



Saint Michael Catholic Primary School

Positive Behaviour Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

Date policy accepted by the Governing Body: July 2014

Updated: July 2017

Date for review: July 2018

Behaviour is the manifestation of unspoken feelings and the way in which we communicate our core needs. It is therefore important that as practitioners we do more than simply manage and contain behaviour but in addition show a commitment to building positive relationships. It is likewise necessary for us to both teach and model appropriate behaviour to the children in our care, while ensuring that there is a consistent approach from all staff.

The best way to encourage good standards of behaviour is through a clear set of rules reinforced by a balanced combination of rewards and sanctions held within a positive, caring Christian atmosphere.

Ensuring that each member of staff feels fully valued it is hoped that it will enable us to understand one another, to work together and to support one another and that it will provide a constructive and beneficial atmosphere and background to what we are trying to achieve with the children.

Our expectations for behaviour and the principles underpinning our policy on behaviour are all outlined below.

Governors' Statement of Principles

The Governors of St. Michael Catholic Primary School seek to educate children in an atmosphere in which the love of God is shown in all aspects of school life, and in a caring and secure environment in which each pupil can discover and realise his/her own potential. Therefore, the school Behaviour and Discipline Policy should reflect the following principles:

1. To provide a safe environment in which all pupils are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face.
2. Respect – for each other, staff and other adults they may come across in the course of their school life and for their environment is at the heart of the school's ethos.
3. Pride - in both the school and their work.
4. Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self discipline and to take responsibility for their actions.
5. All members of the school community have the right to expect a clear Code of Conduct with accompanying rules and regulations which are well publicised, clear and consistently implemented.
6. The school works in partnership with parents/carers and families and with other agencies who may be involved with a pupil.
7. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.
8. The school Behaviour and Discipline Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and

appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

The Behaviour and Discipline Policy should be read in conjunction with the following policies:

- Anti Bullying
- Teaching and Learning
- SEND and Inclusion
- Single Equality Scheme
- Safeguarding including allegations
- Complaints / Parental Concerns
- E-safety

Parents/Carers

St. Michael Catholic Primary School aims to work in partnership with parents at all times. Parents/carers are expected to support the school in upholding the school rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have particular responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period exclusion. Parents/carers are expected to attend a Reintegration Interview following any period of fixed period exclusion. On admission to the school all pupils are required to sign the school's Home School Agreement which can be found in the Appendix. Parents/carers who fail to support their child appropriately may be asked to sign a Parenting Contract. In extreme cases the school may apply to the Magistrates' Court for a Parenting Order.

All parents/carers sign the Home/School Agreement when their child starts at St. Michael's School and in doing so agree to support the school in the implementation of the Behaviour and Discipline Policy.

Pupils

The school encourages pupils to behave well, develop a positive behaviour culture and show self-discipline and respect both in school and in the community. All pupils have the right to complete their work unhindered by poor behaviours of a minority. The school encourages pupils to take a pride in their work and in their school. Pupils are encouraged to be active in challenging and preventing bullying.

Staff at St. Michael's School have the right to regulate pupil behaviour and to impose disciplinary sanctions when pupils fail to observe the code of conduct, the school rules or other rules and regulations. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where adults can teach and pupils can learn. We wish pupils to take a pride in both their school and their work. All staff are expected to model positive respectful behaviours at all times.

Anti-Bullying

St. Michael Catholic Primary School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on anti bullying can be found in the Anti Bullying Policy. The school is aware of the pressures and dangers that may present through new technology and our anti bullying and E-Safety policies make explicit how we will educate and protect our pupils. Pupils who are involved in any form of bullying behaviour will be subject to the school's disciplinary code.

Behaviour Out of School

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

St. Michael Catholic Primary School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve St. Michael's School pupils.

Promoting Good Behaviour

At St. Michael's School we believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management and skills in order to ensure they are able to fulfil the Teachers' Standards 2012. Suggested strategies for promoting positive behaviour are available in the Appendix and regularly reviewed and discussed. We encourage staff who are experiencing difficulties with individual or groups of pupils to discuss and share practice ideas. We ensure that all supply teachers are provided with a summary of both our Behaviour and Anti Bullying Policies and recommended strategies for promoting good behaviour.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed throughout the day (assemblies, lunchtime, playtime etc.) as appropriate. We also ensure that pupils new to the school are fully inducted into the expectations of the school and that they understand both the Behaviour and Anti Bullying Policies.

Code of Conduct

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- St. Michael's expects children to be well-behaved, well-mannered and attentive.

