



WHITWORTH COMMUNITY HIGH SCHOOL

Behaviour for Learning Policy / Home School Agreement

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Prepared by:	Mr P Dugdale
Approved by:	Governing Body
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Please note that where policy is LCC model policy, then the version details will be provided by LCC in the document.

Version numbers ending in a letter relate to documents under review and awaiting approval. Once a document has been approved then the version number will increase e.g. version 1a = approved version 1 being reviewed. Once version 1a has been approved it will then move to version 2.

Version Number	Date of change	Reviewed by	Brief reason for changes
2.0	08/01/2016	P Dugdale	Annual review
3.0	06/10/2016	P Dugdale	Annual review
4.0	08/06/2017	P Dugdale	General review

BEHAVIOUR FOR LEARNING POLICY

The Education and Inspections Act 2006 effective from 1st April 2007 gave new statutory powers for schools regarding behaviour and discipline. The legislation enables school staff to discipline students for inappropriate behaviour on or, as reasonable, off school premises including in particular the failure to follow reasonable instructions. Schools are empowered to search for offensive weapons, confiscate inappropriate items and detain students outside school sessions. The Act was updated as the Education Act in 2011. This extended the rights to search pupils and examine data files held by pupils. It also removed the written requirement for 24 hours' notice to be given to parents if a pupil is to be detained.

Governors' Statement of Principles

Purpose:

- to fulfil the Governors' duty of care to students and staff
- to promote teaching and learning and high standards of attainment
- to maintain the ethos of Whitworth Community High School
- to support the Every Child Matters outcomes
- to give guidance to the Headteacher in drawing up the Behaviour for Learning Policy
- to delineate the purpose of sanctions: sanctions demonstrate that misbehaviour is not acceptable; express the disapproval of the school community and deter other students from similar behaviour.

Governors recognise that the application of rewards and sanctions must have regard to the individual student and the Headteacher is expected to use her discretion in their use to establish procedures for monitoring and review

Rationale

The right to teach and the right to learn are central to Whitworth Community High School's primary aim of achievement for all and of being a school that is 'Climbing Higher.'

Our ethos promotes self-discipline; encourages positive behaviour, respect for others, attendance, punctuality; and expects the highest standards of work and effort within a caring, orderly and inclusive learning community.

The ECM outcomes of: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Economic Wellbeing underpin everything we do in school.

The school believes that for effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. We seek to create a learning environment which both challenges and supports by

- promoting positive behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fair treatment for all
- encouraging consistency of response to both positive and negative behaviour

- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- building a positive relationship with parents and carers to develop a shared approach: involving them in the implementation of the school's policy and procedures.

Roles and responsibilities

The Governing Body establishes, in consultation with the Headteacher, staff and parents, the policy for the promotion of positive behaviour and keeps it under review. It ensures that it is communicated to students and parents, is non-discriminatory and that expectations are clear. Governors support the school in maintaining high standards of behaviour. The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.

Support for staff faced with challenging behaviour is also an important responsibility of the SLT. Staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Staff have responsibility, with the support of the Pastoral (Care, Support and Guidance) Team, for creating a high quality learning environment; teaching positive behaviour; upholding the school's expectations of students; and implementing the agreed policy and procedures consistently.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They are expected to work in partnership to assist the school in maintaining high standards of behaviour and have the opportunity to raise with the school issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and are made aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

The procedures arising from this policy will be developed by SLT and Pastoral team in consultation with focus groups. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is shared with staff, students and parents. The procedures will be consistently and fairly applied, with regard to individual circumstances, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards

A school ethos of encouragement is central to the promotion of positive behaviour. Rewards have a motivational role in helping students realise that positive behaviour is valued, and are outlined in the procedures.

Sanctions

Sanctions are needed to respond to inappropriate and unacceptable behaviour. A range of sanctions is identified in the procedures and are designed to promote positive behaviour in the future. The procedures make a clear link between the sanctions applied for minor and major offences.

Training

The school will ensure that appropriate training on aspects of behaviour management is provided to support the implementation of the policy.

Involvement with outside agencies

The school works positively with outside agencies. It seeks support from them to ensure that the needs of all students are met by utilising the range of external support available.

