

# Bressingham Primary School

## Behaviour Policy

### Foreword

During the Covid19 period, we will largely keep to this Behaviour Policy. Some items have been added for this period and are coloured purple and in italics; some items are still included, but may not be able to be used, depending on current restrictions. If they cannot be used, staff will use alternative systems, to be agreed in a staff meeting, for consistency.

### Aims

We follow a positive approach to discipline and reinforcement of good behaviour. The policy is based on a culture of respect for everyone in our school community. Discussion and negotiation are encouraged although a variety of strategies are used.

The policy is a partnership between parent/carer, pupils, teaching assistants, midday supervisors and teachers.

We believe that children should take responsibility for their actions and be encouraged to take care of others, by self-regulating their behaviours and being able to discuss behaviours and feelings, both positive and negative, with their peers and staff.

Through teaching/ learning about our Super Learning Powers, we encourage children to be resilient, resourceful, reflective and reciprocal, which will help them to develop positive behaviours, including learning behaviours.

The main school rules are the Acorns Agreements; children will be regularly reminded of these rules, in school and out of school (playtimes, trips).

*Throughout our practice we aim to take into account all current legislation.*

### Expectations

We have high expectations of the children and through simple rules define the boundaries of acceptable behaviour. We accept that children will test these boundaries to confirm their location. We accept the challenge with the guiding principle that whilst the child's behaviour may not be acceptable, the child always is: we value every child whatever the behaviour. We have zero tolerance of racist and sexist remarks; intimidating groups or homophobic/transphobic bullying, faith bullying or cyber bullying, including use of language e.g. the use of discriminatory language around disability. Expectations of behaviours are outlined in our Home-School Agreements, sent home when children join the school, and when it is reviewed (Appendix 5).

### Main School Rules- The Amazing Acorns Agreements

At Bressingham:

- A We aspire to achieve
- C We are kind and collaborative
- O We are open and honest
- R We respect ourselves, others, property and the environment; we listen, we are gentle
- N We welcome new opportunities
- S We develop our super learning powers: we are resilient, resourceful, reflective and reciprocal

### Some examples of expectations of behaviour following the Amazing Acorns Agreements include:

Walk quietly through the school at all times

*Keep social distance from others whenever you can*

*Only 1 person at a time in each toilet area, except Bumblebee Class*

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Listen attentively without interrupting  
Respond immediately to adult instructions in school (unless it is unsafe to do so)  
Respond politely to all adults  
Use an appropriate classroom voice  
Be responsible for your own belongings  
Remain calm and quiet in cloakroom areas  
Be prompt to arrive at lessons  
Use equipment safely and carefully, and return it to storage areas  
Gain the attention of others in an appropriate manner  
Play with others avoiding hurting them physically or with verbal abuse or by excluding them  
Try to resolve issues in discussion with peers unless it is serious, and tell an adult if further discussion is needed; this may take part with the adult nearby; if no resolution is reached between the children, or if it is a more serious matter then staff will speak to each child separately, then seek witnesses if required, before bringing the children together to find resolution; it is likely that a parent/carer needs to be informed if there is a serious issue and an incident form should be completed and given to the Head or Teacher in Charge  
Actively seek adult support when in difficulties (but see previous point)

### Developing learning behaviour

In classrooms, we all display and follow our Super Learning Power posters, Acorns Agreements and behaviour checklist (Appendix 1).

All classes follow an age appropriate behaviour tracking system and class reward system, e.g. reward cards and marbles in a jar. **We focus on positive feedback as far as possible.** Any behaviour which may disturb the learning of others is treated very seriously and monitored closely (see Appendix 2).

*Our behaviour is rooted in:*

*Our Super Learning Powers:* resilience, resourcefulness, reflectiveness, reciprocity.

*Consideration and respect for others:* it is vital that good relationships exist between all staff members, that staff work together as a team in trust and confidence, demonstrating their respect for pupils and parents/carers, that members of the community are made welcome and their contribution valued.

*Fairness:* it is essential that all rewards, sanctions and rules are applied justly and fairly. Children are unique individuals and will be responded to as such. Good behaviour is celebrated in a variety of ways.