- Children should walk (not run) within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language should never be used.
- Children are expected to be punctual.
- Children should not bring sharp or dangerous instruments to school.
- Children should wear the correct school uniform. Trainers should not be worn. Jewellery should not be worn during P. E.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

School Rules

The School Rules are attached as an appendix. They can be found in every classroom and are communicated to parents on admission to the school. An up to date version of the rules can be found on the school website.

Rewards

St. Michael Catholic Primary School believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available.

(see Promoting Positive Behaviour section in Appendix)

Restorative Approaches

The school uses 'Restorative Approaches' to young people to develop stronger intrinsic discipline and self-regulation as well as offering effective responses to conflicts and inappropriate behaviour. Restorative approaches have a proven track record for success in promoting and creating positive behaviour and supporting children's well-being and are recommended practice in Surrey.

Restorative Approaches:

- Make, maintain and repair positive relationships
- Build on a school culture of mutual respect, empowerment, collaboration, openness, trust, empathy, valuing others and being non-judgemental
- Set high, clear boundaries based on values alongside support and nurture
- Are interlinked and consistent with the school's approach to learning and teaching and being a Christian community
- Provide a set of tools / responses to day to day events and challenges and a process for resolving more serious conflicts and issues

Restorative Approaches to incidents / situations / events / conflicts are underpinned by five key themes:

1. Everyone has a different perspective on any given issue or issue.

RA: Allow everyone to express how they personally experienced what happened

2. Our thoughts influence our emotions and emotions influence our actions

RA: Invite participants to express how they were / are thinking and feeling

3. Our actions can impact negatively on others and cause harm. This harm needs to be repaired.

RA: Ask participants to consider who has been or is being harmed / affected by the situation / event and how. Encourage accountability and responsibility.

4. In the event of harm everyone will have similar needs

RA: Invite participants in turn to consider what they need now to repair harm / solve the problem, to feel better and to move on.

5. Those harmed / affected need to find a way forward for themselves.

RA: Ask each in turn to consider how each of the needs expressed can be met, what support they might need to do this, how they will do things differently in the future.

Questioning sequence (used for pupil's Incident Reports):

1. What happened ?

2. What were you thinking ? and How were you feeling ?

3. Who has been affected by this ?

4. What do you need now to move on?

5. What needs to happen now so the harm can be repaired ?

This process can be used in different ways to resolve difficulties. For example,

- as a quick conversation between two children or an adult and child lasting a only few minutes to agree a solution,
- as a dialogue between an adult and two children to sort out an issue - mediation
- as a much longer discussion involving a larger group – a conference.

Sanctions

Despite the use of restorative approaches, sanctions may need to be used for unacceptable behaviour. Teachers, teaching assistants and other paid staff with responsibility for pupils at St. Michael's School have the legal power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

They may impose any reasonable and proportionate punishment, always taking into account any special needs and or disabilities. Sanctions may include (non-exhaustive list):

- 'Time out' within class
- Catch up with learning
- Complete homework at a break time
- Provide additional tasks
- Move places within the class
- 'Time Out' in another class to another class
- Miss playground time
- Miss opportunities / activities
- Cancel activities
- Remove responsibilities / privileges
- Exclude from teams / representing the school
- Contact parents / meet with parents
- Isolate from other children / playground /class
- Send to other staff / SLT , Deputy Headteacher / Headteacher
- Explain to at length

- Make amends – actions / activities to repair
- Write apologies / reasons for / lists of how to behave etc.
- Restorative discussion with children harmed / other adults / parents etc.
- Internal exclusion
- Exclusion from school

The school takes malicious allegations against adults very seriously, these may incur a very high level of sanction as deemed appropriate.

(see Sanctions Hierarchy in Appendix)

Pupils requiring Additional Support

St. Michael's School recognises that some pupils are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school. The need for extra support can be identified by the members of staff or by parents.

Pupils who require additional support may be:

- Offered support from a senior leader with individual targets which will be regularly monitored. These may be recorded on a Behaviour Support Plan for the child or a Pastoral Support Plan for children at risk of a permanent exclusion.
- Referred to the SENDCo for an assessment of their needs (see SEND Policy)
- Referred for a multi agency assessment
- Referred to alternative education provision

The schools will regularly review all pupils who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact (eg CAMHS, Social Care, Educational Psychologist, Specialist Teaching Team, Exclusion, Education Family Support Assistant and Reintegration Team etc.)

Positive Touch

At St. Michael Catholic Primary School we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure. We are alert to pupils whose personal circumstances may make even this inappropriate.

