

Policy Statements and Procedures

BEHAVIOUR AND RELATIONSHIPS POLICY

1. INTRODUCTION

This Behaviour and Relationships Policy and Procedure seeks to encourage pupils within The Rosedale Hewens Academy Trust (The Trust) to make positive choices and reinforces positively, those choices through praise. The Trust recognises that even when encouraged to make the right choice, some pupils will occasionally make choices that have an adverse effect on their relationships with others, leading to negative experiences both in and out of school, or that this behaviour may disrupt their own learning or that of others. A series of focused strategies will then need to be implemented to bring about changes to these behaviours. The aim of these strategies is to encourage pupils to adopt a behaviour that supports them in developing and maintaining positive relationships and friendships, and that is conducive to learning. In some circumstances, the Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others and this action may result in exclusion.

At The Rosedale Hewens Academy Trust, we recognise that this policy should relate to the behaviour of and relationships between all members of the school community. We feel that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation. The policy should be regarded as a “live” document; it should be readily available and be referred to as needed.

This policy has been written after consultation and thorough discussion and it reflects the values and principles that we collectively consider are important to the school, the relationships we value throughout school life and preparing pupils for life in Modern Britain.

Underpinning the delivery of these strategies are outcomes which are created through a positive ethos, supportive learning environments, improved relationships, and positive behaviour in our schools. Furthermore, making sure our children and young people are included, engaged and involved throughout their school careers.

Please note that parents, guardians and carers are referred to as ‘parents’, and Primaries within The Rosedale Hewens Academy Trust are referred to as ‘the school’ throughout this policy.

Our values underpinning the Behaviour and Relationship Policy at the Trust are as follows:

- 1) We believe the 6R’s: being responsible, resilient, rational, resourceful, respectful and reflective which underpins the values and ethos of the school are integral in building positive behaviour and relationships amongst our pupils. Following the 6Rs will also have a positive impact on pupils’ behaviour and overall relationship with their families and the wider community. We strongly believe that emphasis on the 6Rs in school will guide pupils to live peacefully with all in today’s Modern Britain.

- 2) We believe that we all respond better to encouragement and support than to a negative response. By focusing on positive behaviour and relationships and on the individual characteristics and capacity that each member of the community brings to the school, we can support each other to make school a truly inclusive school where all members are equally valued and respected.
- 3) We believe all members of the school community are responsible for their own behaviour and for fostering positive relationships and communication with others. We firmly believe that children learn by example and adults must act as positive role models in their behaviour and relationships, with our children and their families, as well as each other.
- 4) We believe that teaching, learning, relationships and behaviour are inextricably linked. We strive to ensure that all our pupils have full and equal access to the curriculum and know that by teaching social and emotional skills to our pupils (Zones of Regulation), throughout their learning, will make it easier for them to do so.
- 5) We believe we are all members of a wide and diverse learning community and regard any adult or child asking for help or support, in any area as displaying a strength rather than a weakness. We strive to create a community where all members feel safe to learn.
- 6) We believe that this policy, along with all policies in school, will be applied equally to all members of the school community regardless of their gender, race, religion, sexuality or any disability.

The Rosedale Hewens Academy Trust's Behaviour and Relationships Policy and Procedure involves staff, pupils, parents, guardians or carers and the Trust. If pupils are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere. The Trust places great emphasis on praise, reward and support and as such, we have a well-established system that brings rewards to those who behave well.

2. POLICY OBJECTIVES

The aim of this policy and procedure is to support teaching and learning by establishing a code of conduct to which all members of each school community within the Trust must adhere. This code of conduct will ensure an environment in which all pupils can realise their full potential and enjoy learning and achievement. The Rosedale Hewens Academy Trust believes that every pupil should feel valued and in turn, value the school community of which they are a part.