Review

The Headteacher and SLT, in consultation with the staff, will monitor and review the Behaviour for Learning policy and procedures and evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed. The policy and procedures will be reviewed to ensure their continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and focus groups.

Policy adopted by Governors: 5th October 2016

WHITWORTH COMMUNITY HIGH SCHOOL CODE OF BEHAVIOUR AND EXPECTATIONS OF STUDENTS

Rationale:

The Behaviour for Learning Policy is a statement of good practice that covers all aspects of life at Whitworth Community High School, contributing to ensuring positive behaviour and a positive ethos. All staff, students, parents/carers and visitors are expected to help maintain an atmosphere conducive to learning and to 'Achievement for All' and 'Climbing Higher.'

The School Code of Behaviour and Expectations of Students detail the minimum standards expected of all students. They are displayed in all classrooms and are in Student Planners. All staff are expected to refer to them in their work with students.

THE SCHOOL CODE OF BEHAVIOUR

Good behaviour provides the basis for a good education. It is vital that:

- We share the school's key aim of 'Achievement for All' and 'Climbing Higher'
- We respect ourselves and others as individuals
- We seek to achieve our full potential
- We co-operate to make our school a friendly, safe, healthy and polite environment
- We meet the Expectations of Students and School Standards at all times
- We accept the consequences of failing to meet the Expectations

EXPECTATIONS OF STUDENTS

At Whitworth Community High School, the staff, governors, parents and community have high expectations of all our students. To succeed as a student at our school you will need to conform to these expectations. They are there to make sure everyone:

- Enjoys school;
- Stays healthy;
- Feels safe and secure;
- Achieves their potential;
- Makes a positive contribution to school and to the community;
- Leaves school ready for the world of work and adult life.

If you cannot meet the school's Expectations of Students, and follow the Code of Behaviour and School Standards: you do not fit into our school.

This is what we expect of all students:

1. TO SPEAK RESPECTFULLY TO STAFF

This means:

- Speaking quietly and in a polite tone of voice;
- Thinking before you speak;
- Speaking when it is appropriate to do so;
- Using polite and respectful language.

You will not:

- Shout at a member of staff;
- Threaten a member of staff;
- Interrupt a member of staff;
- Swear at or verbally abuse a member of staff.

2. TO BEHAVE RESPECTFULLY TO STAFF

This means:

- Doing as you are asked or told without argument;
- Entering and leaving classrooms quietly and sensibly;
- Accepting that members of staff have authority over students because they have responsibility for your welfare;
- Treating staff as professionals and co-operating with them;
- Showing that you want to learn.

You will not:

- Refuse to do as you are asked;
- Physically threaten or intimidate a member of staff;
- Touch a member of staff – including pushing past them;
- Refuse to hand over an item to be confiscated;
- Walk away when you are being spoken to or told to do something;

3. TO SPEAK RESPECTFULLY TO OTHER STUDENTS

This means:

- Speaking politely to other students;
- Thinking before you speak;
- Keeping quiet if you have nothing pleasant to say;
- Keeping 'street language' out of school;
- Working co-operatively with other students when asked to in lessons.

You will not:

- Swear at or verbally abuse other students;
- Spread rumours;
- Threaten another student;
- Make offensive or insulting comments to or about another student;

4. TO BEHAVE RESPECTFULLY TO OTHER STUDENTS

This means:

- Showing consideration on the corridors;
- Moving around school in a sensible, thoughtful and responsible way, carrying bags carefully;
- Queuing properly;
- Avoiding physical contact with other students;
- Respecting other students' space;
- Sitting where you are asked to in class;
- Telling a member of staff if there is a problem with another student.

You will not:

- Intimidate another student;
- Physically threaten or abuse another student;
- Take or tamper with someone else's possessions;
- Persuade another student to do wrong.

5. TO RESPECT THE SCHOOL ENVIRONMENT AND THE WIDER COMMUNITY

This means:

- Putting rubbish in bins – in and out of classrooms;
- Looking after and having pride in your tutor room;
- Keeping the school tidy, clean and free from graffiti;
- Sticking to the standards regarding specialist rooms and equipment – eg Science labs; technology rooms; sports and ICT equipment and areas;
- Reporting any damage to a member of staff; Making sure you are in the right place at the right time, including at lunchtimes;
- Eating and drinking only in the designated areas. Chewing gum is not allowed anywhere in school.
- Behaving out of school in way that would be expected when in school

You will not:

- Damage or graffiti school property;
- Enter classrooms without permission;
- Bring illegal or forbidden items into the school environment.