In accordance with the Education and Skills Act 2006 any member of staff may on occasion need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body, the incident will be recorded and parents informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. We routinely train our staff in positive touch and will organise such training if a pupil's Behaviour Support Plan indicates this may be necessary.

(For more information see DfE Guidance August 2013)

Screening and Searching

It may occasionally be necessary to search a pupil or their bags. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff.
- Searches will be carried out, out of sight of other pupils.
- Suspicion may be aroused:
 - Because a pupil is acting suspiciously (eg attempting to hide something)
 - As a result of a 'tip off' – by a parent/carer or another pupil
 - Because of something said by the pupil.
- There will always be two members of staff present when a search takes place.
- Pupils may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- All searches will be logged:
 - name, year, sex, ethnicity of every pupil searched
 - grounds of suspicion
 - time and place
 - who searched
 - who else was present
 - what if any reasonable force was used, and if so why
 - how the search began and progressed
 - the pupil's responses and how staff managed them (eg steps taken to calm the pupil)
 - outcomes and follow-up actions.

- Parents/carers will always be informed if a pupil has been searched and the result of that search.

The school has the right to search pupils without their consent for weapons (or anything that could reasonably be used as a weapon), alcohol, stolen items, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images and any other item that could reasonably be used to commit an offence or cause injury or damage. This power will only be used in extreme circumstances. Normally if the school has reason to believe a pupil requires searching and he/she refuses consent the Police will be called and parents/carers informed.

(For more information see DfE Guidance August 2013)

Confiscation and Disposal

Staff at St. Michael's School have the power to confiscate any item which is illegal or banned from school. In most circumstances staff will confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply.

Illegal items (weapons or substances) will be handed to the Police.

Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, eg chewing gum) will be disposed of.

High value items (£20+) eg mobile telephones, MP3 players etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

Low value items will be disposed of.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

Data

The school collects a range of behaviour data including:

- Exclusions, both external and internal

- Attendance and punctuality, including punctuality to lessons
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions
- Bullying incidents

Data is analysed at individual pupil level by the class teacher, Senior Leadership Team, SENDCo and headteacher and is used to inform referrals to school based interventions, IEPs and referrals to outside agencies.

Data is analysed on a whole school basis by the members of the SLT with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Single Equalities Scheme.

Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

Exclusions

St. Michael's School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted.

Internal exclusions are rare as we believe that rewarding poor behaviour with time out of class can be counter productive.

The school seeks to use Fixed Period External Exclusion extremely rarely. Where exclusion is used the school conforms to the Local Authority and DfE Guidance.

If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if pupils are found in a public place during an exclusion). From Day 6 of exclusion pupils will be expected to attend The Fordway Pupil Referral Unit. In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary.

Roles & Responsibilities

All staff play an important role in positive behaviour management and discipline. Class teachers will, in the first instance, manage the behaviour of their pupils. If behaviour continues to be poor, Senior Leaders may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

(see Sanctions Hierarchy in Appendix)

Review and Evaluation

This policy is subject to regular review and evaluation by:

- Governors through an annual review of the policy and frequent school visits.
- SLT through analysis of behaviour data
- Staff through questionnaires and everyday feedback.
- Parents/carers through questionnaires.
- Pupils through questionnaires and pupil voice.

APPENDICES

- 1. School Rules**
- 2. Sanctions hierarchy**
- 3. Strategies for promoting positive behaviour**
- 4. Home School Agreement**

APPENDIX 1: Saint Michael Catholic Primary School Rules

We have identified twelve virtues that we aim to nurture in our pupils as they 'strive to become saints'. Each virtue has a school rule associated with it to allow the children a clear understanding of how to live these virtues in their everyday lives. The six 'golden rules' below identify the school rules that all children must follow. Each half-term, class teachers will choose another rule to implement depending on the needs of the class. They may change the language of the rule to suit the age group of the children but the virtue must remain the same. In this way, all twelve virtues are explored each year in a meaningful way and reinforced as the pupils move through the school.



APPENDIX 2: Saint Michael Catholic Primary School – Sanctions Hierarchy

The following hierarchy is a **guide** to appropriate sanctions. Every incident is dealt with on a case by case basis and each child's needs are taken into account when sanctions are imposed.

