

Castle Hills Primary Academy



Relationships and Behaviour Policy (including anti-bullying)

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1.0	NH	New CHPA Policy	Sept 23	Sept 24
1.1	NH	Reviewed and ratified	Sept 24	Sept 25
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AIMS AND PURPOSE

- To create a positive culture that promotes excellent 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.
- 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.
- The Academy ethos is based on principles, values and standards established by Leger Education Trust and the Governing Body in co-operation with staff, pupils and parents.
- Our Academy believes that pupils should be encouraged to adapt behaviour that supports learning and promotes good relationships. We believe poor behaviour and low-level disruption threatens the rights of pupils to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened. All pupils have a right to work in a calm, supportive and purposeful atmosphere.

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- Behaviour in schools: **Advice for Headteachers and School Staff 2024**
- Searching, screening and confiscation: **Advice for Schools 2022**
- **The Equality Act 2010**
- **Keeping Children Safe in Education**
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023**
- **Use of reasonable force in schools**
- **Supporting pupils with medical conditions at school**
- **Special Educational Needs and Disability (SEND) Code of Practice**

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher is responsible for:

- Promoting ethos of the school
- Reviewing this policy in conjunction Governors and to advise the AGB on the latest statutory changes and relevant guidance
- Giving due consideration to the school's behaviour policy and its effectiveness
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring Senior Leaders provide 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
- Ensuring that Senior Leaders offer 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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Senior Leaders are responsible for:

- Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning
- 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
- Leading on the behaviour and conduct of key phases in school and working with the Head and Deputy to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect
- Day to day monitoring of this policy

Teachers and Staff are responsible for:

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, making expectations easy to understand and follow
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- 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
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Talking in an appropriate voice using acceptable and effective words
- Displaying Rights and Rules in each classroom
- Ensuring behaviour system charts are ready for the morning and afternoon sessions

Parents and carers

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.

Parents and Carers are responsible for:

- Making sure that the child is in school on time, every day, and ready for learning
- Making sure that the child is dressed appropriately for school in line with the School's Uniform and Appearance policy
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Being a good role model for their child on and around the school premises
- Discussing any concerns regarding their own child with the class teacher promptly and respectfully
- Take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)
- Getting to know the school's behaviour policy and reinforce it at home where appropriate

Pupils will be educated on the following in regard to the school's behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the 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 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
- Extra support and induction will be provided for pupils who are mid-phase arrival

PRAISE AND REWARDS

The Academy believes that pupil achievement and motivation are inextricably linked; that pupils' positive self-image and feelings of success influence motivation; and that positive self-esteem is actively nurtured through praise and reward. The Academy therefore operates a wide-ranging policy of rewards and praise designed to acknowledge and value the full spectrum of pupils' efforts and achievements and thus to recognise many forms of success.

Our aim is to devise a range of rewards for genuine achievement for pupils of different ages, and to promote and maintain a positive culture in which everyone feels valued for their contributions.

It is essential that staff refer to values frequently and reinforce them through praise and rewards. We aim to develop a positive praise attitude. Praising pupils will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Range of Rewards:

- The use of verbal praise and encouragement in lessons and around the Academy as much as possible.
- Supportive and constructive feedback.
- Positive texts and phone call homes.
- Weekly postcards posted every Friday
- Achievement assembly with weekly certificates
- Attendance awards
- Headteacher awards
- Always cinema reward
- Termly prize draw
- End of Year Rewards Trips
- 'In It To Win It' initiative (see appendix 1)

Reasons for Rewards may include, although not limited to:

- Full and sustained engagement with learning in the classroom, demonstrating being ready,
- respectful and safe
- Demonstrating the Trust values of Pride, Ambition, Integrity and Responsibility
- Having a positive attitude to learning
- Excellent answers and work
- Representing the School - taking part in sports, enterprise, visits, trips, extra-curricular clubs, by being an ambassador for the Academy
- High Attendance/Most Improved Attendance
- Demonstrating a strength of character
- Community and charity involvement.

PROMOTING POSITIVE VALUES AND BEHAVIOUR

In our academy we expect a high standard of behaviour from everyone. We have a set of behaviours that we expect to see from our pupils. With the proper support and adjustments, we expect all pupils to be able to meet our behavioural expectations.

Teachers should spend time explaining and reinforcing positive behaviour and routines, so that pupils are clear on what is expected from them. This explicit instruction is vital for new pupils as they may not be familiar with the expectations and routines.

Good Classroom management is essential.

