



## 1.05 Behaviour for Learning Policy

### Philosophy

The School seeks to develop students who are mature, self-disciplined, and well-rounded and always seeking to fulfil their potential in the pursuit of academic and social development. We expect high standards of behaviour based on respect for ourselves and others, including both the whole School and wider community.

To bring this about, we seek to reward and recognise success, intervene when students need stretching or guidance, and implement behavioural sanctions when necessary to create a safe environment where all students feel secure.

We want students to feel:

- a) secure and happy
- b) self-confident and independent
- c) free from bullying and other unwanted pressures
- d) valued as individuals
- e) that there is breadth of opportunity in both curricular and co-curricular activity
- f) able to realise their potential
- g) positive attitudes towards themselves and others in the School and the community

A framework guideline for managing behaviour and incidents is available in the Academic Guide.

### Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

<u>Ownership:</u>	Deputy Head
<u>Date Approved:</u>	May 2022
<u>Date of Renewal:</u>	May 2023
<u>Reviewed by:</u>	SLT

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

As well as [Special Educational Needs and Disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## Behaviour for learning

Cranbrook School aims to instil self-discipline, strong work habits, responsibility, commitment and respect in all students at the School via clear expectations of all. All students are encouraged to be caring and considerate at all times so all are free to express themselves while here. We expect a calm, orderly, safe and supportive environment in which our students can learn and thrive.

A behavioural incident includes any incident occurring as part of School life, including School trips and boarding. The entire School community is responsible for maintaining high standards of behaviour. We are compelled to manage behaviour both inside and outside of school when students are in our care. Parents are informed of all but very mild sanctions, and parental support is invaluable in ensuring that the School runs smoothly. Incidents are logged on SIMs and seen by parents through the Parent Gateway.

Boarding is an extension of a boarder's home life, and so it is essential that boarders are able to relax and enjoy their time in the boarding houses in the School. Heads of House and boarding staff approach incidents and sanctions from the normal School day in the same manner as a concerned parent, giving support to the boarder and to the School. When incidents of poor behaviour do occur in boarding life the safety and well-being of boarders is paramount. This is achieved through a vigilant, supportive and firm approach when incidents do occur.

All staff in School are responsible for ensuring good behaviour within the School. Behavioural incidents are approached through the extensive structure of pastoral staff (tutors, Heads of House, Key Stage leaders and teams, Deputy Head, Head). Support, guidance and training are given to staff wishing to improve their approach to behaviour management.

We will not accept misbehaviour defined as follows:

Misbehaviour:

- Disrupting the learning of others
- Disruption in lessons and in corridors and around school
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

### Serious misbehaviour:

- Repeated breaches of the school rules
- Refusal to comply with instructions from staff
- The use of rude, offensive or inappropriate language to other students or staff
- Acts of aggression or any kind of physical violence
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Any form of bullying or intimidation
- The inappropriate use of mobile phones or other mobile equipment
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession and/or use of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Cigarettes and vaping paraphernalia
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member 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 student)

### Bullying

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.
- Details of our school’s approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

### Roles and responsibilities

- The Governing Body will establish, in consultation with the Head, staff, students and parents, a policy for the promotion of desired behaviour and keep it under review.
- The Head together with the Leadership Team and Heads of Key Stage will be responsible for the implementation and day to day management of the policy and procedures.

