely.
- Older children should demonstrate mature behaviour and act as positive pupil role models.

Parents and carers should:

- Show mutual respect to staff, other parents or carers and children.
- Work with the school by reinforcing the school rules both before and after school.
- Ensure their child comes to school ready to learn and dressed in appropriate school uniform, with all the necessary equipment to access the day.
- Discourage inappropriate items being brought into school.
- Ensure that the class teacher is informed of any issues, or incidents that have happened at home that may affect their child's behaviour, so we can ensure we support the child – e.g. family illness/bereavement, the loss of a pet
- Make time to read communications and approach staff immediately if they need further clarification or need any support.
- Support our consistent approach
- Support homework policies.

If parents or carers have any concerns over behaviour, they should first see the class teacher. If the concern remains, then they should see the Headmistress and, if still not resolved, they should contact the Chair of Governors.

Communication and Parental Partnership

In order for communication and relationships with parents and carers to contribute to outstanding behaviour and ethos, all staff will keep parents informed through:

- An open door policy.
- A weekly bulletin.
- Class information meetings/booklets.
- Parent workshops.
- Updated website.
- Parent consultations.
- Teachers on duty at doors in the morning and end of the day.
- Open reception area and availability of office/pastoral staff.
- Quick response to any enquiry or concern.
- Class representatives.

Rules and Procedures

Rules and procedures should:

- Be kept to a necessary minimum.
- Have a clear rationale, made explicit to all.
- Be positively stated, telling the children what to do rather than what not to do.
- Actively encourage everyone involved to take part in their development, promoting the idea that every member has responsibilities towards the success of the school.
- Use appropriate strategies to sustain positive behaviour and ensure that all staff are trained appropriately.
- Be consistently applied and enforced in individual classes and around school.
- Address the behaviour and not the child.
- Draw attention to and praise good behaviour – see rewards below

Rewards

Rewards are given in accordance with individual behaviour programmes when necessary. We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour (verbal or written)
- Drawing the attention of others to their good behaviour
- Rewards including merits, credits, golden points, class marble jars, stickers, house points, play leader awards and the 'good news post cards'
- Visit to the Headmistress
- Notes in reading records/dairies.
- Displaying work.
- Sending a child to another member of staff to share good work etc.
- Verbal commendations, awarding trophies/certificates in assemblies/celebration assemblies.
- Special responsibilities.

Kindergarten and Pre-Prep

- Class reward schemes such as marbles jar, stickers and reward charts.
- Cuddly toy that is sent home.
- Star of the Week.

Pre-Prep and Juniors

- Children, especially in Year 6, are given roles of responsibility such as House Captains/Games

Captain/Eco team, to encourage an awareness of responsibility and commitment.

- Year 6 Leaders also help in Pre Prep at lunchtime and play with our younger pupils.
- Merit system Individual achievement rewards and certificates. Children are awarded merits for positive effort/behaviour etc.

Certificate	Bronze	Silver	Gold
Pre-Prep	80	160	240
Juniors	50	100	150

Juniors

House System:

- We have a consistent and clear 'House' system. The children are in 3 houses – Austen, Bronte & Eliot
- House points will be awarded for outstanding work, effort and endeavour across all areas of the curriculum and for sports or musical events.
- House points can be awarded verbally or next to written work.
- Individuals awarded house points are announced in celebration assemblies and the tally point total (by house) is shared.
- At the end of the school year, the overall winning house will be announced.

Pupils have individual merit and house point sheets that are signed by the staff member awarding the merit or house point. Pupils take responsibility to deposit their completed sheet into the post box. The Pastoral Leader will collect all the merits and house points and award certificates and give regular house point updates in assembly.

Pupil of the Week Award:

- Individual children are chosen by their form teacher to be presented with a pupil of the week certificate and badge. These are given to children who have worked hard, behaved well or worked to the best of their ability.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for some sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. We aim to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community.

The school does not have a rigid set of sanctions that a child might progress through in a set order; however, our priority is to address unacceptable behavioural issues in a consistent way. Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a "cooling down" period may be advisable. Issues should be addressed as soon as possible, whilst memories are fresh and evidence available. Every effort will be made to maintain safety and retain pupils' access to the curriculum. Punishments should be appropriate in terms of both frequency and severity. Within the classroom, staff use their professional judgement about the appropriateness of consequences matched to the child's misbehaviour.

Children who continue to disrupt on a regular basis will be brought to the attention of the Pastoral Coordinator, Deputy Headteacher or Headmistress. An appropriate course of support will be

agreed with the class teacher, pupil and parents, which may include a specific and appropriate reporting, rewards/sanctions programme.