### Responsibilities of Staff

- Listen to children
- Separate the act from the child, emphasising that they are valued even if their behaviour is unacceptable
- Act justly and keep promises made
- Apply sanctions fairly, justly and consistently
- Remain calm and do not become emotionally involved

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### When and how to respond

- Intervene as quickly as possible to avoid or diffuse conflict- it is better to pre-empt if something may happen and avoid it through positioning or a quiet word, for example. Encourage children to try to resolve issues in discussion with peers unless it is serious, and tell an adult if further discussion is needed; this may take part with the adult nearby; if no resolution is reached between the children, or if it is a more serious matter then **staff will speak to each child separately, then seek witnesses if required, before bringing the children together to find resolution**; it is likely that a parent/carer needs to be informed if there is a serious issue and an incident form should be completed and given to the Head or Teacher in Charge
- Use humour where possible to prevent the atmosphere being hostile.
- As far as possible ensure that the children feel that the conflict has been fully resolved.
- Restore a calm atmosphere where no one feels less valued within the group.
  
- DO ALL YOU CAN TO AVOID:
  - Sarcasm It damages you and the child.
  - Humiliation It breeds resentment.
  - Shouting It diminishes you.
  - Over reacting The problem will increase.
  - Blanket punishments The innocent resent them.
  
- DO:
  - Use humour It builds bridges.
  - Keep calm It reduces tension.
  - Listen It earns respect.
  - Be there to meet the children

**"Catch them being good."**

### Positive Reinforcement of Behaviour

We reward positive behaviour in a variety of ways:

- Verbal praise (indicating precisely what is good and referring to our values whenever we can) from other children/adults
- Stickers, smiley faces, stars and stamps
- Stars and good citizen book in weekly Celebration Assembly
- Affirmation in Circle Time and at other times
- Star of the day compliments
- Small steps will be rewards for some children (e.g. through behaviour charts)
- Individual reward card and marble systems in classes (age appropriate)

We have trained staff to use the strategies in our supervision checklist:

- Look for and praise good behaviour and be positive
- Be vigilant
- Early intervention
- **Proximity**
- Focus on the rule
- Use clear instructional language
- Follow through
- Be consistent as a team

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This is broadly based on training by Bill Rogers.

### Dealing with incidents

1. Praise a good role model (e.g. Well done John for sitting quietly; well done John for being kind)
2. Instruction from adult with explanation (e.g. Kim, sit quietly so the rest of the class can hear me, thank you; John, let Kim join in; that is being kind and showing respect)- *if possible do this quietly so only the child can hear*
3. Give a second instruction with sanction specified (e.g. Kim, sit quietly otherwise you will have to move to another table, thank you; John, let Kim join in or you will have to stand near me to think about it)- *if possible do this quietly so only the child can hear*
4. Sanction imposed (e.g. at lunchtime/ playtime the child will be given time out for an appropriate period of time, usually a few minutes, to think about/ discuss the behaviour and be ready to self-regulate)
5. Remove the child from the situation. If the child is working with an adult, the child will be told to go to a different adult.

At lunchtime:

6. If an incident occurs at lunchtime it will be dealt with by the supervising adults, who report it to the class teacher or Headteacher at the end of lunchtime, unless it is an incident that needs some time to understand, when the class teacher will be told *at the time, to allow them to speak to children during lunchtime if they wish to*. It is important that children have an opportunity to say what they believe happened, listening separately to both sides, and then deciding how to deal with the situation.
7. If there is repeated poor behaviour, then a record will be put on a behaviour chart or sheet and handed to the Headteacher.

Generally:

8. Any incidents of violent or abusive behaviour must be recorded on an incident form (Appendix 3) and given to the Head. Similarly, any incidents of a racist or discriminatory nature must be recorded on an incident form and dealt with in line with our single equality policy. These incident forms are kept in the Head's office in the behaviour log and in registers. The class teacher should be informed of the entry and action recorded. The Headteacher monitors the behaviour log regularly to notice any patterns of misbehaviour.
9. Behaviour charts may be used as an incentive for good behaviour, with either individual rewards, or, more usually, whole class rewards.
10. A parent/carer may be informed for some incidents- eg. discriminatory, causing injury to others.
11. If misbehaviour becomes an ongoing problem the SENCO will be informed. School to school or other support may be sought. If a child has a behaviour support plan all staff will be informed. We will consider whether there might be a safeguarding concern, particularly where there has been a sudden change in behaviour.
12. Exclusion- DfE Policy will be followed:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf) Exclusion will be carried out depending on the seriousness of the misdemeanour and the context. (A decision may be made to waive the procedure under exceptional circumstances.)