- The Governing Body, Head and staff will ensure that there is no differential application of the policy on any grounds and that the concerns of students and parents/carers are listened to, considered and addressed.
- Tutors are responsible for day to day issues of punctuality and appearance and for keeping a record of incidents to provide the whole picture. It is desirable if the tutor's relationship is biased towards pastoral and academic care and less in the direction of discipline and punishment.
- Heads of Department are responsible for ensuring that the work in their subject is suitable for all students so as to minimise disruption. They are the first line of help for classroom problems.
- Heads of House are responsible for more serious breaches of discipline and dress code including sixth formers. They should contact parents as necessary, and by telephone / in person as a preference. Email can be used where parents cannot be reached by telephone, but care should be taken in wording and accuracy. All such communication must be logged onto SIMs. Copies of letters should be sent to the Head's PA so that file records are accurate.
- Heads of Boarding Houses and the Director of Boarding are responsible when breaches of discipline occur with boarding students which occur outside the normal School day and they have a range of sanctions available to them.
- The Deputy Head is responsible for dealing with the most serious breaches of discipline such as when drugs, drunkenness, bullying occurs. Where this may lead to suspension or permanent exclusion this will be referred to the Head.
- The Heads of Key Stages are responsible for breaches of behaviour in their Key Stages in consultation with the Deputy Head. He/she will work in liaison with the relevant Head of House and the Deputy Head.
- The Head is responsible for dealing with behaviour likely to result in an exclusion, whether a suspension or permanent.
- Where there is any doubt about the possible course of action, staff will consult upwards.
- Parents and carers will be expected, encouraged and supported to take responsibility for their child both within and outside the school. The school will encourage parents/carers to work in partnership with the school to maintain high standards of desired behaviour and support their child in adhering to the student expectations.
- Parents and carers are expected to inform the school of any changes in circumstances that may affect their child's behaviour. Staff have a responsibility for creating a high-quality learning environment and teaching positive behaviour for learning.
- Staff have an important role in developing a calm, positive, structured and safe environment for students and establishing clear boundaries of acceptable student behaviours. They will ensure that the policy and procedures for behaviour are followed consistently and fairly.
- Staff will approach behaviour with warmth and support and understanding but will not let misbehaviour go unnoticed or unsanctioned. They will demonstrate strictness with warmth and kindness without being humiliating, disrespectful or demeaning.
- The staff are the role models for the behaviours and positive relationships that are expected of students.

Throughout school and within the classroom staff will:

- Have high expectations of student behaviour
- Always follow up misbehaviour and recognise that consistency will raise standards of behaviour
- Develop full knowledge of the learning needs of our students' and personalise their learning to ensure inclusivity
- Start each lesson promptly, with clear routines
- Model, describe, explain and teach the behaviours we want students to use
- Adopt teaching and learning strategies that support positive behaviour for learning and rapid and sustained progress for every child
- Give a clear warning if a student is not meeting an expectation
- Speak to students respectfully about their behaviour
- Have a duty of care to the well-being, safety and behaviour of students at all times.
- Set homework in writing following the homework timetable, ensuring students copy it down with the deadline and the method of hand-in.

- Utilise appropriate methods to assess homework promptly and consistently in line with departmental expectations

### Expectations of students:

These should be consistently upheld by all members of the school community. These are the key habits and routines expected by the school.

#### To respect learning

1. **Be prepared:** Arrive on time with correct equipment and uniform
2. **Get started:** Enter the classroom quietly, put bag away, get out equipment. Look at the board and get on with any work set
3. **Speak up:** Raise a hand to speak in class. Ask for help or clarification when required
4. **Follow instructions:** Follow teacher's instructions first time
5. **Take pride:** in learning and present work to the best of your ability
6. **Work hard:** Stay on task and engage fully in the learning
7. **Be organised:** Write down homework in full. Hand in homework on time, completed with full effort
8. **Catch up:** work missed through absence or lack of equipment

#### To stay safe

1. **Take care:** Behave in a calm, orderly and self-controlled way
2. **Show respect:** to members of staff and each other: speak politely and kindly and listen respectfully
3. **Care for property:** Treat the school buildings, school property and property of others with respect. Store belongings in lockers or bag racks
4. **Be honest:** follow teachers' instructions first time and accept sanctions when given
5. **Take pride:** Refrain from behaving in a way that brings the school into disrepute, including when outside school. Wear the correct uniform at all times
6. **Attend on time:** to all lessons. Stay on site unless permission has been given to leave.
7. **Speak up:** Report unsafe behaviour to a member of staff
8. **Stay safe:** Only bring onto site things that are safe for all. No phones to be used 8.15-3.45.

