

Holy Family Catholic Primary School



Mission Statement:

With Christ at our Centre, we live, love and learn together,
reaching out to all.

‘Only our best is good enough!’

Positive Behaviour Policy

Revised: May 2025

Date of next review: July 2027

Signed: Mr I Leatherbarrow

Role: Chair of Governing Body

Adopted by the Governing Body: 11th June 2025

At Holy Family, we aim to provide effective teaching in a secure and stimulating environment to enable our pupils to achieve their full learning potential. The aim of our behaviour policy is to assist us in creating an environment where teachers can teach, children can learn, and good behaviour is celebrated. We encourage children to follow the school rules and values by praising them for good behaviour and good learning. To encourage and promote good behaviour, attitude and work, we have devised reward systems which are consistently followed throughout the school. We are committed to praising children's efforts.

This policy aims to:

- Create a positive culture that promotes exemplary behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour via our vision, values and rules.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Roles and responsibilities:

The Governing Body:

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the SLT to account for its implementation. They will monitor behaviour incidents and hold leaders to account for the management of behaviour at Holy Family Catholic Primary School.

The Headteacher and SLT are responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from behaviour logs (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff:

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Strive to build and maintain positive and respectful relationships with pupils and parents.
- Communicate effectively and promptly poor behaviour of pupils to their parents via telephone call or in person.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Teaching pupils directly the behaviour expectations outlined within this policy.

- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly using CPOMS.
- Challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents when required.

Parents and carers:

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils:

Pupils will be directly taught and/or made aware of the following to enable them to commit and contribute to a positive behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the values of the school, our rules and behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

School behaviour curriculum:

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure that all pupils can meet behavioural expectations in the curriculum.

Mobile phones:

Pupils in Y5/6 who have been given permission to travel home from school on their own are allowed to bring mobile phones to school. Phones must be switched off throughout the school day and handed to the class teacher for safe storage on arrival. Mobile phones are brought to school at the owner's risk. There is no liability for school or staff should an item be damaged or lost.

Responding to behaviour:

Classroom management:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Be a positive role model in all they do.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Refer to the behaviour curriculum and school rules.
- Develop positive relationships with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines.
 - Teach directly and communicating expectations of behaviour consistently.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

Safeguarding:

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Holy Family Rules:

We have school rules so that we can ensure that all feel valued and respected, and all children can learn to the best of their ability. We teach the children our rules from the time they start at Holy Family, and it is **vital** that parents support us by encouraging their child to keep to the rules in order to make Holy Family school a happy and secure place of learning for all pupils and adults.

Rules:

At Holy Family, we adhere to **3** rules.

1. Play safe, work hard and have fun.
2. Respect everything and everyone around you.

3. Treat others as you would like to be treated.

Values:

Courage	Being resilient and never giving up.
Justice	Knowing what is right and wrong.
Tolerance	Accepting people for who they are
BEST	Be the best version of you
Commitment	Being responsible and engaged
Compassion	Helping and caring towards others
Respect	Showing kindness in all that we do

Responding to good behaviour:

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Daily Rewards:

- Positive verbal praise from all staff.
- Communicating praise to parents through conversation or phone call of praise.
- Dojos - using our online reward system.
- Stickers, reward stamps and sticker charts.
- Class rewards systems and strategies.
- Showing their work to the whole class or another class.
- Work showcased on classroom and corridor displays.
- Being sent to the HT/DHT/AHT to show work or celebrate their excellent behavior or work.
- Showcasing excellent behaviour and work on our school Instagram account.

As well as daily rewards, we also have weekly and termly rewards:

Weekly Rewards:

Superstar Assemblies:

This assembly is the highlight of the week where the whole school gather, celebrate and laugh. Children are rewarded for excellent work, behaviour and living out our school values of courage, justice, tolerance commitment, compassion, respect; being the best version of you! The weekly awards assembly showcases good learning and behaviour, and all children and staff look forward to this celebration. Children who receive certificates and rewards have their photograph taken, and then this is displayed on our school Instagram page. Each week, teachers will award children with 2 certificates: Golden Table Certificate and Best Seats in the House Certificate, as well as the Dojo Certificate. These will recognise children's achievements, attitudes, behaviour etc throughout the week. Class teachers will keep a log of all the winners each week so that winners can be monitored throughout the year.