The objectives of the Behaviour and Relationships Policy and Procedure are to:

- Clarify what is meant by 'good behaviour' to all members of each school community;
- Encourage a positive learning environment where pupils behave well towards each other, their teachers and where effort, hard work and good behaviour are rewarded;
- Ensure that all staff motivate their pupils by using a variety of rewards to recognise good behaviour, as individuals and as a whole class, in a structured way;
- Ensure that all staff have an important role to play in encouraging good behaviour;
- Ensure that staff, pupils and their parents, guardians and carers have a clear understanding of the consequences of poor behaviour;
- Encourage all pupils to value themselves and their own efforts, their class and their school, so that they grow socially, personally and academically.

3. PRINCIPLES

The Behaviour and Relationships Policy and Procedure is based on the following principles:

- That every pupil has the right to learn.
- That every member of each school community within the Trust should be treated with respect.
- That every member of each school community should feel safe and comfortable in and outside the school buildings.
- That respect should be shown for each school and its environment.
- That respect should be shown for the property of others.
- That every teacher has the right to teach without interruption.
- That every parent, guardian or carer has the right to information about their child's behaviour and to work in partnership with the respective school to encourage high standards.
- That every member of the school community needs to be aware of the expected standards.
- That every pupil is equal and should be treated as such at all times.
- That all members of each school community have a role to play in promoting a positive image of The Rosedale Hewens Academy Trust.
- That every member of each school community accepts responsibility for their own actions and ensuring that they do not affect the education of others by poor behaviour.

Mental Health

Mental health affects all aspects of a child's development including their cognitive abilities, their social skill and their emotional wellbeing. The school recognises that pupils may experience mental health difficulties and therefore provide a range of pastoral support (medical and non-medical) to pupils who may need help and support.

Childhood and adolescence are when mental health is developed and patterns are set for the future. For most children the opportunities for learning and personal development offered at school and Primary are exciting and challenging and an intrinsic part of their educational experience. However, they can also give rise to anxiety and stress whereby anxiety or stress owing to circumstances outside school. It is important not to label as 'mental health' problems which are in reality normal emotional reactions to new experiences.

A number of children may experience emotional or psychological difficulties that without appropriate professional support are more persistent and inhibit their ability to participate fully in school and in other aspects of life. In addition, some children may arrive at Primary with a pre-existing psychological problem. Mental health problems can seriously impair academic performance and may lead to confused or anxious behaviour.

Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)

Some pupils experience social, emotional, behavioural developmental needs for a variety of reasons, e.g., adverse childhood experiences, environmental factors, inconsistent parenting, bereavement, bullying/discrimination. Pupils will be identified through various school inclusion support or via external supports and referral pathways; such as repeated patterns of misbehaviour being an indicator or identification of specific needs by the SENCO, as well as through concerns raised by staff or parents. Time will be taken to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Primary SENCO, Inclusion Team or Educational Psychologist may be necessary. These actions would be coordinated by the Headteacher.

It is policy that every pupil will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, the Behaviour and Relationships Policy and Procedure details classroom and corridor rules. The Rosedale Hewens Academy Trust is firm in its belief that every pupil is entitled to be taught in classrooms free from disruption

and to be able to walk about their school free from harassment.

The following three elements, help form the foundation of the Behaviour and Relationships Policy and Procedure:

- Rules
- Rewards
- Consequences

British Values

The government set out its definition of British Values in the 2011 Prevent Strategy. British Values are defined under the following headings: democracy; the rule of law; individual liberty; mutual respect and tolerance of those of different faiths and beliefs. These values underpin the Behaviour and Relationships Policy and Procedure, and the school's curriculum aims to promote and encourage opportunities for pupils to learn about these values and their relevance in their lives.

4. PROCEDURE

Rules

In a primary setting, the children are learning how to behave appropriately and understand how their behaviour affects others. Therefore, the approach to behaviour management will vary considerably within the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

Code of Conduct for the classroom

Class teachers in a primary setting have a greater responsibility in setting and maintaining the acceptable behaviour code for their cohort of children. They, and their Teaching Partners will provide a fair, consistent and reasonable set of boundaries within the classroom. The classroom rules will be co-constructed with the children at the beginning of each year. These rules will reflect our values and ethos for:

- Appropriate behaviour of an individual;
- Appropriate behaviour towards others;
- A safe and tidy environment.