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

- Prioritise the safety of all children by using peripheral vision, placing themselves in positions where all children can be seen at all times
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - 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
 - Addressing concerns regarding misbehaviour with children quietly, fairly and proportionately

Pupils who struggle the most with achieving consistently positive behaviour will need more support to meet our school's behaviour expectations. Staff can reinforce the behaviour curriculum in every interaction they have with pupils, by:

- Modelling what positive relationships look like, in their interactions with all members of the school community
- Acknowledging and praising behaviour that meets the expected standard
- Giving pupils clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
- Being clear and consistent in the use of sanctions

RESPONDING TO POOR BEHAVIOUR

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 pre-arranged 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 1 or more of the following sanctions in response to unacceptable behaviour (see appendix 2):

Stage 1	Stage 2	Stage 2+	Stage 3	Stage 4	Stage 5
Proximal praise Reminders Moved places Standing desk Dojo rewards The death stare Lost Golden Time Phone call home	Loss of break and/or lunchtime play Phone call home and incomplete work sent home Behaviour report Restorative justice Time out with partner classroom Meeting with Phase Lead	As stage 2 Social stories Self-esteem programme Anger management programme Time to Talk intervention Comic strip conversations Needs assessment	Internal isolation Reintegration strategy Parent/carer meeting Personal timetable Referral to external agencies	Incremental fixed term suspension Regular, weekly meetings	Alternative provision Managed move Permanent exclusion

REGONISING 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. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment 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.

BULLYING BEHAVIOUR

Bullying is defined by the DfE's Preventing & Tackling Bullying guidance:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The implications for any incident of physical bullying are significant in any circumstance.

Our Academy will deal with such bullying behaviour robustly and take immediate and necessary action to sanction pupils.

The Academy will not tolerate any types of bullying which may include:

- **Physical:** including, hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions, barging, hurting, stamping.
- **Verbal:** including name-calling, taunting, teasing, insulting, mockery, mimicry, inappropriate banter or lyrics to raps, shaming e.g. fat shaming.
- **Exclusionary behaviour:** intimidating, harassing, isolating, or excluding a person from a group.
- **Extortion:** threatening to, or taking money, equipment, resources, blackmailing.
- **General unkindness:** spreading rumours or writing unkind notes, phone texts or emails.
- **Cyberbullying:** using the internet, games, mobile telephones, social networking sites etc. which upsets someone else.
- **Non-verbal:** sucking teeth, staring at someone, pulling faces, gestures.
- **Sexist:** making comments or referring in a derogatory way to a person's gender or gender reassignment.
- **Racist:** regarding someone's culture, heritage, country of birth or nationality.
- **Homophobic:** related to a person's perceived or actual sexual orientation.
- **Disability:** related to a person's disability or special educational need, medical needs.
- **Pregnancy:** related to pregnancy, paternity, or maternity.
- **Marriage/civil partnership:** related to someone's marital or partnership status.
- **Faith:** related to someone's faith (belief or no faith), social standing (related to a person's home circumstances), poverty.
- **Intelligence:** related to someone who does as they are told, high achieving, and completing their work;
- **Sexual:** talking to or touching someone in a sexually inappropriate way, upskirting, asking for photographs or intimate parts or engaging in phone or written sexual conversations.

Intention - Some individuals may see their hurtful conduct as "teasing, banter" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions will be fully supported to remedy their behaviour and understand why this is totally unacceptable.

If such bullying conduct persists leaders:

- will call and talk to the parents/carers concerned
- may decide to hold a meeting with parents, if it is reasonable to do so, to determine how the pupil must remedy their behaviour.

We will ensure that staff report and monitor any instances where an act of bullying has taken place.

Legal aspects - A person who makes a physical or sexual assault on another, including "up- skirting", or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort", can all lead to legal consequences outside the Academy.

Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong.

Misuse of electronic communications could also be a criminal offence; for example, it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

INITIAL COMPLAINT ABOUT ABOUT A BULLYING INCIDENT

Firstly, respond quickly and sensitively by offering advice, support, and reassurance to the alleged victim, then report the allegation to the appropriate member of staff - this may be DSL and/or Senior Leader.

A thorough investigation must be carried out and the investigating member of staff must:

- speak with, and take notes from, the alleged bully as soon as possible;
- speak with any witnesses without delay and form an initial view of the allegation, can the alleged bully be seen
- on a no-names basis.

The outcomes of an investigation can be:

- a) There has been a misunderstanding which can be explained sympathetically to the alleged victim and with clear advice given to the alleged bully in modifying their behaviour as appropriate.
- b) Complaint is partially justified:
 - Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from external services where appropriate;
 - Advice and support to the bully in trying to change their behaviour; this may include clear instructions and a warning or final warning;
 - Consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the Academy's safeguarding and child protection procedures must be followed.