'Golden Table' Certificate:

Winners will sit at the Golden Table every Friday for lunchtime and will be able to choose a friend to celebrate with them. They will have access to plates and cutlery and will be served by Yr 6 monitors/dinner staff. The children will also be provided with drinks and a special dessert. Packed lunch winners will sit at the Golden table too if they win.

'Best Seats in the House' Certificate:

Children who are awarded with this certificate will sit in the 'Best Seats in the House'. Winning children will sit on special chairs and be provided with toast and drinks whilst watching the rest of the assembly.

Dojo Certificate/House Points:

Throughout the day, teachers award children with 'Dojos'. These can be awarded for a number of reasons such as lovely manners, always ready to begin lessons, being helpful, etc. At the end of the week, the child in each class with the highest number of Dojos is the winner and will receive a certificate.

At Holy Family, we have 4 House Teams: **Almond** (Red), **Arrowsmith** (Blue), **Barlow** (Green) and **Rigby** (Yellow). When a child enters Reception, they are assigned to their 'house'.

At the end of the assembly, the winning house will receive a plaque which will be added to our House Point Board. The winning house at the end of each term will be rewarded with 15 minutes additional play time and the 'House Point' trophy.

'Hot Choc with the Head':

A child from each cohort is announced during Friday's Superstar Assembly of those children who have displayed impeccable behaviour each and every day. The winning children will then have the opportunity to join the Headteacher in his office, to have a 15-minute celebration called 'Hot Choc with the Head'. This takes place straight after assembly and consists of hot chocolate, treats and conversations about their weekend and the working week ahead.

Termly Rewards:

'Only the Best is Good Enough' Reward:

At the end of each term, we have a whole school Rewards Assembly where we celebrate great things such as good attendance and excellent behaviour. Each term, the staff choose two children within their class to receive our 'Only the Best is Good Enough' shields. The winners are often great role models for our school and do their very best each and every day. This award recognises those children who have aimed to live out our six values of courage, justice, tolerance commitment, compassion, and respect to be the best that they can be.

Going for Gold Stars:

Throughout the half term, classes have the chance to win gold stars that are placed on every classroom door. During all times in the day, classes have the opportunity to win stars for good attendance or an exceptional day of learning. When a class wins 5 silver stars, this can be exchanged for a gold star. At the end of each half term, the winning class will be the class with the most gold stars on the door and they will be given a special whole class reward.

For any class that displays excellent behaviour for five consecutive days, the class will be awarded a silver star for days one to four and a gold star on their classroom door for five in a row. Any child that does not have their name recorded for a whole month has the chance to receive a personal reward as they will have displayed high standards of both attitude and behaviour. There will be one winner from every class in the school.

Responding to poor behaviour:

At Holy Family, there is a clear procedure for dealing with children who choose to break the school rules.

If a child chooses to break a rule we have a system of consequences. These are clearly understood by all the staff and children. Children who display unacceptable low-level behaviours will be given a warning and the member of staff will have a private conversation with the child in order to turn their poor behaviour around. The teacher may also praise others to highlight correct behaviour, change seat or position in the line or give non-verbal signs such as eye contact to the child to remind them that they are not following our school rules. If no improvement following these steps, the child's name will be recorded.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of prearranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at break or lunchtime or at home.
- Time spent away from others to reflect on their behaviour at break or lunchtime.
- Further loss of break and lunch time over consecutive days.
- Removal to work in a specified area.
- Loss of privileges – for instance responsibilities, trips and representing the school etc.
- Referring the pupil to a senior member of staff.
- Phone call home to parents or in-person chat.
- Agreeing a behaviour contract/Behaviour Improvement card.
- An IBP (Individual Behaviour Plan).
- Removal of the pupil from the classroom.
- Fixed term exclusion.
- Permanent exclusions, in the most serious of circumstances.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

As a Catholic school, we have strong values of tolerance and respect. If a child chooses to retaliate following an incident with another pupil, they must understand that this is not acceptable and they too, will also face consequences.

Occasionally children are referred to the SLT if the misbehaviour is deemed serious whether in class or on the playground, for example in the following circumstances:

- Severe outbursts of physical aggression on the environment.
- Persistently verbally abuses another pupil or continues to call names.
- Real physical aggression and outbursts on pupils.
- Is very rude or aggressive to a member of staff.
- If the behaviour puts other children at risk.
- Severe/constant challenge to authority. Eg Defiance
- Targeted offensive remarks including racist, homophobic, references to family etc.
- Bullying (physical, verbal).
- Leaving classroom/school premises without permission.
- Actions which will endanger the safety of other children or adults.