6. TO HAVE RESPECT FOR YOUR OWN LEARNING AND YOURSELF

This means:

- Having pride in yourself in your reputation and your achievements;
- Wanting to succeed and valuing success;
- Being on time to school and to lessons;
- Having excellent attendance;
- Having the correct equipment;
- Doing the work to the best of your ability;
- Recording homework in your Planner;
- Doing homework and handing it in on time.

You will not:

- Rely on the teacher to do everything for you;
- Blame anyone else if you don't make good progress;
- Waste time in or be late to lessons;
- Settle for just doing enough to get by.

7. TO HAVE RESPECT FOR OTHER STUDENTS' LEARNING

This means:

- Working hard in class without disturbing others celebrating other students' successes as well as your own

You will not:

- Distract other students;
- Dominate a lesson by taking up all the teacher's time;
- Make other students feel uncomfortable about their work or progress;
- Be intolerant of other people's values, ideas or beliefs.

ALL STUDENTS ARE EXPECTED TO BE AMBASSADORS FOR OUR SCHOOL

This means:

- Wearing uniform correctly;
- Having respect for the school's reputation at all times;
- Having respect for the local community;
- Being proud to be members of our school community

RIGHTS AND RESPONSIBILITIES

STUDENTS have the right to:

- 'Achievement for All' and to belong to school that is 'Climbing Higher.'
- Be educated to a high standard with access to a rich, interesting and varied curriculum
- Feel safe, secure, healthy and respected in a school free from verbal or physical abuse
- Be confident that problems will be addressed in a relevant manner
- Learn in a pleasant and attractive environment

STUDENTS have the responsibility to:

- Meet the school's Expectations of Students, follow the Code of Behaviour and School Standards
- Accept the consequences of failing to do this
- Be independent, aspirational learners

PARENTS have the right to:

- Expect that their children are educated to their full potential within an ECM environment
- Expect that their children are listened to by school staff and treated with respect
- Be kept fully informed of their children's progress, including issues relating to their behaviour, and be consulted if problems arise
- Be informed if their children are absent without explanation
- Have any complaint they make about their child being bullied taken seriously and investigated/resolved as necessary

- To appeal to the Headteacher/governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably

PARENTS have the responsibility to:

- Support the school's Expectations of Students, Code of Behaviour and School Standards
- Respect the School's behaviour policy and procedures and the disciplinary authority of school staff
- Support the school by encouraging hard work, positive behaviour, punctuality and excellent attendance and by supporting the school's rewards and sanctions
- Help ensure that their child follows reasonable instructions by school staff and adheres to school rules and policies
- Send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn
- Keep in touch with their children's progress by attending Parents' Evenings and by signing Student Planners and Home Learning Booklets
- Attend meetings with school staff, if requested, to discuss their child's behaviour
- If their child is excluded from school, to ensure the child is not found in a public place during school hours in the first 5 days of exclusion and to attend a reintegration meeting with the school regarding any fixed term exclusion. To ensure their child accesses provision should the fixed term exclusion be for 6 days or longer
- Let the school know of problems that arise. Ensure school staff are aware of factors which may result in their child displaying behaviours outside the norm
- Treat all staff respectfully and as professionals

SCHOOL STANDARDS

The school's Expectations of Students and Code of Behaviour detail the standards expected of all students. The School Standards provide further clarification for students and must be adhered to at all times.

Being Healthy:

- Students may eat and drink only in the dining rooms (before school, break and lunchtime), and in the Hall (at lunchtime and breaktime only)
- Students may drink water (only) during designated lessons
- Students must ensure toilets are kept in the best possible condition
- Smoking is forbidden and illegal anywhere on the school site, on school visits, and coming to or leaving school. Any kind of smoking materials are banned.
- School will take appropriate action in the event of anyone smoking or suspected of smoking. This includes any form of e-cigarettes

Stay Safe:

- Students must remain on site throughout the school day unless permission has been agreed beforehand
- The school will not tolerate bullying or unsafe behaviour of any kind
- Any student who uses, buys, sells or possesses any illegal drug or substance will face exclusion: fixed term or permanent