Step	Sanction	Possible Behaviours	Recorded	Action Taken in Class	Action Taken on the Playground	Follow Up
Step 1	Warning	Minor incidents	Name written under cloud. Names to be cleared at the end of every day.	Verbal reminder of expected behaviour	Verbal reminder of expected behaviour	None
Step 2	Time Out	Non-compliance eg. through repeat of offences in Step 1	Asterix written next to name under cloud. Names to be cleared at the end of every day. Year Group Behaviour Log completed by Class Teacher	Pupil moves to 'Time Out Table' to work independently for set amount of time (up to 30 minutes).	Pupil moves to 'Time Out Area' for set amount of time (up to 10 minutes).	Parent informed by Class Teacher if this is a regular occurrence.
Step 3	Time Out with Senior Leader	Further non-compliance Disrupting learning of others Swearing	Second asterix written next to name under cloud. Year Group Behaviour Log completed by Class Teacher	Pupil completes Incident Report with Senior Leader during the Time Out Room at first break or in SLT's classroom	Pupil completes Incident Report With Senior Leader	Parent informed by Class Teacher & Senior Leader Further sanctions imposed where necessary
Step 4	Sent to Deputy Headteacher	Severe defiance which undermines and damages the staff member's authority Instances of proven theft Damage to school property Hurting other children or adults Leaving class without permission	Serious Incident and Bullying Log completed by Deputy Headteacher	Pupil completes Incident Report with Deputy Headteacher	Pupil completes Incident Report with Deputy Headteacher	Parent informed by Class Teacher & Deputy Headteacher Further sanctions imposed where necessary. Outside agencies informed where necessary.
Step 5	Sent to Headteacher	Bullying Swearing or violence towards an adult Dangerous behaviour Persistent disruptive behaviour Unprovoked pupil violence Leaving school premises without permission, Extreme behaviour which endangers others	Serious Incident and Bullying Log completed by Headteacher	Sanction depending on incident. Serious Incident and Bullying Log completed by Headteacher	Pupil completes Incident Report with Headteacher	Parent informed by Headteacher & Class Teacher. Further sanctions (including exclusions) imposed where necessary. Outside agencies informed where necessary.

APPENDIX 3

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known and understood by all and consistently implemented. Positive professional relationships with pupils, parents and other staff are emphasized within the Teachers' Standards 2012.

St. Michael's uses house point system to promote positive behaviour, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

The children are divided into houses, from Reception onwards. Children are awarded house points for thoughtfulness, being helpful, good work, and so on. Each team's points are counted at the end of the week, and the winning house announced in Assembly. We hope that each member of a house will urge the others to try their best in every aspect of school life.

Individual certificates will be awarded throughout the year, for attendance, consideration of others, consistent effort, etc.

In addition, each class teacher gives oral and written praise and may use additional incentives to promote positive behaviour.

Children may display their achievements, both in and out of school, in Assemblies and in the classroom.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

All staff are expected to adhere to the rewards and sanctions hierarchies. Pupils will perceive inconsistency as unfairness and will be likely to try to 'get away' with poor behaviour unless they are certain that they will get caught and that misbehaviour will be followed through. *Certainty* is more effective than *severity*.

All staff are expected to model the behaviour we expect to see in our pupils and in particular to address pupils courteously and with respect and avoid escalating situations by shouting and failing to listen.

START OF LESSON

1. Teacher to be there before students – if that is not possible ensure pupils know they should line up outside and wait.
2. Teacher stands at door of classroom to 'meet and greet'. Ensure pupils understand every lesson is a 'fresh start'.
3. Ensure pupils sit in allocated seat (planned seating to be displayed).
4. Starter activity to be available immediately and accessible to all.
5. Ensure start of lesson routine is understood and kept to.

DURING LESSON

1. High expectations of work and behaviour.

2. Good and outstanding teaching encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues. Make learning EXCITING.
3. Stimulating environment with motivating displays of pupil work – pay attention to layout of room ensuring easy access/exit routes for latecomers/miscreants, that all can see IWB etc.
4. Ensure Code of Conduct, rewards and consequences are visible to all – use the rules as a buffer – depersonalise.
5. Praise consistently (5:1 ratio minimum) – ‘Catch them being good’. Use reward system.
6. Know your pupils well and understand their needs SEN etc). Ensure you use strategies recommended in IEPs, PSPs etc.
7. Make opportunities to build positive relationships in unstructured time
8. Watch language, tone, posture, body language etc. Remain calm and cool at all times.
9. Plan the use of any additional adults to support students who need extra help to meet the lesson objectives.
10. Use of AfL encourages motivation and engagement.
11. Never threaten – promise. Ensure you always follow through on what you have said.
12. Criticise the behaviour – not the pupil. Avoid punishing the whole class for the actions of a few.
13. Follow up – if something goes wrong in your lesson even if SLT become involved, make yourself responsible.
14. Reflect!!!! Don’t be afraid to admit you got it wrong, seek advice and change your practice the next time.