### Rewards and Sanctions

#### Rewards

- The School wants students to feel proud of their successes and look forward to the process of recognition. The school wishes to develop a culture where success is celebrated by everyone and in an atmosphere of respect.
- Rewards and recognition will arise from all aspects of school life including academic work, sports, music, drama, CCF and all other clubs and activities. Rewards and recognition are given for effort and progress as well as achievement.
- All teachers are encouraged to recognise and reward students in a wide variety of ways including the following:
  - Verbal praise and positive reinforcement
  - Written feedback
  - Awarding merits which contribute towards Merit Certificates: Bronze; Silver, Gold, Platinum
  - Communicating praise with parents
  - Communicating with other teachers and House staff
  - Celebration in Tutor groups and also Assemblies
  - Sports / School colours
  - Prizes when relevant

Formal presentation events such as end of term Assemblies and Speech Day where awards will be issued for Attendance; Academic Progress; Cranbrook Values; Subject Achievement

- Likely, but not definitive, additional recognition and rewards used by Heads of Boarding Houses and boarding staff are as follows:
  - certificates which recognise positive contributions to the school community
  - special privileges
  - prizes
  - special suppers
  - late nights
  - off-site house trips to cinema, theatre, bowling etc.
  - rewards for achieving merits in school
  - senior student roles within the house.

## Sanctions

- Sanctions are intended to reform the misbehaviour exhibited in the incident in question, not condemn the individual as a person. The aim is to draw a line under the incident to enable all parties to move forward positively. All sanctions will be issued in a supportive and restorative manner.
- Guidelines are provided to staff in the Academic Guide on how to conduct investigations into incidents, and how to approach sanctions for boarding and day incidents, for consistency in behaviour management.
- Where appropriate, staff will take account of any contributing factors that are identified after an incident of misbehaviour has occurred. This may include but is not limited to any AEN or issues around wellbeing and their mental health.
- All incidents are logged on schools MIS.
- The Leadership Group and Heads of Houses will monitor use of school's MIS by staff e.g. rewards, repeated sanctions, incidents linked to individual needs (SEND, EAL, most able)
- Parents should be contacted as part of the above processes, according to the best judgment of the teachers concerned. In classroom incidents it is recommended that parents are contacted following any repeated incident, in order to put support in place to pre-empt progression to more serious misbehaviour.
- Incidents relating to smoking and drugs are dealt with in the separate Drug and Substance Use and Misuse Policy.
- Likely but not definitive sanctions available to all staff include:
  - Verbal reprimand
  - Expecting work or set task to be completed at home, or at break or lunchtime
  - Contact home, parental meeting
  - Confiscation of property where appropriate e.g. mobile phone, jewellery
  - Loss of privileges
  - School based community service
  - Break and lunchtime detentions
  - After School detentions
  - Saturday detentions
  - Agreeing a behaviour contract
  - Placing a student "on report"
  - Removal of free periods / withdrawal from key events
  - Withdrawal from lessons
  - Formal suspension / permanent exclusions
- Likely, but not definitive, sanctions used by Heads of Boarding Houses for boarding-specific low-level incidents are as follows:
  - Logging on BMS
  - Gating
  - Extended prep time
  - Early bedtime
  - Removal of privileges
  - Supervised prep
  - Assistance in tasks which contribute to the smooth running of the house
  - Withdrawal from planned house activities

Serious incidents in boarding may be treated as whole School incidents, and so follow the sanctions listed above.

### Exclusions

- Exclusions may be used as a sanction where a breach of the behaviour policy takes place and when it is necessary to preserve the communal ethos and atmosphere of the school.
- Internal suspension may be used either prior to or as an alternative to a formal suspension, according to the best interests of the smooth running of the School and of the student concerned.
- An Internal suspension includes withdrawal from free-time, breaks and privileges, as well as lessons.
- Decisions to exclude either for a fixed term or permanently will not be taken lightly and can only be made by the Head.
- Suspensions are issued according to the seriousness of each incident.
- The Head may take the decision to exclude a student permanently:
  - in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
  - where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

(Refer to “Exclusion from maintained schools, Academies and student referral units in England” (Department of Education 2017)).

### Support and Reintegration

Support and reintegration will be in place for any student who has been removed from class or suspended from school to ensure that in future they are supported to meet the expected standards of behaviour. This may involve meetings with parents and where appropriate outside support agencies.

### Off-site behaviour

- Teachers have the power to sanction students for misbehaving outside of the school premises or online to such an extent as is reasonable including:
  - When taking part in any school-organised or school-related activity (e.g. school trips)
  - When travelling to or from school
  - When wearing school uniform
  - When in any other way identifiable as a student of our school
  - While under responsibility of boarding staff
  - Behaviour that could have repercussions for the orderly running of the school
  - Behaviour that poses a threat to another student or member of the public
  - Behaviour that poses a threat to the student themselves or is likely to negatively impact their academic progress.
  - Behaviour that could adversely affect the reputation of the school

Sanctions will only be applied when the student is under the lawful control of a member of staff of the school.