- Any student who uses, buys, sells or possesses cigarettes or alcohol will face disciplinary action which can include fixed term or permanent exclusion
- Any student who brings onto the school site any item which could be used as a weapon will face permanent exclusion
- Students must conform to the school's Computing and Internet Agreement Enjoy and

Achieve:

- Students must keep Student Planners up to date and complete Home Learning/ classwork on time and to the best of their ability
- Students must keep school equipment, books and folders neat and tidy
- Students are expected to arrive punctually for school and for each lesson with the necessary equipment
- Student who arrive after registration must register at Student Reception. An evening detention must then be completed
- Students must wear full school uniform correctly at all times

Make a Positive Contribution:

- Students must do all they can to promote the good reputation, success and smooth running of the school
- Students are expected to use their abilities to support the school and other students
- Students must take responsibility for safeguarding the wellbeing of younger students

Achieve Economic Wellbeing:

- The school will not tolerate theft of personal or school property
- Students must safeguard their own possessions and those of others, and must not bring forbidden items into school
- Students must repay, as quickly as possible, any money borrowed from school
- Students must take good care of the fabric and facilities of the school site.

BEHAVIOUR FOR LEARNING POLICY - PROCEDURES

In accordance with the ECM Agenda, the application of sanctions must have regard to the individual student, and therefore the Headteacher and SLT are expected to use discretion in their use. However, fundamental to the School's ethos is the principle of being Consistent, Insistent and Persistent in order to fulfil the School's primary aim of 'Achievement for All' and 'Climbing Higher'.

- It is expected that the majority of minor behavioural incidents will be managed by the classroom teacher or form tutor.
- Where necessary, Care, Support and Guidance issues should be discussed with Pastoral Managers who may advise; support/ work alongside the form tutor; or lead on the issue.
- Curriculum issues (eg. homework, lack of effort in a subject) should initially be discussed with the Director of Learning.
- More serious issues, or those involving students from more than one year group, will involve Progress Leader as well as Pastoral Managers.

- Progress Leaders and Pastoral Managers will also involve the Assistant Head: Care, Support and Guidance, in issues.
- The final decision regarding external / fixed term or permanent exclusion remains with the Headteacher, or person acting with the Headteacher's authority, following investigation by the pastoral team.

Sanctions given by form tutors and subject teachers may include:

- Late to school.
- Breaktime detentions for classroom issues: to be supervised by the teacher / Faculty.
- After school detentions: to be supervised by the teacher / Faculty.
- Breaktime detentions for uniform issues or out of lesson behaviours: to be supervised by the pastoral team.
- Referrals to Progress Leader

The following low level disruptions should be dealt with by subject teachers/form tutors in the first instance:

Not speaking respectfully to members of staff:

- Being cheeky to the teacher, making silly comments
- Speaking rudely to the teacher
- Asking inappropriate questions

Not behaving respectfully towards members of staff:

- Talking when they are supposed to be listening to the teacher or should be silent
- Talking when the teacher is talking
- Ignoring what the teacher asks them to do

Not speaking respectfully to other students:

- Calling another student names
- Making fun of another student
- Shouting out

Not behaving respectfully towards other students:

- Taking another student's possessions (to irritate, not steal)
- Passing notes about another student
- Invading another student's space
- Objecting to sitting next to/working with another student without reasonable cause

Not showing respect for their own learning:

- Forgetting to bring equipment
- Not doing homework
- Being late to lessons
- Not completing Learning Journal
- Not showing respect for other students' learning:
- Talking to and distracting other students
- Wasting time when working in a group

Not showing respect for the school environment/school community:

- Causing damage to school property (very minor damage only)
- Dropping litter
- Minor uniform issues

Not returning equipment correctly

Pastoral Team break Detention Faculty / Subject teacher break Detention:

- Uniform issues
- Repeated issues from the low level disruption list*
- Other out of lesson issues
- Repeated equipment issues (general)
- Non-completion of work
- Non-completion of homework/Home Learning
- Chewing in class
- In-lesson issues from the low level disruption list*
- Repeated equipment issues (subject)
- Insufficient effort