If the behaviour has upset or hurt another child, the class teacher or teacher on duty may speak to this child and ask them whether they would like the opportunity, accompanied by the teacher, to tell the 'offender' how the behaviour made them feel.

- The teacher will discuss with the two children and/or use professional judgment and knowledge of the families to decide whether parents should be informed. In more serious situations, the teacher will inform or discuss concerns with the Deputy Headmistress, the Pastoral Coordinator or Headmistress, who may then take responsibility for contacting parents.
- Every effort will be made to ensure that a child who is upset or hurt by behaviour sees the result of the teacher's involvement; pupils must feel confident and satisfied that something has been done.

Record Keeping, Reporting and Monitoring Incidents of Inappropriate Behaviour

Records of severe incidents or of incidents that are part of a pattern of persistent misbehaviour will be kept, together with information about the action taken. Information will be logged on the Management Information System which is password protected. Where appropriate they are confidential and permissions to access such records is restricted to The Headmistress, Deputy Head and the Pastoral Coordinator. Parents will be informed verbally and in writing and their support will be sought in seeking solutions to problems. Details are also recorded on the Serious Behaviour Incidents and Sanction Log.

Kindergarten and Pre Prep

The teacher will write any incidents in the pupil log on the MIS, noting the behaviour and the consequence. This will be discussed with the child at time of writing. For any serious incidents, eg biting, hitting, the parents will be informed, as we want to establish good communication systems with parents from the start and enable the child to learn the correct behaviour with consistent support from both school and home.

Juniors

Teachers will write any incidents in the pupil log on the MIS, noting the incident and the consequence. The children should be able to take responsibility for their own behaviour. In discussion with the class teacher, the child will need to take responsibility for their behaviour and show an understanding of why their behaviour was inappropriate (what they did wrong) and what they should have done.

If an incident is serious, then parents will be informed by the Headmistress on the day it happens. Persistent bad behaviour may result in a 'diary log', which will go home each day sharing how the child has behaved in each session as well as at playtime and lunchtime. Sanctions will be put in place after a discussion with parents and the child – e.g. no playing out until the child makes the right choices/no after school clubs.

Playground/ Break/ Lunchtime Incidents

Playground incidents will be resolved appropriately by staff on duty and reported to class teachers if they deem it necessary, or the Headmistress in the case of a serious incident. If, on returning to the classroom, the child/children have not calmed down sufficiently to participate in the lesson and the problem persists, then the class TA should withdraw the child/children or they should be sent to the school office, to resolve the matter. This is to minimise the disruption

to the beginning of the class's lesson.

After the matter has been resolved satisfactorily, the TA will report findings to the class teacher at an appropriate time. If, however, the matter cannot be resolved by the TA within the allotted time, then the class teacher will reassure the child that they will talk at the next available opportunity. On occasions where similar incidents involving the same child/children occur repeatedly or the incident is of a more serious nature, then the child/children are to be sent to SLT/ Headmistress directly.

Clubs

The school standards will apply to all the clubs at school.

Incidents will be reported to parents at the end of the club, or to the Headmistress to inform parents.

Persistent issues may result in the child being withdrawn from the club.

Confiscation

Teachers have the right to confiscate items from children when:

- They pose a threat to others' or their own safety.
- They pose a threat to good order for learning, e.g. a pupil continuously plays with a toy.
- It is illegal for a child to have the item.
- It is an item the school has previously banned.

All confiscated items will be returned at the end of the week, either to the parent or the child, depending on the item. If it is illegal it will be handed to the police.

Bullying

The DfE definition of bullying is 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

SEAL definition 'Bullying means one child deliberately (usually) using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once you are angry. Bullying goes on deliberately (on purpose) over a period of time.

- Pupils are told that if they are bullied or see someone else being bullied they should try telling the bully to stop and MUST inform a member of staff.
- We always take complaints of bullying seriously and act promptly.
- It is also important to give the pupil/s who experienced the bullying time to talk over the incident, to ensure they feel supported and safe at school.

As a parent, if you think your child is being bullied, please listen to her and let her know you want to help, be clear that it needs to stop and that the school needs to know to help. Talk to the school class teacher or Headmistress as soon as possible. Keep talking to the school to ensure you know how it is being dealt with and the outcome.

Racism

"A racist incident is any incident which is perceived to be racist by the victim or any other person" (Stephen Lawrence Inquiry – The McPherson Report 1999).