- Misbehaviour away from school grounds when representing school on a sports event/trip.

Children who display serious or consistent poor behaviour, will not be allowed to represent the school in the public domain. This could mean the withdrawal of other privileges such as class trips, participation in after school clubs, school residentials, or representing the school in sporting competitions.

Learning Mentor:

Our Learning Mentor will address any barriers to learning. Sometimes this can be by challenging poor behaviour. This key role will involve supporting targeted children on a 1-to-1 basis or through small group, temporary interventions. Our Learning Mentor is also available during breaktime to support children.

Bullying:

- We do not tolerate any form of bullying whether physical or verbal.
- We encourage children to tell us if they feel they are being teased or hurt in any way as we are a "telling school".
- We always speak to the children involved and inform parents if it does not stop.
- We do all we can to help the child who is being bullied.
- All incidents of bullying are recorded.

In the case of bullying the Headteacher will be informed immediately. (See Anti-bullying Policy).

Racist Behaviour

- We do not tolerate racist behaviour in any form and will always challenge it.
- We will explain to children why it is not acceptable and if it is repeated, parents will be notified.
- All incidents of racist behaviour are recorded.

Off-site misbehaviour:

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Physical Intervention – Team Teach

Staff have a duty of care for all pupils in the school and may, as a last resort, have to physically intervene in order to safeguard the welfare of children in their care, to ensure the pupil's own safety and the safety of other pupils and staff, or that property is not seriously damaged.

Examples of situations that may call for judgements of this nature include:

- A pupil attacks another pupil or member of staff.

- A pupil is committing or on the verge of committing deliberate damage to property.
- A pupil absconds or is attempting to leave school other than at an authorised time.
- A pupil is behaving in a way that is seriously disrupting a lesson.

It is important to note that the use of reasonable force will only be applied at Holy Family as a last resort, when all other alternatives have been exhausted and that any force used will be reasonable, proportionate and absolutely necessary.

All teachers have received training from Team Teach, to physically intervene when children are in a standing position, in the most appropriate and least intrusive way. These techniques include 'Helping Hugs' and 'Caring C's'. Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the pupil remains safe. All use of physical intervention will be reported to the Headteacher.

Attachment Awareness and Social, Emotional and Mental Health:

At Holy Family, we believe that all behaviour is communication; beneath every behaviour, there is a feeling. Beneath every feeling, there is a need. When we meet that need, rather than focus solely on the behaviour, we will begin to deal with the cause, not the symptom.

Attachment is the need to survive physically and psychologically. Attention seeking behaviour can be seen as attachment seeking behaviour. Therefore, children who, on occasion, require physical intervention or display poor behaviour choices are communicating a need and at Holy Family we are tireless in our endeavors to understand that need by working with the child and their families to put the right support and strategies in place.

SEMH; Social, Emotional and Mental Health is an umbrella term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or experiencing mental health problems. This again is a form of communication, and a need that requires fulfilling and at Holy Family, we have a range of services and support mechanisms in place to meet that need.

At Holy Family, our approach to positive behaviour management is informed by the knowledge that in the main, inappropriate or challenging behaviours can be avoided or significantly reduced and managed through proactively promoting a supporting positive social, emotional and mental health and attachment needs, delivering high quality teaching and for all staff to be positive role models.

Responding to misbehaviour from pupils with SEND:

Recognising the impact of SEND on behaviour:

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of strategies that maybe used at Holy Family include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to self-regulate for extended periods of time.
- Adjusted seating plans to allow pupils with visual or hearing impairment to sit in sight of the adult or personal work station.
- Adjusted uniform requirements if this causes specific sensory issues to a pupil.
- The use of planned sensory breaks and diets for identified pupils.
- Training for all staff in understanding specific conditions of pupils such as autism.
- Use of designated spaces (eg Sensory Room) where pupils can regulate their emotions during a period of sensory overload.

Adapting sanctions for pupils with SEND:

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND:

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, Behaviour Outreach service, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan:

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan

Managed Moves:

Managed moves can be used as an alternative to permanent exclusion in situations where giving a child a fresh start in a different school is likely to be successful. In most cases, Managed Moves should be used when all other strategies have been exhausted.