END OF LESSON

1. Allow time for plenary and reflection on whether Learning Objectives have been achieved – if not why not?
2. Orderly dismissal.

TRANSITIONS

There are a number of intervals during the school day when children have to move from one place to the next, whether it be for assembly, playtime or lunchtime, for a lesson in the music room or ICT suite. Owing to the numbers of children moving around the building it is expected that children walk quietly, on the left hand side in single file. In order to ensure adherence to these expectations, children will be accompanied to and from the playground by an adult.

These stipulations are necessary:

- to ensure the safety of children throughout these transition periods;
- they are also a means through which children can be taught how to behave cooperatively within a school community.

It is particularly important for staff to insist on a calm and controlled entrance into the building after playtimes and lunchtimes as this in some ways brings clear closure to the recreational part of the day and helps children to prepare themselves for focused learning.

PLAYGROUND

The expectations for behaviour in the playground are in line with our School Rules. At breaktimes, supervision is by Teaching Assistants and teachers, who should actively maintain order and promote positive behaviour through:

1. Noticing and praising good behaviour
2. Being on time and well positioned
3. Taking opportunities to build relationships with pupils.
4. Noticing and preventing situations which may escalate into a breach of school rules.
5. Intervening whenever incidents occur and following the sanctions hierarchy.

Any incidents where the school rules have been broken must be reported to the class teacher, who in turn, will log the incident.

HOME SCHOOL AGREEMENT

Our School Mission Statement:	Parental Responsibilities:
<p><i>The community of St. Michael Catholic Primary School at all times and in all that it does, attempts to serve as a witness to the Catholic faith in Our Lord Jesus Christ.</i></p> <p><i>The governors are committed to safeguarding and promoting the welfare of our children</i></p> <p>We believe that parents are the first and foremost educators of their children and that we are all called to support them in their God given task. Each child in our school is valued and encouraged to achieve human wholeness – spiritually, morally, emotionally and academically in a happy, secure Christian environment.</p> <p>We will always do our best to provide the best possible education for every child.</p>	<p><i>We acknowledge that we as parents are the primary educators of our children and have an irreplaceable role to play in supporting our children’s learning at school.</i></p> <p>Therefore I/we will try to :-</p> <ul style="list-style-type: none"> • ensure that my child attends school regularly, on time and suitably equipped; • inform the school of any concerns or problems that might affect my child’s work or behaviour; • support the Christian values of the school community; • give my child opportunity for home learning and support homework from school; • support the schools policies and guidelines for behaviour; • attend parents evenings and discussions about my child’s progress; • encourage my child to be enthusiastic about learning and to enjoy school; • encourage my child to show kindness and consideration to others; • talk to my child about their experiences in school and encourage them to do their best; • attempt to support the Catholic community and the school Governors in their responsibilities for maintaining the school buildings in good repair.
<p>Signed</p> <p><i>For and on behalf of the Governing Body</i></p>	<p>Signed.....</p> <p><i>Parent/guardian</i></p>

Schools Educational Responsibilities:-

We acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness within a Christian community. The Governors are committed to safeguarding and promoting the welfare of our children

Therefore we will:

- provide a friendly welcome to your child and a secure, stimulating Christian environment in which to learn;
- ensure that your child is valued for who he /she is and helped to make good progress in their spiritual, moral, emotional and academic development;
- treat your child with dignity and respect that they require, encouraging them to full human wholeness;
- demonstrate our faith and our school's foundation in the teaching of Jesus Christ, by what we teach and the way we live and worship in our school;
- do our utmost to provide the best possible education for your child and enthusiastic teaching routed in our beliefs, values and skills;
- provide you with information about your child's progress and provide you with opportunities to talk to teachers;
- keep you well informed about school policies and activities through regular letters, newsletters and website
- set mark and monitor homework suitable to your child's needs;
- send home an annual report of your child's progress
- contact you if there is a problem with your child's attendance or punctuality;
- inform you of any concerns regarding your child's behaviour, wellbeing, work or health;
- challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.

Signed.....

For and on behalf of the governing body

Pupils Responsibilities:-

Key Stage 2

I acknowledge the different and unique talents that God has given me and my responsibility to use them wisely.

Therefore I will try to:-

- attend school regularly and on time;
- wear school uniform and bring all the equipment I need every day;
- take care of school equipment and help keep our school free from litter;
- learn something new each lesson and always do my best;
- share my feelings honestly and politely and show consideration for others in school;
- behave sensibly so that we can be happy and safe as we learn;
- try to think for myself and take responsibility for my actions;
- observe all school rules and treat everyone with the respect they deserve.

Signed.....

Pupil