

"Love one another"



St Joseph's Catholic Infant School



Positive Behaviour Policy

THIS IS A STATUTORY POLICY which must be published on the school website and shared annually with parents. A paper copy will also be kept in the school foyer.

This policy was written in October 2014 in consultation with staff, pupils, parents and governors.

It was ratified by the FGB on 26/11/2014

REVIEW: This policy will be reviewed annually

APPROVAL: Head Teachers & staff plus governors from the Staffing and Curriculum Committee.

AGREED:

Chair of governors: Mr. R. Rodgers

Executive Head Teacher: Mrs. P. Gibney



Saint Joseph's R.C Infant School

Mission Statement

Our mission statement states that:

The whole staff supports the view that our mission is to guide children who are at the beginning of their faith journey by teaching and example.

We aim to:

Commit ourselves to provide a balanced curriculum to develop children fully.

Value the individuality of each child, parent, governor, member of staff.

To make prayer and worship real experiences for the whole school community.

To form a school family where children and their parents always feel a welcome and an acceptance.

To establish good relationships between children and the adults taking care of them and encourage good relationships between children and their peers.

Race and Equality Statement

Clearly if we are to achieve our mission statement we must aim not only to eliminate unlawful racial discrimination, but also to actively promote equal opportunities and good race relations in all areas of school life. We aim to eliminate both direct discrimination (treating a person on racial grounds less favourably than others are or would be treated in the same or similar circumstances) and indirect discrimination (when the appliance of a condition, though applied equally to all racial groups, is such that a smaller proportion of a particular racial group can comply with it, and it can not be shown to be justifiable on other than racial grounds).



Saint Joseph's Catholic Junior School

MISSION STATEMENT.

Christ Is Our Model

By sharing the Gospel and teaching the Catholic tradition we encourage growth in a life of faith. We seek to express that faith by creating a happy environment within our school, where all may learn and grow in God's light.

We aim to provide an education where abilities are developed and interests stimulated.

We endeavour to strengthen Christian values and encourage all to a harmonious way of life within a multi-cultural society.

Race and Equality Statement

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This policy pays due regard to the equality act 2010 –including aspects of safeguarding and SEND. It relates directly to our R.E, P.S.H.E., child protection/safeguarding, e-safety and our anti bullying policies which applies to all members of our school community

At Saint Joseph’s Infant and Saint Joseph’s Junior Schools we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and so to that of the school. This policy uses the ‘10 key aspects of school practice’ as identified in the DfES guidance ***‘Behaviour and discipline February 2014 in schools’***.

A School Behaviour Policy in maintained schools.

What the law says:

1. The headteacher must set out measures in the behaviour policy which aim to:
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils complete assigned work; and which
 - regulate the conduct of pupils.
2. When deciding what these measures should be, the headteacher must take account of the governing body’s statement of behaviour principles. The notification provided by the governing body which may include the following:
 - screening and searching pupils;
 - the power to use reasonable force and other physical contact;
 - the power to discipline beyond the school gate;
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
 - pastoral care for staff accused of misconduct.
3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers’ powers to discipline include the power the charge of a member of staff.
5. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

From Behaviour and discipline in schools. A guide for head teachers and school staff DfES February 2014

1. A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT

- For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance ‘negotiating’ i.e. offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions.
- Our Rules were developed with the children, school council and staff from September 2013.

Our Rules

The rule	What this means based on children's ideas
1. Treat everything and everybody with respect	Keep the school safe Keep the classroom tidy Be calm and quiet in class Be kind to each other – this includes your words and actions
2. Show good manners at all times	Listen to your teacher Share with others Say "Please" and "thank" you" Be helpful to others
3. Do as you are asked straight away	Only be asked once!
4. Keep your teachers happy!	Use your quiet voice Work as hard as you can so you can learn as much as you can Put a smile on your teacher's face every day!