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities. Racist behaviour includes: isolation because

of someone's race, name calling, teasing, comments about family members, offensive humour, inciting others, graffiti, handling racist material.

All staff at the school must challenge racist behaviour. Incidents of racist behaviour are dealt with by the Headmistress and parents of both the victim and offender are informed. A record is made of all incidents and they are reported to the governing body. The seriousness and unacceptability of racist behaviour should be explained to all those involved, including bystanders and witnesses.

Physical Contact

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact. The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff should be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny.

Physical contact which is repeated with an individual child or young person is likely to raise questions unless the justification for this is formally agreed by the child, the organisation and those with parental responsibility.

Children with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adapted where appropriate to the individual requirements of each child. The arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported.

Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

Physical Restraint

Physical contact may be used by members of the school staff to control, restrain or direct children without the use of force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control.

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of Physical Restraint should be recorded in writing and reported immediately to the DSL or the appropriate Headmistress. Parents will be informed immediately and details will be recorded on the

Restraints Log.

Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence.

Searching Pupils

The headmistress and teaching staff may search a pupil, with their consent, for any item that is banned by the school rules, and in any situation considered necessary for the safety of pupils. Consent is not required if the search is for knives or weapons.

Disciplinary action against pupils who are found to have made malicious accusations against staff.

As in line with our Child Protection (safeguarding policy) where an allegation of abuse is made against a teacher, other member of staff or volunteer, the School is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. If a pupil does make an allegation about a member of staff, the member of staff receiving the allegation will immediately inform the DSL who will inform the Head. The Headmistress or DSL on such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at Trafford Children's Social Care Services, within one working day at the latest. The school will not undertake our investigation of allegation without prior consultation with the LADO, in the most serious cases, the police, so as not to jeopardise statutory investigations (in boarder line cases discussions with the LADO can be held informally with naming the school or individual). The DSL will keep written records of all conversations.

Where an allegation of malicious accusation is made against a teacher, other members of staff or volunteer, the School is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The matter will be dealt with by the Headmistress and will follow the procedure of the exclusion procedures.

A pupil who is found to have made malicious allegations against a member of school staff will be managed in accordance with this policy which may result in permanent exclusion from the School.

Exclusion

Bowdon Preparatory School seeks to avoid exclusions. These take place only for very serious incidents or when other strategies, that have been tried and tested, have failed over time. In most cases, exclusion will be the last resort after a range of measures have been tried to improve a pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. The Headmistress and staff will identify pupils whose behaviour places them at risk of exclusion and seek additional provision to meet their individual needs; this may include support from external agencies as appropriate.

A decision to exclude a pupil for a fixed period will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Only the Headmistress (or, in the absence of the Headmistress or teacher in charge, the acting Headmistress or teacher in charge)

can exclude a pupil. The school must inform Governors of all exclusions.

Reasons for Exclusion

The continued presence of any pupil in the School is solely at the discretion of the Headmistress and depends upon the pupil's application, progress, conduct, attendance and behaviour (including outside of school) being in accordance with such standards as the School deems necessary and appropriate. The Headmistress may also, at her sole discretion, require parents to remove or may exclude a child if the behaviour of either parent is, in the opinion of the Headmistress, unreasonable and adversely affects, or is likely to affect, any pupil's progress at the School or the well-being of the School staff or to bring the School into disrepute.

Exclusion Procedure

The Headmistress is responsible for ensuring the exclusion procedure is implemented and for reporting to the Governors.

The Headmistress will:

- Inform the pupil's parents of the period of any exclusion or a permanent exclusion
- Give the reason for the exclusion
- Advise the parents that they may make representations about the exclusion to the Governing Body
- Advise the parents how representation can be made
- Notify the Governing Body of the details and reasons for the exclusion in the case of:
 - a permanent exclusion or a fixed term exclusion converted to a permanent one
 - a fixed-term exclusion of more than five days or which brings the total days the pupil has been excluded in one term to more than five

The Governors will establish a Pupil Discipline Committee of three members. The Headmistress will not be a member. For permanent exclusions and fixed-period exclusions of more than five days in any one term, the Committee will meet no later than the fifteenth school day after receiving notice of the exclusion. If the Committee decide that a pupil should be reinstated, they will give the appropriate direction to the Headmistress and inform the parents of their decision.

In the case of a permanent exclusion, they will notify the parents in writing of their decision and the reasons for it. The letter will advise parents of their right to appeal against the decision, whom they should contact to lodge an appeal, the final date for this and that the notice of appeal should set out the grounds of appeal.