Pastoral after-school Detention / Faculty after-school Detention

- Truancy / lack of punctuality
- Significant breach of school code of conduct
- Suspicion of smoking on school site
- Inappropriate behaviour out of lessons
- As a potential outcome of Support being called
- Repeated attendance / equipment issues across subjects
- Repeated Homework issues across subjects
- Disrespectful behaviour
- Persistent lateness to registration
- Some instances of bullying behaviour
- Repeated low level issues across subjects
- Truancy from a specific subject lesson
- Unsafe behaviour in a subject session
- Theft from a subject area
- Repeated non-completion or poor completion of work
- Work which is significantly below target
- Repeated attendance / equipment issues
- Homework issues
- Disrespectful behaviour
- Persistent lateness to a subject lesson
- Repeated low level issues within a subject
- All behaviour incidents need to be logged on Sims.net in order for Progress Leaders/Directors of Learning/Leadership Team to be able to monitor and take further action as necessary.

SLT Detention:

- in response to Support calls
- failure to complete other school detentions
- at discretion of Headteacher /Assistant/Deputy Headteacher
- meeting weekly behaviour triggers for instances of poor behaviour

Any of these sanctions (other than Permanent Exclusion) may be in addition to Restorative Justice.

Please note: 'Section 92 of the Education and Inspections Act 2006 provides significant scope for schools to apply the disciplinary penalty of detention.' 'Schools now have much greater flexibility to impose detentions without parental consent.' 'School staff have a statutory power to put students aged under 18 in detention after school sessions and on some weekends and non-teaching days.' 'Detentions are lawful if: students and parents have been informed that the school uses detentions as a sanction' and the Education Act in 2011 has removed the need for the school to give parents 24 hours' notice of detentions outside school sessions. As a courtesy, the school will normally give notice for a detention being issued, however is under no obligation to formally give such written notice.

Removal from normal lessons:

This may be the equivalent of an internal exclusion. It may involve the student being required to work alternative hours. At the discretion of: Headteacher, Assistant/Deputy Headteacher or Progress Leader – includes:

- smoking on the school site
- some instances of initially refusing to follow instructions from a member of staff
- theft
- some instances of verbal abuse to staff or students
- minor breach of internet / ICT policy
- failing to tell the truth during an investigation
- some instances of threatening or intimidating behaviour towards another student
- issues with key students where specific arrangements have been made beforehand between Deputy Headteacher/Assistant Headteacher/Progress Leader
- failure to meet basic school expectations – e.g. several instances of Support
- damage to school property
- pending an investigation
- homophobic / racist language

Fixed term exclusion:

A student may be excluded for a fixed term for an isolated incident or where a student's behaviour has not improved over a period of time, despite support and despite other sanctions. A fixed term exclusion may be from 1 day to 45 days, up to a maximum of 45 days in one academic year. For fixed term exclusions of 6 days or longer, alternative educational provision will be made via the school. This provision may be at another educational establishment. The decision to exclude will be made by the Headteacher, or person acting with the Headteacher's authority.

The list below sets out a range of behaviours for which fixed term exclusion may well be considered appropriate. The list is not exhaustive.

- physical abuse of another student
- threatening or intimidating behaviour towards another student/bullying behaviour which discriminates against a group or individual
- theft
- damaging the school's reputation in the community
- smoking in the school building
- smoking on the school site, including e-cigarettes
- verbal abuse
- refusing to follow instructions from a member of staff
- other serious breach of the School's Code of Conduct / Behaviour for Learning Policy / failure to meet the School's Expectations
- false or malicious allegations
- damage to school property
- breach of internet / ICT agreements
- repeated breach of mobile phone policy
- possession of an illegal substance or being under the influence of an illegal substance/legal substance
- breaches of school uniform policy, including where they relate to jewellery, hairstyles, body-piercing etc. and where these are persistent and in open defiance of the policy
- homophobic / racist abuse

Permanent exclusion:

A student may be permanently excluded where a serious isolated incident has occurred, or where a student's behaviour has not improved over a period of time, despite support and despite other sanctions, including fixed term exclusion. The decision to permanently exclude will be made by the Headteacher, or person acting with the Headteacher's authority.

The list below sets out a range of behaviours for which permanent exclusion may well be considered appropriate. The list is not exhaustive.