2. **STRONG SCHOOL LEADERSHIP**

Saint Joseph's Infant and Junior Schools Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy. The head teachers will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The head teachers will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfES and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

3. **CLASSROOM MANAGEMENT**

Classroom management is key to promoting good behaviour. At Saint Joseph's Infant and Junior Schools we expect all classrooms to have:

- A positive classroom tone.
- Clear classroom rules displayed which have been agreed by the teacher and the class.
- 'Good To Be Green'/ Traffic Light system on display which will be 're-set' on a daily/weekly basis.
- Clear expectations about work and work that is set at an appropriate level for the child.
- An attractive, tidy, well-cared for environment.
- A well-planned environment so that children can move easily, can find resources, property respected etc.

- A time out chair/area/procedure for children to ‘calm down’ and by arrangement with colleague.
- Class profile and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained.
- Strategic seating arrangements for children when working on the carpet or at a table.

4. REWARDS AND SANCTIONS

Rewards are used to support class and team working, as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at Saint Joseph’s Infant and Junior Schools, children should expect to receive regular praise from all staff members they come in to contact with. Class teachers are encouraged to agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise –e.g. thumbs up
- Written remarks about good work
- Stickers
- Sending children to another teacher or head teachers to share their work/good behaviour
- Displaying pupils’ work and achievements
- Certificates to celebrate children’s success
- ‘Star of the Week’

Sanctions. When a pupil’s behaviour falls below an acceptable standard a range of sanctions will be enforced. Through working closely and openly with pupils and their families, it is our aim at Saint Joseph’s Infant and Junior Schools, to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers and monitored regularly by the Head Teachers. The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child, or children, has been hurt or upset as the result of another child’s behaviour

Whatever the sanction issued the behaviour will be discussed with the child so that they understand why the behaviour is acceptable. Staff are discouraged from punishing the whole group unless this is appropriate.

It is essential that the sanction be proportional to the behaviour. The table below sets out the range of sanctions we have to deal with unacceptable behaviours:

Low Level Behaviour Parents may be notified if persistent	Serious Behaviour Parents will always be notified <i>For example: swearing, deliberately hurting another child, wilfully breaking/damaging property, fighting</i>
Verbal warning	A Behaviour Incident form will be completed
Moving down the traffic lights/ Good To Be Green/Loss of Golden Time	Refer to senior member of staff
Time out (may be self-elected)	Detention and Time Out Slip (age appropriate time slots e.g. 7 minutes Year 3, 8 minutes Year 4 etc...
Partial loss of playtime or lunchtime or walking with an adult during these times	Internal Exclusion
Discussion with family	Exclusion

Continual Behaviour Issues

The SENDCo and Head teachers will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

Action	Purpose	Possible strategies
Creating an individual behaviour programme (IBP)	Focus on strategies which may provide a change in the child's behaviour.	Time out (either in class or out) this must be a safe space agreed with the child when developing their IBP IBP can include a negotiated reward.
Referral to behaviour support	This could also include other agencies.	Provide additional strategies and support to school and family beyond our expertise.
Implementing a more focused monitoring process.	Records must be kept to gather a picture of the behaviour, including when things are more positive.	Lunch/playtime book, log of aggressive incidents

Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above have failed, there will be a referral of the issue to the Chair of Governors who acts on behalf of the governing body to agree whether or not it is appropriate to move him/her on to the terms of the Exclusions Procedure (**Appendix 1**).

As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our out of school Exclusions Procedure.

5. BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR (INCLUDING ANTI-BULLYING)

Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which take into account the child's point of view. Through our R.E and PSHE curriculums view and assemblies children have the opportunity to discuss issues and voice concerns. Stories, images and songs are shared which children are encouraged to reflect upon.

The school believes that no person has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. Bullying is wrong and it will not be tolerated at Saint Joseph's Infant and Saint Joseph's Junior Schools.

To support this principle, all children are told regularly, through class R.E, PSHE and I.C.T lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school. See also: ***Preventing and tackling bullying. Advice for head teachers, staff and governing bodies July 2013***

We have a 'No blame' approach to bullying, which rests upon 'no blame', although where there is indisputable evidence that bullying has taken place, sanctions will be agreed in line with the agreed policies. Parents will always be notified and involved. (**see Appendix 2**)

Playtimes

- Behaviour during morning break times is monitored by the staff on duty some of our Teaching Assistants and the nominated teacher.