### Possible Sanctions

- Sitting apart from the group, then in a different place (eg. in the room, then in another safe place with an adult)- to continue with an activity, or to reflect and allow self-regulation
- Loss of privilege/ breaktime (the adult must ensure supervision is in place)- to reflect and allow self-regulation
- Staying with the duty staff for a period of time- to reflect and allow self-regulation

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- Limiting the area (or time) in which a child can play, allowing awareness of self-regulation, and increased supervision
- Referral to the headteacher or another teacher (referral to the Headteacher should happen when other options have been tried and not worked).
- Informing a parent/carer- via class teachers in the first instance

**CHILDREN MUST NOT BE LEFT UNSUPERVISED i.e. they must not be sent to stand outside the room or sent to an empty room or corridor. The adult must ensure the health and safety of the child at ALL times.**

### **Disagreements between children**

Time should be given to children to 'sort out' differences and come to an agreement. In some cases staff will need to act as a mediator in discussions between children in resolving a difficulty:

Intervene as quickly as possible to avoid or diffuse conflict. Encourage children to try to resolve issues in discussion with peers unless it is serious, and tell an adult if further discussion is needed; this may take part with the adult nearby; if no resolution is reached between the children, or if it is a more serious matter then staff will speak to each child separately, then seek witnesses if required, before bringing the children together to find resolution; it is likely that a parent/carer needs to be informed if there is a serious issue and an incident form should be completed and given to the Head or Teacher in Charge.

### **Circle Time / RSHE**

Circle time can be used to address a number of issues such as conflict resolution, assertiveness and to establish class rules. Expectations of behaviour can be reinforced. Children should be made to feel at ease to be able to raise issues of concern and feel supported by their classmates. They practice voicing their views, so that they can be resilient and do so when they may experience difficulties with their peers or an adult.

### **Physical Intervention**

Appendix 4 shows our policy for Physical Intervention or Touch Policy. All members of staff are aware of the regulations regarding the use of force by adults. Staff only intervene to prevent risk of harm to another person, or if a child is in danger of harming him/herself or causing significant damage to property or engaging in any behaviour prejudicial to good order and discipline or loss of learning at the school. In such situations, we may need to physically touch or guide or prompt students, using the approved method taught in training. The training we use is Norfolk STEPs. If regular touching or guiding is needed for a pupil for risk reduction, this will be discussed with a parent/ carer.

As a last resort, restrictive intervention that is reasonable, proportionate and necessary may be used. If a child needs to be physically restrained, this will be identified in an individual risk reduction plan and will be discussed with a parent/ carer. Specific training for staff will be provided for staff as necessary. All restraint incidents are recorded the same day and reported to a parent the same day. In an emergency (an unforeseen circumstance) restrictive physical intervention may be immediately necessary to prevent harm. Discussion with a parent/carer would follow and an individual risk reduction plan formulated. A behaviour form (found in class registers) labelled 'record of restraint' should be completed. This should be shown to the headteacher, who will sign it and ensure that a witness (if available) will countersign it. A copy of this form will go into the behaviour log in the Head's office.

### **Radicalisation and the Prevent Strategy**

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We are required, by Government, to look out for certain kinds of behaviours which may indicate that a child is at risk of radicalisation. **See Safeguarding Policy.**

### Screening, searching and confiscation

Rarely, a child may bring in an item which may be dangerous to themselves or others. We will act in accordance with the following document from the DfE: Searching, screening and confiscation Advice for headteachers, school staff and governing bodies. Prohibited items include tools, knives, firearms/ weapons, illegal drugs or medications, alcohol, fireworks, tobacco and cigarette papers, pornographic images, stolen items, any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to person or property. Staff may search for these items, confiscate them and keep them at the school office for collection at the end of the school day, when a parent or carer can collect it.