Code of Conduct around the School

The code of conduct for movement along the corridors and up/down stairs will be co-constructed with the children in an assembly at the beginning of each academic year. They should include elements from our values and ethos, as outlined above.

Code of Conduct for the Outside Play Areas

The code of conduct for all outside play areas should also reflect our expectations although each school has to adapt their rules according to the differing size/position of their outdoor spaces. These rules will be co-constructed with the children at an assembly at the beginning of each academic year.

Code of Conduct for the lunch hall

The code of conduct for lunch halls should be co-constructed between the children, staff and kitchen staff, including elements of our values and ethos.

The Use of Reasonable Force and Power to Search Pupils without Consent

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law, 'Section 93, Education and Inspections Act 2006' and in accordance with the guidance Restrictive Interventions, Including use of Reasonable Force, in Schools, April 2026. The term 'reasonable force' covers the broad range of actions used by teachers that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. 'Control' means either passive physical contact, such as leading a pupil by the arm out of a classroom. 'Restraint means to hold back physically or to bring a pupil under control.' This is used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 'Reasonable' means using no more force than necessary.

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Injuring themselves or others;
- Causing damage to property;
- Engaging in any behaviour prejudicial to good order and discipline at the school, whether that behaviour occurs in a classroom or elsewhere, and where the force used is considered 'immediately necessary.'

Force will never be used as a punishment; it is unlawful to do so.

Circumstances in which physical force might be used, include the following:

- To separate pupils found fighting;
- To remove disruptive pupils from the classroom when they have refused to follow an instruction to leave;
- To prevent a pupil leaving a classroom where allowing the pupil to leave would risk their safety or lead to disruptive behaviour;
- To restrain a pupil who is at immediate risk of harming him/herself;
- To prevent a pupil from attacking a member of staff or another pupil.

Searches

Power to search given by Chapter 2 of Part 10 of the Education Act 1996 as amended by the Education Act 2011, Part 2, subsections (2) to (5). Guidance: Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies February 2014 (updated July 2023).

Staff can search a pupil for any item if the pupil agrees.

Staff also have the legal power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs (or legal drugs used inappropriately)
- Stolen items
- Tobacco, cigarette papers, lighters/matches, electronic smoking devices (vapes) and related electronic smoking device paraphernalia
- Fireworks

- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

In addition, staff can also search for any item banned by the school rules or for items that have been used in breach of the school rules, for example mobile phones other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

Under this legal power:

- The member of staff can ask the pupil to turn out their pockets and look in the pupil's bag or locker. Pupils can also be asked to remove external clothing.
- If the pupil refuses to be searched, the member of staff can apply an appropriate sanction.
- Searching should be carried out by a member of staff who is the same sex as the pupil.
- There must be a member of staff present during the search to act as a witness who should also be the same sex as the pupil.
- There is a limited exception to the same sex and witness rule; if there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.

Parents, guardians or carers will not be informed prior to a search or to seek parental consent and there is no legal requirement to keep records of searches carried out.

Electronic devices: Staff may examine data files held on personal devices during a search if they believe they have good reason to do so – where the data or file has been or could be used to harm, disrupt teaching or break school rules.

If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate passed to the police, parents, guardians or carers.

Substance use and misuse

Definitions of 'drugs or substance,' 'use' and 'misuse' in the context of this policy.

The definition of drugs given by the United Nations Office on Drugs and Crime is:

A substance people take to change the way they feel, think, or behave, including:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971);
- New Psychoactive drugs (former 'legal highs') controlled by New Psychoactive Substance Act, 2016;
- All legal drugs, including tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), alkyl nitrites (known as poppers);
- All over the counter and prescription medicines.

If an incident occurs that involves the use and/or misuse of a substance, the school will adhere to the DfE and APCO Drug advice guidance for Schools 2012, and the Hillingdon Local Authority Substance Use or Misuse Policy guidance.