Lunchtime

- Lunch times are the immediate responsibility of the midday supervisors or teaching assistants on duty.
- We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management.
- Pupils have access to school based approaches such as stickers, the Friendship Stops.
- At lunchtimes the members of staff on duty report major problems to the class teacher or Head teachers as appropriate.

6. STAFF DEVELOPMENT AND SUPPORT

Development

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Head teachers will ensure that staff are kept up to date with DfES publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our SENDCo.

Support

- It is the Governors and Head teacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.
- Where a member of staff has been accused of misconduct pending an investigation, employers should implement the 'Allegations against Staff' policy procedures. The governing body should instruct the head teacher to draw on the advice in the **DfES 'Dealing with Allegations of Abuse against Teachers and Other Staff'** guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

7. PUPIL SUPPORT SYSTEMS

At Saint Joseph's Infant and Junior Schools we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

Please see our Child Protection /Safeguarding Policy for further guidance.

8. LIAISON WITH PARENTS AND OTHER AGENCIES

Working with parents is an important part of supporting children with their behaviour. At Saint Joseph's Infant and Junior Schools we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The schools

acknowledges the importance of home school partnerships. This is strongly promoted through the schools' home school agreement (**Appendix 5**) whereby parents are encouraged to sign to show a commitment to the ethos and work of the school. We have an in-house counselling service provided by Cathchild to support children and families who may be experiencing difficulties.

9. Managing Pupil Transition

Moving to the Junior School

As part of our transition work we ensure that relevant information is passed onto the Year 3 team and where necessary the head teacher. The Year 2 teachers work closely throughout the summer term (earlier if needed for some individuals) to ensure that established strategies, rewards and sanctions are continued as far as possible as children move into the junior school.

10. PHYSICAL INTERVENTION

Any Physical Intervention strategies comply with guidance detailed in (**Appendix 3**). A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place.

11. SCREENING AND SEARCHING

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the **DfES:**

Screening, searching and confiscation –Advice for Head teachers, Staff and Governing Bodies, 2012. (www.education.gov.uk)

12. CYBER BULLYING

E-Safety is an important element of our core and extended curriculum. However, occasionally issues surrounding cyber-bullying do come to our attention and as the majority of these take place out of school, the school takes a supportive rather than a punitive approach to managing such concerns.

At Saint Joseph's Infant and Junior School, when incidents of cyber and text bullying are brought to the school's attention the following steps are put in place:

1. Evidence is presented to the Head teachers.
2. The parents of all children involved are informed.
3. Head teachers speaks to the victim(s) and perpetrator(s) individually or grouped as is appropriate. Key messages reinforced.
4. Class teacher further reinforces key messages with class/year group that week.
5. Agreement with victim(s) that this has been an *unintentional** one-off situation effectively dealt with
or
6. Victim(s) and perpetrator(s) moved to serious behaviour sanctions.

When such incidents occur, the subsequent newsletter re-issues parental advice regarding supervision of internet use.

From DCSF 'Cyber—a Whole school Community Issue':

**unintentional*: as a result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences - for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group

See also: **DfES: Preventing and tackling bullying. Advice for head teachers, staff and governing bodies July 2013**

(Appendix 1)

Exclusions Procedure

At all times we work to the framework of national government guidance which can be found online:

DfES Exclusion from Maintained Schools, Academies and Pupil Referral Units in England –A guide for those with legal responsibilities in relation to exclusion.

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher, (or, in the absence of the head teacher or teacher in charge, the acting head teacher or teacher in charge) can exclude a pupil, and whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school alternative provision in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school.

However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

Lunch time Exclusions

Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such. **The legal requirements in relation to exclusion, such as the Head teacher's duty to notify parents, still apply.**

The role of Governors and the Local Authority

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test.

Procedures set out in **Parts 4.3 –6.3** of the guidance document: **DfES Exclusion from Maintained Schools, Academies and Pupil Referral Units in England –A guide for those with legal responsibilities in relation to exclusion** (www.education.gov.uk) are followed at all times.

The role of the local authority is also clearly laid out in this document.