Pupil Discipline Appeal

1. The parents will be referred to the Clerk of Governors to call a hearing of the Pupil Discipline Appeal Panel.
2. The matter will then be referred to the Panel for consideration. The Panel will consist of at least three persons, not members of the Pupil Discipline Committee, one of whom shall be independent of the management and running of the School. Each of the Panel members shall be appointed by the Governing Body. The Clerk to the Governors, on behalf of the Panel, will then acknowledge the appeal and arrange a hearing as soon as is practical, normally within fourteen days. The Panel will seek all relevant information and evidence from both parties.
3. If the Panel deems it necessary, it may require that further particulars or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than ten working days prior to the hearing.

4. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
5. If possible the Panel will resolve the parents' appeal immediately without the need for further investigation.
6. Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider to be relevant, the Panel will reach a decision and may make recommendations, which it shall complete within ten working days of the hearing.
7. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and recommendations, if any, will be sent in writing to the parents, Headmistress and the Governors.
8. Parents can be assured that the appeal will be treated seriously and confidentially. All correspondence, statements and records will be kept confidential except in so far as is required of the School

How we monitor the success of this policy

The behaviour policy will be consistently applied by all adults; adults will each take responsibility for promoting and encouraging appropriate behaviour around the school.

This will be monitored through:

- Clear induction programme for all staff/ visitors.
- Team meetings.
- Formal and informal monitoring by members of the Senior Leadership Team.
- Discussions at staff meetings.
- Use of behaviour incident record sheets
- Parent feedback.
- Lunchtime supervisor meetings.
- Governor reports/meetings/visits.

Policy Review and Dissemination

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed by	How was updated disseminated	Parents informed	Policy on website
Jan 2015	H.Gee (U)	Staff meeting	Yes	Yes
Sep 2015	H.Gee (U)	Staff briefing	No	Yes
Sep 2016	H.Gee (U)	Staff email – all staff to familiarise	Yes	Yes
Oct 2016	S. Hughes (R)			
Feb 2017	H. Gee (U)	Staff CPD meeting	Yes	Yes
	Governors			
Sept 2017	S Hughes (R)		Yes	Yes
Sept 2018	H. Gee (U)		Yes	Yes

Appendix 1

A guide to procedure for serious breaches of behaviour standards

In drawing up the procedure below, the School has had due regard to DfE guidance Behaviour and Discipline in Schools: guidance for headteachers and staff, which provides a helpful benchmark of good practice.

The procedure which will normally be followed is set out below but does not have contractual effect. All procedures will be conducted fairly and in a way that is appropriate to the circumstances.

Rules of Natural Justice

The School's procedure is based on the principles of natural justice. These can be summarised in the following

two basic rules:

- No person is to be a judge in their own cause; and
- No person is to be condemned unheard.

The rules are therefore concerned with the manner in which a decision is taken. The over-arching principle is a duty to act fairly. Whilst the precise procedure to be followed in a given situation depends on the circumstances of the case, some key principles are as follows:

- A fair and thorough investigation should take place
- Pupils must be informed of the allegation and the evidence relied upon
- Pupils must be given a fair opportunity to exculpate themselves
- An appeal of the Head's decision should be offered.

1. The procedure

It is very important to follow the correct procedures so that a fair decision-making process is followed from the outset.

First Steps

When a serious sanction or potential exclusion presents itself, some key considerations are as follows:

- What exactly is the allegation?
- Clarity at this stage is essential, not least because the pupil must be informed of the case against them. For example, if the allegation is that pupil A bullied pupil B, pupil A should be told all the elements of this (ie the identity of the other pupil, what was allegedly happened, when and where) and asked to explain what happened.
- What information is available and what further information is required?
- Consider what evidence is already available to support the allegation. Next, consider what additional information is required and how best to obtain it.
- Is anyone at risk ie do the police or social services need to be informed?
- Who should be dealing with this?

In most circumstances it will generally make sense for the investigation to be carried out by the Behaviour and Welfare Leader or perhaps another member of the Senior Leadership Team. The Head will ensure that a fair and thorough investigation will be held into the allegations against an individual pupil.

Key issues are as follows:

- Information gathering.
Before any decisions are taken regarding sanctions, it is essential to establish the facts.
- Should another adult be present?

Where a member of staff investigating the matter deems it necessary to interview pupils, they will be accompanied by an appropriate adult (which will usually be a member of staff). However, this need not be a parent. A neutral adult such as the School Secretary, or another member of staff is preferable. The pupil will be informed of the allegation and the evidence relied on by the member of staff investigating the incident and will be given a chance to respond to these allegations and give their version of events.