Special Educational Needs and Disabilities (SEND)

Those exercising the power to use reasonable force will take into account any Special Educational Needs and Disabilities (SEND) a pupil may have. Reasonable adjustments will be made to ensure that a disabled pupil is not treated less favourably than other pupils because of his / her disability.

The SENCO and Headteacher will discuss the needs of such pupils with the parents, guardians or carers and the

members of staff who work with them to ensure that clear guidelines are in place as to the pupil's needs and when physical intervention may be necessary.

If physical restraint is likely to be necessary because of a pupil's disability or Special Educational Needs, a written plan will be put in place following consultation with the parents, guardians or carers setting out the techniques that should normally be used, taking into account the pupil's EHCP, where appropriate.

The school will ensure that all members of staff involved with such pupils have received the appropriate training to enable them to carry out their responsibilities.

Recording and Reporting Incidents where Reasonable Force has been used

When a member of staff is involved in any incident where physical force is used on a pupil, he/she must report the incident on CPOMs and inform the Designated Safeguarding Lead and Headteacher.

There is no statutory requirement for the school to obtain the consent of parents, guardians or carers to use physical force on a pupil. Parents, guardians and carers will be informed of serious incidents involving the use of force.

Any complaints about the use of force will be investigated in accordance with the school's complaints procedures.

Mental Health

Mental health affects all aspects of a child's development including their cognitive abilities, their social skills and their emotional wellbeing. The school recognises that pupils may experience mental health difficulties and therefore will aim to provide a range of pastoral support (medical and non-medical) to pupils who may need help and support.

Childhood and adolescence are when mental health is developed and patterns are set for the future. For most children the opportunities for learning and personal development offered at school and school are exciting and challenging and an intrinsic part of their educational experience. However, they can also give rise to anxiety and stress, whereby owing to circumstances outside school. It is important not to label as 'mental health' problems which are in reality normal emotional reactions to new experiences.

A number of children may experience emotional or psychological difficulties, which without appropriate professional support, are more persistent and inhibit their ability to participate fully in school and in other aspects of life. In addition, some children may arrive at School with a pre-existing psychological problem. Mental health problems can seriously impair academic performance and may lead to confused or anxious behaviour.

The overall aim is for all children and young people to be aware of what is and is not acceptable behaviour. This can help prevent behaviours of concern escalating, any unhealthy cultures being created in the school or children being placed at further risk. When implementing the Behaviour and Relationships policy, the school needs to consider if a safeguarding response is also required to support any concerns relating to underlying reasons linked to behaviour.

Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)

Some pupils experience social, emotional, behavioural developmental needs for a variety of reasons, e.g., adverse childhood experiences, environmental factors, inconsistent parenting, bereavement, bullying/discrimination. Pupils will be identified through various school inclusion support or via external support and referral pathways; such as repeated patterns of misbehavior being an indicator or identification of specific needs by the SENCO, as well as through concerns raised by staff or parents, guardians or carers. Time will be taken to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should

take place to eliminate these are contributory factors. Additional specialist help and advice from the School SENCO, Inclusion Team or Educational Psychologist may be necessary. These actions would be coordinated by the Headteacher.

Use of mobile phones

In accordance with the DfE's April 2026 guidance, mobile phones are not to be accessed at any time on the school site, including during break and lunch times and during lesson changeover. There is no exception to this rule, which includes their use for any education related activity, for example using a calculator function or accessing a resource. Please ensure your child has the relevant equipment as they will not be permitted to access their mobile phone. A breach of this rule will involve confiscation of the item. In this instance the appropriate parent, guardian or carer will be contacted and requested to attend school to collect the item.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Our children will know that their praise is earned and well-deserved.

We constantly look for opportunities to share the child's successes with parents through informal discussions at the beginning and end of each day; through a purposeful home/school link book; through certificates awarded.

We fully support the development of a child's social and emotional skills by focusing on the Zones of Regulation and being respectful, resilient, resourceful, reflective, responsible and rational. These values are highlighted weekly and pupils are celebrated in Achievement Assemblies. Adults and children are expected to demonstrate these values to themselves and others.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions;
- There should be a clear distinction between minor and major offences;
- It should be the behaviour rather than the person that is punished.