Special permission should be sought for bringing the following into school: mobile phones, other electronic devices, cameras, jewellery/ accessories not in accordance with the school's policy.

### Complaints

If a parent/carers or pupil is not satisfied with action taken they should be informed of their right to make a complaint, following the Complaints Procedure on the school website.

**Also refer to: Anti-Bullying Policy, Safeguarding Policy**

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### Appendix 1 - Bressingham Primary Behaviour Checklist

We agreed to implement a list of consistent behaviours among staff.

1	<b>Parallel praise</b> – praise pupils’ good actions more than highlighting poor actions.
2	Use an <b>attention grabber</b> to get immediate class attention for pointing out common misconceptions or reshaping the lesson. Staff use ‘Eyes on me’ or ‘Back to me’ or ‘Eyes and ears this way – thank you.’ The expectation is that by the last word all pupils are paying full attention. This allows pupils the chance to finish what they are doing. Sometimes we will also use <b>5,4,3,2,1, (0)</b> . Staff will count down in order to speed up transitions in class, or we will use a bell or hands up. Other useful phrases used to gain attention are: 1,2,3, eyes on me and ‘learning stop’
3	Transition from play to class: teachers will <b>collect children at break and lunch</b> . They will arrive 5 minutes before the end of play/ lunch play to be there to meet the children. Children to be stopped at the door to the building and reminded that they are coming into the school and need to be quiet and settle down. At the classroom door teachers will remind children that they are coming in to work now and give instructions about what they must do.
4	We agreed to <b>limit drink and snack times</b> while on the carpet (younger children mainly) or when coming into class. Bottles are not left on tables unless there is a genuine need for this. Teachers keep a list in their register of these children.
5	<b>Whole class rewards</b> are to be encouraged. We agreed to implement marbles in a jar or golden points and to link this to group behaviour, attitudes and achievement with a reward of golden time.
6	We agreed to <b>display class charters</b> in the classroom, ask pupils to sign (classes 2 to 4)

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### Appendix 2 Detailed Incident Report

Where there is a particular incident of a serious nature, a separate incident form (as below) should be completed and returned to the office immediately, to be shared with the Head and to be stored in the behaviour monitoring folder.

Nature of behaviour might include:

- Disrupting the learning of others e.g. Persistent low level disruption
- Defiance
- Abuse (including racial, homophobic or transphobic)
- Violence
- Damage to property
- Other (please specify)

Also any (evidence based) incidents of this nature at playtime and lunchtime should be recorded and passed to the Head.

Action taken might include:

- Miss a breaktime (or part of) or lunchtime
- Spending time in another class
- Moving to work with another adult
- Parent/carer contact
- Restricted area or time of play

We are always mindful that sudden changes in behaviour could be an indicator of a safeguarding concern.

### Detailed Incident Report

Pupil

Class

Date

Incident Details

Incident Details
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Action		
Teacher's Initials:	Signed:	Date:

Copy to office

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### Appendix 3 Physical Intervention or Touch Policy Statement- provided during Steps training for staff

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is important that you have read and understood this policy to appreciate the reasons why we may choose to hold/ touch children and the appropriate ways in which we do so.

#### Why do we use Physical Intervention (Touch)?

We may choose to use physical intervention for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

#### How do we use physical intervention (Touch)?

##### Hugging

At this school, we encourage staff who are using touch for comfort or reward to use a 'school hug'. This is a sideways-on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

##### Hand-holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when age appropriate and the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children or contain children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to either hold the hand or arm of the adult or wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's hand for a little extra security if it is required.

##### Lap-sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

##### Guiding

If a child is considered to be causing or about to cause a risk to themselves or others (physical, emotional, or educational), or significant damage to property, we may guide them using an open hold, behind their upper arm, near to the elbow. Staff have been trained in this technique, which is rarely used, and usually only with children where a risk has previously been assessed and discussion with a parent/ carer has already taken place about the possibility of needing to use this method.

##### Restraint

Restraint will not be used unless for the prevention of imminent harm, and using only 'reasonable force'. If it is believed that the risks a child presents may require restraint, training will be provided for staff and a parent/carers consulted. Staff may use untrained restraint if necessary in an emergency situation. If restraint had to be used in an emergency, a full and immediate report to senior staff would be required.