Complaint is justified. Our approach:

- Where possible, the Academy may decide to hold a supervised meeting between the bully and the victim (only with the agreement of the victim) to discuss their differences and the ways in which they may be able to avoid future conflict;
- A disciplinary sanction against the bully, in accordance with the Academy's behaviour and discipline conduct will be issued.
-

Importantly, any behaviour or bullying incident must be followed by showing the pupils how to behave to prevent any further incidents.

SUSPENSIONS & EXCLUSIONS – USE OF SUSPENSIONS AND PERMANENT EXCLUSIONS (PEX)

Castle Hills endeavours to ensure that all procedures conform with statutory guidance set by the Department for Education (DfE).

In upholding statutory guidance it is only the Headteacher that may suspend or exclude a pupil. All parties involved in these, must have regard to statutory guidance. Proceedings at Castle Hills are conducted in a lawful, reasonable and procedurally fair manner, with appropriate notice to all, full participation of relevant parties, and within the statutorily designated timelines.

The normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds are described in the statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

The DfE guidance is followed in a pupil's reintegration to school following a suspension. Following a suspension, one of two actions are taken to formalise the reintegration process:

- A Pastoral Support Plan is put in place; or
- A pupil's SEN plan is reviewed.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Castle Hills defines persistent as 'continuing firmly or obstinately in behaviours, despite a robust Pastoral Support Programme and/or SEN plan'.

USE OF REASONABLE FORCE

Force may be used for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

Committing a criminal or civil offence;

Causing personal injury to, or damage to the property of, any person, prejudicing the maintenance of good order and discipline at the Academy.

In such occurrences the member of staff should:

- Manage the situation using appropriate techniques
- Escort the pupil/s to a designated area where they cannot come into contact with others
- Administer first aid if necessary
- Ensure that the Head is made aware of the incident so that the incident process can be followed to not only record the nature of the incident but also staff will need to record any aspect of physical contact and close proximity that occurred.

Where physical restraint and positive handling techniques are used by staff, this must be recorded in writing and the pupil's parents will be informed about incidents involving the use of force. Force is never used as a form of punishment. Identified members of SLT and Pastoral Team have received up to date Team teach training.

Team Teach is a structured, non-violent staff development programme. The approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a pupil, and it teaches safe, effective ways to do this.

The Academy will always enter incidents of physical restraint and positive handling techniques on CPOMs and inform parents of action taken to manage a pupil through authorised techniques.

GUIDANCE FOR SEARCHING, SCREENING AND CONFISCATION

The Leadership Team and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff can search any pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. The Academy must follow each step in the statutory guidance (Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies, DfE January 2018).

Prohibited items are:

- Weapons or knives
- An illegal substance or legal substance for which pupils are trading e.g. alcohol, cigarettes, prescription drugs.
- Stolen items
- Fireworks

- Pornographic images
- Tobacco and cigarette papers
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person
- The Leadership Team and authorised staff can search for any item banned by the Academy rules and Code of Conduct.

Informed consent - The Academy staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. If the pupil refuses, sanctions will be applied in accordance with this policy and in full adherence with statutory guidance.

Searches without consent - In relation to prohibited items, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches without consent will only be carried out on the Academy premises or where the member of staff has lawful control or charge over the pupil, for example, on Academy trips.

Searches generally - If staff believe a pupil is in possession of a prohibited item, it may be appropriate for an authorised, trained member of staff to carry out:

- A search of outer clothing; and / or
- A search of Academy property, e.g. pupils' lockers or desks; and / or
- A search of personal property (e.g. bag or pencil).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil, or in the case of a transgender pupil, they may select the gender of the searcher. However, by exception, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite sex without a witness present.

When an electronic device, such as a mobile phone, has been seized by a member of staff, the staff member can examine data or files and delete these where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone. In establishing good reason to do so the headteacher and authorised staff must refer to the categories stated in the DfE 2018 statutory guidance for Searching, Screening and Confiscation.

If an electronic device that is prohibited by the Academy Code of Conduct has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible.

Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police. If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of Academy discipline.



Family Guide To In It 2 Win It





2026-2027

**In It 2 Win It
Award**

End of half term – Castle Cinema Experience

Autumn 1
Autumn 2
Spring 1
Spring 2
Summer 1

End of term - £100 raffle draw

Autumn
Spring
Summer

Choice of Raffle Prize



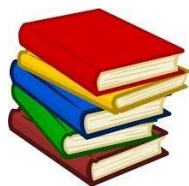
£100 Halfords Voucher

£100 Smyths Toy Superstore Voucher

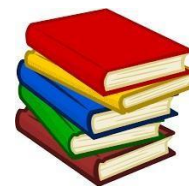
halfords

In addition to the half-termly cinema experience and the chance to win the termly £100 raffle draw, classes with the highest weekly percentage and the most improved percentage of pupils achieving In It To Win It will receive the highly coveted class trophy.