### Child-on-child sexual violence and sexual harassment

- Following any report of child-on-child sexual violence or sexual harassment offline or online, Cranbrook School will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The Safeguarding team will advise on the school's initial response. Each incident will be considered on a case-by-case basis.

- Sexual violence and sexual harassment are never acceptable and will not be tolerated. We will challenge all inappropriate behaviour between students and recognise that this cannot be passed off as “banter”.
- Students whose behaviour falls below the behaviour expected of them can be sanctioned. Disciplinary action can be taken whilst other investigations by the police and or children’s social care are ongoing.
- We will strenuously advocate for high standards of conduct between students and staff, and will demonstrate and model manners, courtesy and dignified/respectful relationships.

### **Malicious allegations**

- The School will follow the Safeguarding and Child Protection Policy in investigating accusations made against members of staff.
- Where a student has been proved to have made a malicious accusation against a member of the School staff, sanctions may be imposed. The decision on how to proceed will be dealt with sensitively.
- Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.
- According to the circumstances, he/she may:
  - Receive counselling to help identify why he/she made the allegation
  - Be excluded
  - Possibly face criminal proceedings
- The school will also consider the pastoral needs of staff and students accused of misconduct.
- Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students.

In order not to deter students from making genuine allegations, the student found to have made a malicious accusation should be offered confidentiality.

### **Use of reasonable force and physical restraint**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Head has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.
- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student’s path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible.
- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.



- In a school, force is used for two main purposes – to control students or to restrain them.
- 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.
- Force will never be used as a punishment and reasonable adjustments will be made for children with disabilities and special educational needs.
- We do not require parental consent to use reasonable force.
- Any incident involving physical restraint of a student will be recorded.

(Refer to DFE “Use of Reasonable Force”)

## Searching and Confiscation

- The School reserves the right to search and screen students under the following circumstances and to confiscate items as described in section 9.2 below
- Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the student.
- Searching should be carried out by a member of staff who is the same gender as the student. There must be a member of staff present during the search to act as a witness, who should also be the same gender of the student whenever possible.
- There is an 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 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 however searches the school will keep records of searches carried out with outcomes.
- Parents will be informed if search or screening uncovers items that will result in the schools disciplinary action or police involvement.

## Searching with consent

- We can search students for any item with consent from the student
- Parental permission or pre-notification is not required
- We do not require written, formal consent in advance of a student search; it is enough for a teacher to ask the student to turn out their pockets, or empty their bag.

## Searching without consent

- If a member of staff has reasonable grounds to suspect that a student is in possession of a prohibited item, a student can be instructed to undergo a search without consent; parental permission or pre- notification is not required
- The Head and any staff authorised by the Head have a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that the student may have one of the banned items
- A student refusing to co-operate with a search will be subject to a disciplinary measure, and the police may be contacted to conduct the search
- Prohibited items are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - cigarettes and vaping paraphernalia
  - tobacco and cigarette papers 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 student).
- The Head and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## Electronic devices

- Staff may examine data files held on personal devices during a search if they believe they have good reason to do so
- In determining a good reason to examine or erase data or files, staff must have reasonable suspicion that the data or file has been or could be used to harm or to disrupt teaching
- 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.

## Confiscation

- School staff can seize any prohibited item found as a result of a search
- We can also seize any item found which is considered to be harmful or detrimental to School discipline; this includes deleting electronic images or passing illegal material on to the police
- Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable
- Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed onto the police or disposed of by the School.

(Refer to DFE “Searching, Screening and Confiscation”)

## Mobile Phones

- Students in Years 7-11 must not use mobile phones or headphones/earphones between 08.15 and 15.45 hours, including in lessons. Sixth Form students may use mobile phones in the Sixth Form Centre only.
- If a parent believes it necessary for their child to carry a mobile phone to school, this must be kept securely hidden in a school bag or in an inside pocket and switched off. Any breach of this rule will lead to confiscation of the phone.
- On the first occasion a mobile phone is confiscated, it will need to be collected by the student from Barham at the end of the school day. On the second occasion a mobile phone is confiscated, it will need to be collected by the parent from Barham at their convenience.
- Mobile phones are entirely the responsibility of the student and his/her parent. If a mobile phone is lost, damaged or stolen, the school will consider the issue to be a very low priority.
- Mobile phones must not be used to contact parents in case of illness or upset – a member of staff must always be the first means of communication. [In the case of an emergency, students can contact parents via Reception in Barham, and vice versa.]
- Mobile phones which are used for anti-social or criminal activities directed at fellow students, staff, parents, members of other schools or members of the public will be confiscated and if necessary handed to the police.
- This ban applies to all public spaces, boarding houses and classrooms during the school day.