- When should the parents be informed?

This will always depend on the facts of the particular case. As a general rule, however, it will normally make sense for the parents to be informed after initial investigations have been made. However, parents will be informed, as soon as reasonably practicable and usually ahead of any investigation, if a complaint under investigation is of a nature that could result in the pupil being excluded. Similarly, in cases where Social Services or the Police become involved, parents will usually be informed as soon as possible.

- Should suspects be kept apart?

Yes, to the extent that this is reasonably possible. The pupil should be told not to discuss the matter with other pupils and, in particular, with the other pupils involved. This is particularly important where the accusation relates to issues such as bullying and physical or verbal abuse.

- When is suspension appropriate?

In particularly serious cases it may be appropriate for the pupil to be suspended. It is important to be realistic in assessing how long the suspension needs to be. Any suspension should in principle be as brief as possible. If a relatively lengthy suspension is unavoidable, arrangements should be made for work to be sent home and marked. Parents should be told immediately of any decision to suspend and this should be followed up within one school day by a confirmatory letter.

Unless the Head considers that further investigation is needed, they will decide whether the complaint has been sufficiently proved. If the Head is satisfied that, on the balance of probabilities, the pupil did what she is alleged to have done, the Head will decide on the appropriate sanction.

If the complaint has been proved, the Head will consider the range of disciplinary sanctions which they consider are open to them. The Head will consider any factors they deem to be relevant when determining the sanctions including the pupil's disciplinary record. Then, or at some later time, the Head will give their decision, with reasons.

In considering the appropriate sanction, the Head will look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Head will consider:

1. The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and school rules, and
2. The effect that the pupil remaining in the School would have on the education and welfare of other pupils and staff.

The Head may, as an alternative for less serious breaches of school discipline, temporarily suspend a pupil from the School.

All sanctions will be proportionate and reasonable and will take account the pupil's age, any SEND the pupil may have and any religious requirements affecting them.

If it is decided that a permanent exclusion is necessary, then an appeal will be offered to parents of the excluded pupil.

Appendix 2

Expected Behaviour

Working together as a whole class

We would like the children to:

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Put a hand up to signal a desire to say something
- Respect the classroom environment
- Respect other people's belongings and work

Working together in groups

We would like children to:

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from an authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

Working alone

We would like children to:

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

In the playground

We would like children to:

- Respect the boundaries by playing on the playground, the patio or the field, but not at the front of the school, behind the library or in the environment area
- If the field is wet, play on the playground, decking or patio
- Recognise the needs of different groups of children
- Enjoy playing together, but not at the cost of someone else's enjoyment
- Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely

- Establish the rules of a game and ensure that everyone playing knows the rules
- Care for people if they are hurt
- Listen to adults on duty: respond courteously and obediently
- End any game as soon as the bell goes, line up at the designated place, in a quiet orderly manner ready to return to the classroom

In the hall at lunch time

We would like children to:

- Walk into and leave the hall quietly
- Sit where the lunchtime staff indicate
- Talk quietly
- Put up a hand if help is needed and wait patiently until a member of staff is at hand to attend them
- Say 'please' and 'thank you' appropriately
- Use the crockery, cutlery and glassware correctly and carefully

In assembly

We would like children to:

- Enter and leave the hall quietly and in an orderly way
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or song
- Accept different styles of presentation and different expectations

On trips or at competitive events

We would like children to:

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly
- Stay together
- Accept rules
- Encourage and support one another
- Respond quickly to instructions

With visitors to the school

We would like children to:

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- Be welcoming, courteous and helpful to any authorised visitor
- If someone is not authorised, attract the attention of a known adult to that fact

At other times

When children are on the school premises we would like to them to conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:

- Be respectful towards all adults
- Be considerate towards one another

- Take care of the environment
- Leave equipment alone unless given specific permission to use it
- Respect all boundaries

Appendix 3

Rights and Responsibilities

Children

Children have the right to:

- feel safe
- be treated with respect
- learn
- have fun

Children are responsible for:

- sharing with one another
- being caring
- being helpful
- thinking about one another's feelings
- being quiet so that everyone can learn
- responding when spoken to
- speaking politely
- walking around the school building
- being tidy
- looking after equipment
- looking after their own property
- using appropriate language

Teachers

Teachers have the right to:

- teach without disruption
- be supported in doing so by the policies of the school, by their colleagues, by senior managers and governors and by parents and pupils
- be treated with respect

Teachers are responsible for:

- establishing a classroom management plan, agreed between the teacher and the class members, to meet the needs of both
- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- informing parents about expected behaviour and seeking their support
- organising the classroom in a way that encourages successful learning by giving attention to:
 - space for working and movement
 - seating arrangements
 - access to materials and equipment
 - noise levels
 - routines
- knowing the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- planning activities appropriate to the ability, maturity and special educational needs of the children
- being aware of safety issues when planning activities
- establishing procedures for giving directions about tasks
- teaching children about behaviour skills

- planning and responding to individual needs to learn behaviour skills
- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum
- being consistent and fair when giving rewards or imposing sanctions
- liaising with support teachers, mid-day staff, parents and the headteacher
- ensuring that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- providing a good example of behaviour

Non-teaching staff

All members of staff have the right to:

- carry out their jobs effectively
- be supported in doing so by the policies of the school, by their colleagues and by senior managers and governors
- be treated with respect

Learning Support Assistants are responsible for:

- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards or imposing sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- being aware of procedures for giving directions about tasks and reinforcing them
- teaching children about behaviour skills
- reassuring, re-focusing and reaffirming tasks set for children
- fulfilling roles identified within Behaviour Programmes for children on the ESA and responding to individual needs to learn behaviour skills
- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- responding to children's needs swiftly
- observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment

Lunch time and Play Leaders are responsible for:

- being friendly and approachable
- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards or imposing sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- teaching children about behaviour skills
- having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment

Parents and Carers

Parents and Carers have the right to:

- be treated with respect and to have their opinions valued
- be informed of the approach to the management of behaviour taken within the school
- be informed about their child's behaviour through parent/teacher consultations, annual reports and through other contacts, verbal and written, as appropriate
- be involved in planning and implementing behaviour programmes
- be informed of decisions about the management of their child's behaviour

Parents and Carers are responsible for:

- informing the school of any medical or social circumstance that might affect the behaviour of their child
- providing their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- informing the school of any concerns about their own child's behaviour
- keeping in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- supporting and co-operating with the school in implementing the behaviour policy
- respecting the staff of the school and valuing their professional opinions
- promoting positive attitudes towards school
- providing a good example of behaviour

Governors

Governors have the right to:

- be involved in the development of the policy in accordance with the stated aims of the school
- be informed about the successes of the policy in maintaining high standards of behaviour

Governors are responsible for:

- ensuring that the school has a behaviour and discipline policy
- supporting staff in implementing the policy
- monitoring and evaluating the effectiveness of that policy in bringing about its stated aims and objectives
- reporting on the effectiveness of the policy to parents
- providing opportunities for dialogue with children, staff and parents

Appendix 4 Behaviour and Sanctions

In the following tables, we have listed inappropriate behaviours and a range of negative consequences that may be used, as deemed necessary (please note that the lists are not exhaustive).

Table 1 Behaviours

Low Level	Moderate Level	Serious Level
Fidgeting/fiddling Telling tales Punctuality Dropping litter Noisy e.g. talking/shouting Failing to keep on task Leaving desks Unkind remarks Time wasting Telling lies Running in corridors Pushing in line Borrowing without permission Leaving work area untidy <i>Any persistence of low-level behaviours would move into the moderate level.</i>	Consistently shouting out Poor effort Distracting others Bad language (one off) Unprepared for work (continuously) Hurting others/threatening/ aggressive behaviour Stealing Disregarding instructions Refusal to cooperate Vandalism – graffiti etc. Disrespectful or rude attitude to others <i>Repeated incidents of any moderate behaviour – Headmistress informed.</i>	Extreme physical aggression Racism Bullying Theft Purposeful damage to property Serious physical/verbal threats made to staff Violent outbursts – verbal/physical Leaving school without permission

Table 2 Sanctions/ Actions

Low Level	Moderate Level	Serious Level
Frown Tactically ignoring behaviour A verbal reprimand Reminder of positive behaviour Withdrawal of attention Repeat activity properly Child sits alone Reward others Warning Related sanction, e.g. completing work, cleaning up mess Expecting work to be completed at home or at playtime	Time deducted from playtimes Standing with an adult at break time/lunchtime for a specified time Extra work Internal exclusions – working away from own class Reflect and write letter to parents Loss of privileges – as appropriate Referred to SLT or Headmistress Sending a child to work in another classroom Verbal/written apologies Putting things right/Reparation	Time out Send to Headmistress Involve parents Involve Pastoral Coordinator if appropriate Daily/weekly behaviour report Involve outside agency Writing a letter home Agreeing a contract A system for being 'on report'



Introduction

We believe that every child has the right to come to school and be happy. Bullying, whether verbal or physical, affects children either directly or as witnesses. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Children who are worried about being bullied or who see their friends bullied cannot concentrate and their quality of learning is affected. Bullying of any kind is not tolerated under any circumstances as it is an extreme form of unkindness.