##### Exceptions

At times, children may be in such crisis or distress that they hold you in a way which is not as described above (e.g. cuddling, clinging or lap-sitting). If this should happen please ensure that you have informed a senior member of

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staff. You may be asked to make a note of this, with an explanation, in order to record and monitor the amount of times the child is seeking this comfort or control.

Please note that although we have a touch policy and believe that touch can be a positive experience for the children, this does not mean that you *have* to touch children. It should also be realised that some children will not want to be touched.

A parent/carer will be made aware of this policy when their child is admitted to this school.

If you have any questions or would like a further discussion regarding this policy, please speak to a senior member of staff at the earliest opportunity.

Definitions (from current guidance) the joint DfES and DOH Guidance for RPI July 2002):

Physical intervention is all physical contact.

Restrictive physical intervention (RPI): use of force to control a person's behaviour, can be employed using bodily contact, mechanical devices, or changes to a person's environment.

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HOME SCHOOL AGREEMENT

Dear Parents/Carer,

We recognise that the education of your children is a venture shared between you, the parents, and us, the staff at school, together with the children themselves

We each have our part to play. We welcome your support, value your involvement and are pleased to see you at school.

Please read and sign (your child too) the attached home – school agreement and return it to your child’s teacher.

Please return just this sheet and keep the information part of this document for your records.

Thank you

Parent/carer (name and signature)

.....Date.....

Pupil (name and signature)

..... Date.....

Headteacher (signature)

*Mrs Gudde*.....Date *5<sup>th</sup> October 2020*

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### School:

To help your child at school we will try our best to:

- Provide a safe, friendly atmosphere and ensure your child's wellbeing at all times
- Share information about your child and the school regularly
- Promote super learning powers (resilience, resourcefulness, reflectiveness and reciprocity)
- Provide a broad, creative, high quality curriculum
- Contact you if we are concerned about your child's learning or behaviour
- Expect the best from children in behaviour and learning
- Provide high quality remote learning and feedback for children absent from school due to pandemics
- Actively welcome parents/carers into the life of the school
- Use school equipment only to take images of children and store these securely, being aware of parental preferences for sharing images
- Keep you informed about the school's policies and guidelines
- Treat parents with dignity and respect

### Home:

To help my child at school I will try my best to:

- Ensure that my child attends school regularly and that absences are properly notified
- Ensure that my child arrives on time and is collected promptly at the end of the school day
- Support the School's healthy eating policy with healthy lunchboxes, snacks, no nut and no-smoking policies
- Support the school's policies and guidelines on behaviour and equal opportunities
- Support my child and the school staff in helping my child to do their best in behaviour and learning
- Support my child with reading and homework, and remote learning, including returning completed work to the school every day whenever possible for feedback when my child is absent from school due to a pandemic
- Attend Parents' Evenings and discussions about my child's progress
- Ensure that contact details are kept up to date (new mobile numbers etc.....)
- Ensure that if images taken at school events will only be used following the school's policies below:
- I/we will keep to the school's Internet and Social Networking and Cyberbullying Policies
- I/we will treat the school's staff with dignity and respect

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### Pupils

To help myself at school I will do my best to:

- Produce my best work in my lessons
- Enjoy school and help other children to do the same
- Follow our Acorn Agreements and put them into practice:
  - A We aspire to achieve
  - C We are kind and collaborative
  - O We are open and honest
  - R We respect ourselves, one another, property and the environment; we are kind, we are gentle
  - N We welcome new opportunities
  - S We develop our super learning powers
- Have a super learning power mindset so that I am ready to learn and to enjoy life:
  - Be resilient
  - Be resourceful
  - Be reflective
  - Be reciprocal
- Not bring electronic equipment into school unless this is agreed between parents/ carers and school; if this is agreed, it will be handed in at the office for the day
- I will use the internet safely and let adults know if I or anyone else has seen anything that has worried or upset them, or I know not to be appropriate
- I will do my homework to help my learning
- I will do my remote learning when I cannot be in school due to a pandemic and return this work to school each day whenever possible electronically or on paper for feedback
- I will be polite and respectful to adults and other children

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