## Student support

- The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.  
The SENCo will evaluate students who repeatedly exhibit challenging behaviour to determine whether they have any underlying needs that are not currently being met. The ‘graduated

response' should be used to assess, plan, deliver and then review the needs of the student and the impact of the support being provided.

### **Student transition**

- To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

### **Training**

- Our staff are provided with training on managing behaviour, as part of their induction process.
- Behaviour management will also form part of continuing professional development.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Head and Governing Body every 3 years. At each review, the policy will be approved by the Head.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Confidentiality Policy
- Conducting a Search Policy and Procedure
- Drugs and Substance Use and Misuse Policy
- Equal Opportunities Policy
- Firearms and other offensive weapons statement
- Home School Agreement
- Online Safety Policy
- Safeguarding and Child Protection
- School Rules
- Use of Restraint Statement
- Safeguarding and Child Protection Policy
- SEN and Disability Policy

As well as the Academic Guide and Boarding Handbook for guidance on more detailed operational implementation of sanctions.

## 1.31 HOME SCHOOL AGREEMENT

### Our Mission

- To provide an outstanding all-round education with academic fulfilment at its heart
- To add value to our local community and provide exceptional boarding for those outside it
- To develop curious, resilient and empathic young adults, who are confident to follow their own paths

### Our Values

- Kindness
- Integrity
- Curiosity
- Aspiration
- Individuality

### *School's responsibilities*

It is the responsibility of the school to:

Provide a balanced and appropriate curriculum.

Provide a caring and nurturing learning environment where each child is valued and able to fulfil his/her potential.

Provide work suitable for students' ages and abilities which helps them to progress.

Expect high standards of behaviour and promote respect for all.

Recognise and celebrate the achievement of your child.

Provide effective means of communication between home and school and respond quickly to any enquiries or concerns.

Monitor students' progress and provide advice and guidance over their work.

Provide and mark homework in accordance with the School Homework Policy.

Notify parents of any concerns relating to their child's progress or conduct.

### *Parental responsibilities*

It is the responsibility of the parent or carer to:

Take an active interest in their son/daughter's education, to encourage him/her to stretch themselves academically and provide the support and environment to maximize their academic potential.

To encourage their son/daughter to take as full and active part in school life as possible.

To support the school and its policies as fully as possible, especially regarding behaviour and homework.

To understand the school's responsibilities to ensure the safety of its students online and support its actions in response to e-safety issues in particular

To understand the school's responsibilities to act if the behaviour of a student outside the school adversely affects the wellbeing of other students.

To treat all members of staff with respect at all times including online, email and social media.

To ensure students attend school without fail, unless absent through illness.

### *Student responsibilities*

It is the responsibility of students to:

Work to the best of their abilities at all times and be as committed as possible to their academic studies.

Take a full part in school life by taking advantage of the opportunities offered on the extra-curricular and pastoral sides of the school.

Follow the school rules and codes of conduct and treat fellow students and teachers with respect at all times onsite, offsite and online.

Uphold the reputation of the school outside the school boundaries and outside term time

## HOME SCHOOL AGREEMENT

NAME OF STUDENT \_\_\_\_\_

HOUSE \_\_\_\_\_

YEAR \_\_\_\_\_

We, the undersigned agree to work together to help the above student to achieve real success and fulfilment in his/her studies and in making a contribution to the life of the school.

I agree to abide by the rules of the School and to aim to realise my full potential in my academic work and in all school activities.

STUDENT'S SIGNATURE ..... DATE .....

I agree to support the School in its aims and to encourage my son/daughter to participate fully in the life of the School.

PARENT'S SIGNATURE ..... DATE .....

The School undertakes to encourage and support each student to take an active and positive part in the life of the School – both academic and extracurricular.

HEAD'S SIGNATURE

DATE