Pupils should learn to value themselves and others; recognising that they are individuals and learning to respect the individuality of others. This aim can only be fostered within a safe, happy and fulfilling environment. We as staff are conscious of this and so deliberately instil at every opportunity the right of an individual to be their own person and so seek their own forms of recreation, so long as it does not impinge on the rights of others. We aim to create within the school, an environment of mutual respect and value. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. All aspects of bullying are to be treated seriously and every effort must be made to establish the cause of such behaviour and eradicate it. Any issues where bullying is suspected will be discussed at staff meeting where the Headteacher will reinforce the correct procedures, advise on any measures to be taken, including how to reduce the risk of bullying and plans to monitor effectively the places it is most likely to occur e.g. in the playground at lunch and break times.

What Is Bullying?

We define this as persistent, deliberate, hurtful behaviour which intimidates, threatens or frightens another person. It is a conscious action and is a form of behaviour that has no place in our school.

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- SEN/Disability Negative reference or actions associated with special need or disability
- Cultural Taunts, inappropriate reference to cultural diversity
- Religious Negative reference or actions regarding personal belief, dress code or dietary requirements.

- Peer on Peer abuses can be physical, emotional, sexual and exploitative. Such allegations where a child is suffering significant harm by another child or a group of children, then a response under our Child Protection procedures will be carried out by the Designated Safeguarding Lead.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Bullying is taken very seriously at Bowdon Preparatory School and has serious implications. Bullying may cause psychological damage and although bullying is not a specific criminal offence, there are laws which apply to harassment and threatening behaviour.

We should also recognise that bullying affects other children who see it happening, not just the bullied and the bully. Often, less aggressive pupils can be drawn into the situation through peer pressure. Bullies themselves frequently act in an aggressive manner because of deep seated feelings of want, fear and insecurity.

Objectives of this Policy

- all teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- create an atmosphere where pupils can disclose bullying, be taken seriously and rely on appropriate action being taken
- all teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- all pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- as a school we take bullying seriously. pupils and parents should be assured that they will be supported when bullying is reported
- respond promptly and firmly to all concerns expressed re. bullying
- assist parents who request advice and support them
- ensure that there is emphasis on praising good behaviour and that there are positive expectations of pupil behaviour
- ensure that the general pupil management reduces the opportunity for bullying
- bullying will not be tolerated

Bullying Outside School and Cyber-Bullying

This policy relates to children's behaviour when in school, when supervised by staff outside school eg when on school trips or at sports fixtures and when in extended school services including breakfast or after school clubs. However the rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. At Bowdon Prep the issue of cyber-bullying is explicitly tackled within the IT and PSHEE curriculum and a once yearly taught session looking at internet safety; however we recognise that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and

staff. The DfE outlines the specific statutory power, held by headteachers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyber-bullying.

If members of the school community are involved in cyberbullying against pupils, for example:

- Sending abusive or threatening email or text messages
- Posting malicious or abusive comments on a social media site
- Filming or passing on inappropriate material via mobile phone then the headmistress does have the power 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site', which could mean using any of the sanctions as given in this policy or involving external agencies such as the police as appropriate.

It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour) poses many problems and will only be considered where actions are continued or impact directly upon relationships and learning in school or the reputation of the school.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school or doesn't want to go on the school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence or starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are frequently damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home hungry (lunch has been handed over unwillingly)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone or is nervous & jumpy when a cyber message is received
- These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting Bullying

As a principle, pupils who believe that they have been bullied should expect, as a right, protection by the school. Consequently we encourage pupils who either believe they have been

bullied or who have witnessed bullying, to speak either to their class teacher or any other member of staff in whom they have confidence.

We take the view that bullying is a very serious matter and it should be stressed that girls will be listened to at **any** time.

We also encourage parents to inform the school of any concerns they may have in this respect, whether by having heard about or having witnessed acts of bullying. In the first instance they should contact the form teacher or Mrs Sharkey either in person, by phone or a letter.

It should also be recognised by staff and parents alike, that often pupils feel unable to verbalise the oppression they are under because of its element of subjugation. We therefore need to be aware of possible signs both at home and at school. These signs are sometimes more evident at home than at school and parents must know that if they are concerned for whatever reason, the school needs to be informed.