- physical abuse
- severe threatening or intimidating behaviour
- severe behaviour which discriminates against a group or individual
- false or malicious allegations
- bringing a weapon, or an item to be used as a weapon, onto the school site
- possession of an illegal substance or being under the influence of an illegal substance or other substance (2nd offence)
- sale/supply of an illegal substance
- severe damage to school property
- issues relating to exploitation
- homophobic / racist incitement or assault

Reports and parental involvement:

Whitworth Community High School places a high value on home/school links and seeks to promote the active and supportive involvement of parents / carers in their children's education. Subject teacher, form tutor, Directors of Learning/ Pastoral staff, Assistant Headteacher / Deputy Headteacher may all contact parents / carers as appropriate. Alongside the above list of procedures runs a system of Reports.

School staff may use report cards / sheets for a range of reasons, including that of monitoring behaviour. We use various monitoring cards to address different issues. It will be clear to students when they are given a card, who to report to, when to report, and whether parents/carers need to sign the card.

Other behaviour interventions may also be used such as:

- If a student's behaviour consistently breaches the school expectations, they may be "directed" to attend an alternative school for a period of time. The aim of this is to modify behaviour.
- Behaviour and Learning Contract – persistent failure to comply to the 7 respects leads to time in IE or to fixed or permanent exclusion. In addition a CAF may be started (replacing a PSP.) Any student who incurs a fixed term exclusion may then need a CAF. This may involve outside agencies.
- A Managed Move to another local school may be considered for certain students.

Behaviour point triggers

If a student accrues too many behaviour points, they may be required to explain their actions before either their form tutor, Progress Leader, SLT or governors. Once at 100 behaviour points, governors will be informed and a behaviour contract will be considered after an interview with the Chair of Governors. Parents would be invited to attend this meeting.

Outside agencies: The school liaises with outside agencies: eg, the police, PCSOs, Children's Social Care, as appropriate. The school and police have an agreed information sharing protocol.

The principal aim of our school is to enable all students to achieve their full potential irrespective of age, ability or background.

Mobile phones and other items not permitted in school

Headphones, portable speakers, fidget spinners, tablets, games consoles, Smart watches (e.g. Apple watch or equivalent) etc:

Students must not bring these items into school.

The school will temporarily confiscate inappropriate items of jewellery, hoodies and valuables. Confiscated items can be claimed by students at the end of the week at 3pm Friday.

Mobile phones

- Students must not bring mobile phones onto the school site.
- Any student seen with a mobile phone, whether using it or not, will have the item taken from them. The phone will be stored securely until the parent/carer arranges to collect it from the office after 3.30pm.
- Should any student be known to have used their phone in school, this item will again be confiscated.
- Students needing to contact parents/carers may use a school telephone with a member of staff's permission.
- If parents need to contact children **urgently** they should telephone the school office and a message will be relayed promptly.
- Phones **must not** be taken into examinations under any circumstances.
- Any breach of this rule will be reported to the relevant examinations authority.

Student's responsibilities

I will seek to:

- Attend school regularly, punctually, properly equipped and wearing school uniform correctly.
- Meet the school's Expectations of Students: our 7 Respects and School Standards; follow the Code of Behaviour.
- Accept the consequences of failing to do any of the above.

Signed (Student) (Date)

School's responsibilities

We will seek to:

- Ensure achievement for all within by fostering an attitude of 'Climbing Higher' by promoting the highest standards of achievement, dress, behaviour, attendance and punctuality.
- Provide students with a rich, interesting and varied curriculum.
- Ensure students feel safe, secure and healthy in a pleasant and attractive school environment free from verbal or physical abuse.
- Address problems and take complaints seriously.
- Keep parents/carers informed of a student's progress, including issues relating to their behaviour and attendance.

Signed (Deputy Headteacher) (Date)

Parent's / carer's responsibilities: I / we will seek to:

- Support the school's Expectations of Students: our 7 Respects School Standards and Code of Behaviour.
- Respect the school's behaviour for learning policy and procedures and the disciplinary authority of school staff, and treat all staff as professionals. Support the school by encouraging hard work, positive behaviour, punctuality and excellent attendance and by supporting the school's rewards and sanctions; ensure that my child follows reasonable instructions by school staff and adheres to school policies.
- Send my child to school each day punctually, suitably clothed, fed, rested and equipped and ready to learn. Let the school know of problems that arise and of factors which may result in my child displaying behaviours outside the norm.

Signed..... (parent / carer)..... (Date)