In primary schools, where young children are still finding out how they fit into their world, we recognise that many incidents of unacceptable behaviour can be categorised as 'low level disruption'. In these cases, each school will implement a progression of actions e.g., thinking time, speaking to an adult, time out, speaking to a senior member of staff. At all stages, the focus is on restoration and being reflective. Parents can be contacted informally as home/school liaison can support a child's understanding of consequences and 'I have a choice'.

Loss of Free Time

Pupils may lose their right to spend time with their friends at break and/or lunch times. This sanction would be used for those pupils who persistently cause problems at these times and would give the pupil time to reflect on his/her behaviour and find a restorative approach to correct the misbehaviour particularly where wrong has been done to another. In extreme cases, a pupil may be banned from the school at lunch times and his/her parents will be expected to make alternative arrangements. This would be recorded as a half day exclusion and is in accordance with the guide to the law on exclusions.

Placing a Pupil on Report

If a pupil needs to be placed on report for reasons such as persistent low-level disruption, the Class Teacher, after discussion with the Headteacher, should make contact with the parent of the pupil and advise them of the reason behind the decision and discuss the targets that are to be set for the pupil. The report should be completed in consultation with the pupil and include two targets appropriate to the areas of behaviour that need improvement. For Stage 1, the report should be completed for each lesson and checked at the end of the week by a senior member of staff. The report should then be copied to the parents of the pupil for their acknowledgement. If there is no improvement, then Stage 2 requires the report to be completed daily and checked by a senior member of staff daily.

Placing a Pupil on a Partial Timetable

Partial timetables are usually a final strategy as an alternative to exclusion, in a concerted effort to help a pupil improve his/her behaviour and focus on learning.

Legal Guidance regarding the use of a Partial Timetable

“Other than when a child is suffering from a medical condition such that he/she cannot cope with a full day, partial timetables should be implemented only in very limited circumstances - for example where there are behavioural difficulties and the Academy is trying a partial timetable as an ‘alternative measure’ prior to an exclusion in the context of a pastoral support plan (PSP) or as part of a planned re-integration package. In such cases, Academies should be advised that they need to take care that the restricted attendance is not deemed to be an exclusion.

To that end a partial timetable should:

- *Have clearly defined objectives;*
- *Be for a specified and limited period of time;*
- *Not, other than in very exceptional cases, be implemented without written parental agreement.*

Once tried as an ‘alternative measure’ it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the ‘alternative measure’ would appear not to be working and a different strategy ought to be tried. Where a child has a statement of special educational needs then any proposal to implement a partial timetable would ordinarily need the agreement of the LA (Special Educational Needs Group) as well as the parents/carers. Academies need to be mindful that decisions to place pupils on partial timetables without justification could be ultimately challenged by the parent/carers as restricting their children’s right to receive efficient full-time education.”

Pastoral Support Plan (PSP)

A PSP is a formal step in a concerted effort to help a pupil understand and improve the areas of his/her behaviour that have caused him/her to get into serious trouble on more than one occasion and that are now becoming a barrier to his/her learning. It is put in place for a pupil when typically, he/she has received more than one Fixed Term Exclusion and is at risk of Permanent Exclusion.

Internal Seclusion

If a pupil is placed on an Internal Seclusion, he/she will work under the individual supervision of an Assistant Headteacher or Headteacher. In this instance, the pupil will also spend his/her break and lunch times in seclusion under supervision. Parents will be informed of the reason for the Internal Seclusion.

Fixed Term Suspension

Pupils serving a Fixed Term Suspension must attend a pre-arranged reintegration interview with the Headteacher and their parent before he/she can be readmitted to school. Any pupil who receives repeated suspensions as sanctions for unacceptable behaviour will be monitored and reviewed and may be referred to the appropriate committee of

the Local Advisory Board for the School.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have all been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil. There will, however, be exceptional circumstances where, in the opinion of the Headteacher, it is appropriate to permanently exclude a pupil for a serious breach of the Code of Conduct.