Exclusions:

At Holy Family we try different strategies in order to help a child who finds keeping the rules difficult. However, the health and safety of other children and staff has to be our priority as well as the effective education of every

class. If a child is affecting others' safety or education, we may have to exclude him or her from school, either for a fixed term, or in exceptional circumstances, permanently.

We do all we can to work with parents to prevent serious sanctions having to be used. If children have extreme behavioural difficulties, we would expect them to be on our Special Educational Needs Profile, have an Individual Education Plan and/or Pastoral Support Programme with targets and support for improvement. As soon as a decision to exclude a child is made, the parents or carers are contacted by telephone and are expected to collect their child from school immediately. The parents or carers are also expected to meet the Headteacher to discuss their child's behaviour before he or she returns to school.

How can parents help the school?

It is very important that parents always report concerns to the school, especially if they involve another pupil. It is not appropriate for parents to approach someone else's child or another parent about an incident that may have occurred in school. Matters should always be referred to the school for investigation so that appropriate action may be taken. Parents contacting other parents outside of school to talk about a behavioral incident is unwelcome and often makes matters worse. We ask parents to trust the school when dealing with such issues.

We would like parents to:

- Explain the rules to their child.
- Tell their child to seek adult help if they have a problem.
- Tell their child not to hit back.
- Understand that some children may have SEND issues and may need further support to understand their behaviour.
- Tell the school if their child is worried about anything.
- Let the school deal with any problem rather than contact another parent.
- Read newsletters and other information so they know what is going on in school.
- Be positive and praise their child for their achievements, however small.
- Support the school via the home/school agreement (See Appendix 1) and accept the school's decision regarding rewards and consequences.

At Holy Family we need parental support to uphold our Catholic/Christian values. We know that with their help, we can achieve our stated aims so that all children and adults feel valued, respected and can work to the best of their ability.

Written statement of behaviour principles for Holy Family Catholic Primary School:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- Exclusions will only be used as a last resort.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.



Holy Family Catholic Primary School

Home/School Agreement

The Parents/Guardians will:

- Respect and share the Catholic ethos of the school.
- See that your child arrives at school on time (8.55 am) and is physically well.
- Make sure your child attends school regularly.
- Make sure that your holidays are taken during the school's allocated holiday time.
- Provide a note of explanation on the app when your child is absent from school or unable to participate in school activities (e.g. P.E., swimming etc).
- See that your child has the necessary equipment every Monday (e.g. Book bag, reading books, homework, P.E. kit etc.).
- Support the school's policies and guidelines for behaviour, (around the school, in class, on the playground and educational visits) including the rules, which apply to the wearing of the uniform/jewellery.
- Support the child in homework and other opportunities for home learning and look after the reading books which are sent home weekly.
- Attend parents' evening and other events that support your child's progress.
- Talk to your child about his/her experiences in school and encourage him/her to do their best.
- Make sure that you model respect by always approaching teachers and staff politely, respectfully and within the spirit of Holy Family Values.

The School will:

- Provide a friendly welcome to your child and a secure, stimulating, Catholic environment in which to learn.
- Ensure that your child is valued for who he/she is and is helped to make good progress in his/her spiritual, moral, emotional and academic development.

- Provide a balanced curriculum and meet the individual needs of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Provide you with information about your child's progress and provide you with the opportunities to talk to teachers.
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.

The Pupil will:

- Follow the Holy Family Values and give the best version of themselves.
- Attend school regularly and on time.
- Wear the school uniform and bring the equipment they need.
- Do all their class work and homework as well as they can.
- Be friendly, polite and show consideration for others.
- Follow the school rules where Only the Best is Good Enough.
- Always take care of the school buildings, grounds and equipment.
- Respect others' individuality.

Together we shall:

- Encourage the children to keep the school rules
- Support children's learning to help them to achieve their best.
- Participate in fulfilling the school's Mission statement as well as Vision:

With Christ at the centre, we live, love and learn together, reaching out to all.

Together, with Jesus, we can do it!

where

'Only the Best is Good Enough'

.....
We acknowledge the above Home/School Agreement

Signed:.....
Parent/Guardian

.....
Print Name

Signed:.....
Pupil

.....
Name and Year Group

Date:.....