Procedures

We firmly believe in being proactive in our approach to safeguard against bullying. The development of social skills and the reinforcement of positive behaviour is addressed PSHE sessions and school assemblies.

All bullying behaviour or threats of bullying are investigated and the bullying stopped quickly. Strong home/school links are vital so that the bully and the bullied can be effectively supported. The school provides the following framework within which bullying is effectively addressed.

- All teaching, non-teaching and volunteer staff are made aware of the schools' anti bullying policy.
- Teachers will record incidents of bullying from individual pupils and from parents.
- Social interactions and behaviour of children is discussed during staff meetings. Strategies are discussed to support children in the development of their social skills and to support staff development within these areas. Regular meetings with lunch time supervisors also provide a forum for discussion.
- Circle sessions in form times. Pupils are actively encouraged to discuss incidents/situations that they are aware of or that might occur. The emphasis is on dealing with the problem with a non-confrontational and empathetic approach. We are confident that by involving the children in this way they and their peers will all become more sensitive towards bullying issues and spread an awareness.
- Early intervention should follow all reported incidents to encourage an 'open' atmosphere whereby disclosure is facilitated. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- All bullying incidents are investigated, monitored and logged on the pupil's record by the Headteacher. The Headteacher monitors all incidents in order to identify any patterns of concern which require action.
- Action will be taken should any individuals re-offend. This would include the temporary removal of the bully from a potential bullying situation. An attempt will be made to help the bully (bullies) change their behaviour.
- Counselling and discussion will take place with the victim and the aggressor, firstly with the class teacher and then the Headteacher, should the situation become more serious.

- The motivation for the aggression should be established.
- If necessary, punitive measures will be used as appropriate and in consultation with all parties concerned.
- Further measures would involve discussion with the parents.
- If necessary and appropriate, police will be consulted. Severe and persistent bullying may result in the temporary or permanent exclusion of an individual from the school.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a form tutor, teacher or a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help change the attitude and behaviour of the child

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract/ home school agreement
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

OTHER GUIDANCE

Preventing and Tackling Bullying (July 2017)

Cyberbullying: advice for Headteachers and School Staff (2014)

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0300 0115 142
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Childline	0800 1111
Youth Access	020 8772 9900

Policy Review and Dissemination

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

Date of update	(U) Updated (R) Reviewed by	How was update disseminated	Parents informed	Policy on website
Jan 2015	H.Gee (U)	Staff meeting	Yes	Yes
Sep 2015	H.Gee (U)	Staff briefing	no	Yes
Sep 2016	H. Gee (R)	Staff briefing	Yes	Yes
Feb 2017	H. Gee (U)	Staff Briefing	Yes	Yes
	Governors (R)			
Sep 2017	S. Hughes (U)			
Sept 2017	H.Gee (U)			
Jan 2019	S. Hughes (U)	Staff INSET	Yes	Yes

Home–School Agreement

The school will:

- Offer encouragement and support to children to help them achieve their best at all times.
- Encourage children to take care of their surroundings and others around them and to keep the school rules.
- Inform parents of their children’s progress through annual reports and at regular meetings.
- Inform parents about any concerns or problems that affect their children’s work or behaviour.
- Keep parents informed about school activities through regular letters home, postings on the school’s website and notices about special events.

Headmistress’s Signature

The parents will try to:

- Make sure their child arrives at school on time – 8.45am.
- Make sure their child attends regularly and provide an explanation by phone or note if the child is absent.
- Agree to the details specified in the Term and Conditions
- Support the school’s procedures and policies.
- Support their child’s learning both at home and at school, to help her achieve her best.
- Encourage their child to keep the school rules.
- Let the school know about any concerns or problems that might affect their child’s work or behaviour.
- Maintain good communication between teacher and parent, including reading, signing, and returning all papers in a timely manner.
- Provide accurate, up-to-date telephone numbers, email addresses and emergency contact information to the office.
- Commit to being an active member of the parent/school community and show their support.
- Show kindness, consideration and respect to all in our school community.
- Drive and park with due regard to the safety of all children.

Parent’s Signature.....

Every child will keep the schools rules, agreeing to the following:

- I will follow all classroom rules, procedures and expectations.
- I will take responsibility in order to achieve my personal best.
- I will ask for help when I need it.
- I will always try to do my best to complete all schoolwork and homework to the best of my ability.
- I will show kindness, respect and consideration to everyone in our learning community and expect the same in return.
- I will take good care of the equipment and building.

Child’s Signature..... Child’s Name.....