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

- In response to serious breaches of The Rosedale Hewens Academy Trust's Behaviour Policy and Procedure and Code of Conduct;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

GENERAL PROCEDURE

Information on the School Management Information System (Bromcom)

Pupil information is recorded in the appropriate areas on the central database. Bromcom is a powerful tool for monitoring, evaluating and communicating details of pupil behaviour and subsequent action taken across all curriculum areas at all times. Bromcom links to CPOMs.

Behaviour and Relationships Displays

It is the responsibility of the Class Teachers to ensure that all displays relating to the Behaviour and Relationships Policy are present in their classrooms. Senior Managers will ensure that displays for the lunch hall, outside areas and corridors will be displayed for children, parents and visitors to see.

Communication of the Behaviour and Relationships Policy and School Code of Conduct

Parents and pupils will be informed of the content of this policy and procedure and the School Code of Conduct. This policy and procedure and the School Code of Conduct will be reinforced periodically at assemblies and at other times deemed appropriate by the Headteacher. Pupils are expected to know and understand this Policy and Procedure and the School Code of Conduct which may be amended from time to time.

5. MONITORING AND REVIEW

The success of The Rosedale Hewens Academy Trust's Behaviour and Relationships Policy and Procedure is evaluated through self-evaluation and review through:

- The regular monitoring of Bromcom and CPOMs, pupil events and exclusions;
- The regular review of the relevant priorities and actions within the School's Development Plan;
- Formal and informal feedback from parents and staff following Parent Consultations and other meetings;
- Analysis of pupil tracking data and test results for individual pupils and cohorts;
- Being a regular agenda item at Local Advisory Board (LAB) meetings.

6. ROLES AND RESPONSIBILITIES

Good behaviour is the responsibility of all members of the school community.

Staff Responsibilities are to:

- Abide by the Home/School Agreement;
- Treat all pupils fairly and equally;
- Raise the self-esteem of all pupils and develop their full potential;
- Provide challenging, interesting and relevant lessons appropriate to the age and ability of all pupils;
- Create a safe and pleasant learning environment;
- Consistently and clearly apply the Behaviour and Relationships Policy and Procedure;
- Form good relationships with parents;
- Share any concerns regarding a pupil's academic progress, welfare or behaviour with his/her parents and external agencies as appropriate.

Pupils' Responsibilities are to:

- Abide by the Home/School Agreement;
- Work to the best of their ability and allow others to do the same;
- Treat others with respect;
- Follow the reasonable instructions of school staff;
- Take care of property and the school environment;
- Cooperate with others within the school community;
- Complete classroom work, homework and coursework to the best of their ability;
- Wear uniform, PE Kit and work clothes correctly at the appropriate times during the school day and any other time they are representing the school;
- Wear a conventional hairstyle and have no unusual piercings and/or tattoos;
- Attend school for at least 96% of term time and be punctual to AM and PM registration, assemblies and all lessons.

Parents' Responsibilities are to:

- Abide by the Home/School Agreement;
- Support the Behaviour and Relationships Policy and Procedure;
- Share any concerns about their child's education, welfare or behaviour in school as appropriate;
- Take an active interest in their child's work and achievements;
- Help their child with his/her school work whether it be homework or something taught in the classroom;
- Attend Parent Consultation appointments, and other information evenings as appropriate and support school functions;
- Ensure the regular attendance of their child at school so that a minimum of 96% attendance is achieved for their child, and to not take their child out of school during term time;
- Ensure their child is punctual to school each day;
- Inform the School of any absence as soon as practicably possible;
- Ensure their child attends school in full uniform and wears that uniform correctly;
- Ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos;
- Ensure their child completes homework and all project work to the best of their ability.

7. LINKS WITH OTHER POLICIES

This Policy links with the:

- Managing Pupil Attendance Policy
- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy

- Home/School Agreement
- Wellbeing Policy

Last reviewed in August 2026

This policy will be due for review in August 2027