Criteria



- ✓ Strive for 5 – 5 reads each week
- ✓ Home Learning – completed and handed in on time each week.
- ✓ P.E. Kit – correct P.E. kit worn on P.E. days
- ✓ Attendance 96% or above.



Strive for 5

Children are expected to read five times at home over the week.

- ✓ Reads will be counted from Friday night to the following Friday Morning.
- ✓ Only one read a day will be counted for In It 2 Win It (Except Fridays)
- ✓ An adult, over 16 years old, must hear your child read and sign their planner.
- ✓ Your child doesn't have to read their school book, they can read a book from home, a comic or ebook – record what they have read in their planner.
- ✓ To encourage independence children are responsible for changing their reading book or identifying that it needs changing and making sure they take it home.
- ✓ In the event that your child does not bring their reading book home then use it as an opportunity to read a book from home, visit the library, buy a comic or magazine, read an ebook.
- ✓ Weekend reads should be recorded on the notes page. (see example below)
- ✓ If you hear your child read but have been unable to sign their planner, please contact the class teacher via email.

School will:

Check planners daily:

- ✓ Reads will be ticked/numbered
- ✓ No reads – a line will be put through the day.

(This is to eliminate reads being back dated)



At the end of each week a smiley face stamp will be put in your child's planner if they have achieved In It To Win It.

Children's reads, homework and PE kit will be recorded in each class and a star will be placed on the In It 2 Win It chart for each week they have achieved it.

To further support our children and families we are introducing the '*Second Chance*' system where, throughout the year, pupils will be given a second chance to achieve their In It to Win It;

F2 pupils – 3 second chances

Year 1 and 2 pupils – 2 second chances

Years 3, 4, 5 and 6 – 1 second chance

Each time a second chance is used, this will be recorded in pupils' planners or reading records.

If you have any queries about your child's In It 2 Win It, please speak to the class teacher as soon as possible.



Reading and the School Holidays



Children are expected to 'Strive For Five' during the school holidays as well. This includes all half terms, Christmas and Easter breaks.

Holiday	Day Break Up	Day Checked	Number of Reads	Times Tables Rockstars
October Half Term	Friday 23 rd October	Friday 6 th November	8 Reads	20 minutes
Christmas	Friday 18 th December	Friday 8 th January	10 Reads	40 minutes
February Half Term	Friday 12 th February	Friday 26 th February	8 Reads	20 minutes
Easter	Thursday 25 th March	Friday 16 th April	10 Reads	40 minutes
May Half Term	Friday 28 th May	Friday 11 th June	8 Reads	20 minutes



Home Learning will be issued on a Friday and should be handed in by Thursday of the following week. This therefore gives children 4 school nights plus the weekend to complete their tasks.

Children in years 1-6 are expected to complete home learning focused on basic skills. This will include, phonics/spellings and times tables USING Time Tables Rockstars. Children in F2 will focus on letter formation, number recognition and phonics.

Children are expected to spend:

- F2 – Y1 – to spend between 20 and 30 minutes on their home learning.
- Years 4 and 5 – to spend between 30 to 40 minutes on their home learning.
- Years 5 and 6 – to spend between 45 minutes and 1 hour on their home learning.

If your child is absent from school when home learning is given out, please ensure that they ask for it as soon as they return to school. If your child is absent through illness for an extended period and is unable to complete home learning, please contact your class teacher.



P.E. Kit

All children should attend school in their P.E. kit on their allocated day. If the weather has been wet, please send your child with spare jogging bottoms and t-shirt in their bag as some topics such as rugby will be taught outside on the school field and children may get quite dirty.

Indoor P.E. Kit:

Black shorts (no logos)

Plain white round neck t-shirt

Pumps or trainers

Socks

Outdoor P.E. Kit:

Track suit bottoms (no large logos/motifs)

Track suit top/sweatshirt (no large logos/motifs)

All children must bring a water bottle for P.E.

Children are strongly encouraged to bring their trainers to school every day to run the Daily Mile.

Parents will be notified by text if there is a change to their child's P.E. day for any reason.

PLEASE NOTE:

Appropriate attire should be worn for all extended school activities i.e. PE kit or equivalent.

Attendance and Absences

Any child who achieves below the national expected standard for attendance of **96%** will not qualify for the Always Award at the end of the year.

Unauthorised absences, such as holidays taken in term time will result in your child not qualifying for the Always Award.

Joining the school

Any child joining the school after Christmas will not qualify for the end of year Always Award but will qualify for the smaller awards throughout the year.

Behaviour

Attendance on the Always Award is dependent on your child's continued good behaviour. School reserves the right to withdraw the place of any pupil who has achieved it but whose behaviour falls short of the expected standard.

Appendix 2 – Behaviours and Consequences