(Appendix 2)

The Support Group Approach to Bullying

At Saint Joseph's Infant and Junior Schools all staff get to know the children well and expect to support their friendship problems as and when they arise. All pupils are encouraged to talk to their teachers when they have a concern and through assemblies and R.E and PHSE lessons, they learn that if a pattern of unkind behaviour begins to emerge they **must** speak out. They also learn that if they know bullying is happening and don't act to prevent it, then they share some responsibility for the hurt the victim is feeling. Please see our 'Anti-Bullying Policy' for further guidance.

(Appendix 3)

Use of Force

The governing body has notified the headteacher that it expects the school behaviour policy to include the power to use reasonable force

At Saint Joseph's Infant and Saint Joseph's Junior Schools, we work to the framework of national government guidance *Use of Reasonable Force; Advice for head teachers, staff and governing bodies DfES 2012*. This guidance is the framework for current LA policy development and links to their communication to all schools

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools force is generally used for two different purposes –to **control** pupils and to **restrain** them.

Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use **restraint** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

The power may be used where pupils (including those from another school) are on school premises or

elsewhere under the lawful control or charge of the staff member (for example on a school visit).

The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

However, because the use of force should only be a last resort, at Saint Joseph's Infant and Junior Schools, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff.

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and –crucially in the case of pupils with SEN or disabilities –information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour.

A procedure is in place for recording each significant incident, in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's ensure that parents are kept informed of serious events at school concerning their child. (If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives.)

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Use of force WILL NEVER be used as a punishment, because it would fall within the definition of corporal punishment, which is illegal.



BEHAVIOUR INCIDENT REPORT FORM

Child's Name(s) _____

Date: _____ Time: _____

Adult(s) completing form: _____

Details of incident:	
Was there a reason for the incident?	
Names of other children involved	
Names of other adults involved:	
Other information:	
Parent contacted and outcome:	
Any further action required:	

Signed

HOME – SCHOOL AGREEMENT

School Responsibilities

We acknowledge our responsibility to support parents in nurturing their children within a Christian community.

Therefore we will:-

Provide a friendly welcome to your child and a secure, stimulating, Christian environment in which to learn. Ensure that your child is valued for his/her God given talents and help them to make progress in their spiritual, moral, emotional and academic development.

Treat your child with dignity and respect.

Demonstrate our faith and the school's foundation in the teachings of Jesus Christ, by the way we teach, live and worship daily.

Do our utmost to provide the best possible education for your child, with enthusiastic teaching rooted in our beliefs, values and skills.

Send you an annual report, keep you informed of your child's progress and provide opportunities to talk to teachers.

Keep you well informed of school policies and activities.

Set, mark and monitor homework suitable for your child's needs.

Contact you if there is a problem with your child's attendance or punctuality.

Inform you of any concerns regarding your child's behaviour, health or work.

Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.

Parental Responsibilities

I acknowledge that parents are the primary educators of their children and have an irreplaceable role to play in supporting their children's learning in school.

Therefore I will try to :-

- Ensure that my child attends school regularly, on time and properly equipped.
- Inform the school of any concerns or problems that might affect my child.
- Support the Christian values of the school community.
- Encourage my child to be enthusiastic about learning and to enjoy school.
- Support my child with homework and listen to them read.
- Encourage my child to show kindness and consideration for others.
- Support the school policies and guidelines for behaviour.

- Attend parent’s evenings and appointments made to discuss my child’s progress.
- Observe school guidelines on parking at all times.
- Talk to my child about their experiences in school and encourage them to do their best.

Pupil Responsibilities

I know that God has given me different and unique talents and I must use them wisely.

Therefore I will try to :-

- Show the love of God to those around me and help make St. Joseph’s Infant School a
- happy and caring School Family.
- Talk quietly and be polite, use ‘kind hands and feet’.
- Take care of all school equipment in the classroom, playground and at home.
- Learn something new each lesson and always do my best.
- Wear the school uniform and take responsibility for my appearance.
- Listen to adults when they are talking to me.

I have read this home – school agreement with my child and explained what is expected of them.

We understand the aims and values of St. Joseph’s Infant School and the educational opportunities it will Provide within a Christian context.

I understand that the support outlined in the Parental Responsibilities Statement will be necessary to ensure that my child can reach their full potential.

CHILD’S NAME_____ **Date**/...../.....

(Please print)

Signed by Parent / Guardian

