



## Ribblesdale High School – Behaviour For Learning Policy

### Behaviour Policy amendments in light of Covid-19 (Coronavirus)

The specific rules outlined below are **in addition to all existing guidance as per the school's behaviour policy.**

In order to ensure the safety of pupils and staff in school and to minimise the risks associated with Covid–19, pupils must:

- follow any altered routines for arriving at or leaving school; using the designated entrance and exit for their class
- follow instructions on hygiene, such as hand washing and sanitising and not touch their mouth, nose or eyes with their hands
- stay at least 2m away from adults at all times and socially distance where possible when moving around school
- follow instructions and stay in their zone, with their year group, at all times
- move around the school as instructed (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') **Please note that coughing and/or spitting towards any other person will be classified as dangerous behaviour and will result in the most severe sanctions, especially where intent is perceived**
- tell an adult if they are experiencing symptoms of coronavirus
- not share any equipment or other items including drinking bottles
- use toilets in the way described by school staff
- follow school rules when completing remote learning tasks, in line with the usual expectations in terms of their attitude to learning
- follow all government guidance when travelling on public transport and school buses

### Rewards and sanctions

Pupils will continue to be rewarded for their attitude to learning through the usual mechanism of house points and other awards/ recognition

Any pupils who disrupt the learning of others or seek to in any way to undermine the safety precautions that have been carefully set out by school, will be dealt with on a needs basis, but the following consequences will apply:

- the pupil has their social time withdrawn
- the pupil is withdrawn from their learning alongside their year group for a period of time and isolated
- a detention after school
- a fixed term exclusion

Whilst in the vicinity of school, pupils will be monitored by staff on duty, however, it is the responsibility of parents/ carers to ensure that their child is maintaining social distancing and safety precautions as outlined by the government, whilst in the local community and travelling to and from school. Please encourage your child to go home straight after school and avoid spending time in the local community. If we are alerted by members of the public to any issues relating to pupils gathering in groups in the community, we will have a duty of care to inform the police.

## School Ethos and Policy Aim

### The Ribblesdale Way

Respect  
Inspire  
Be proud  
Be kind  
Invest in your learning  
Excel

At Ribblesdale we believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. The 'Ribblesdale Way' underpins this ethos and serves as a reminder for the whole Ribblesdale community of our shared values. It seeks to create a caring and safe learning environment in the school by:

- promoting good behaviour
- promoting self-esteem, self-discipline, due regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach to behaviour management.

In summary, our governors, staff, pupils and parents believe that it is our responsibility to ensure that:

- ***PUPILS HAVE THE RIGHT TO LEARN***
- ***STAFF HAVE THE RIGHT TO TEACH***
- ***ALL HAVE THE RIGHT TO FEEL SAFE AND SECURE***

We ensure this by providing an appropriate curriculum with support to access this and by maintaining an ordered atmosphere. Our pastoral care and behaviour management are based on the belief that a positive culture of praise, encouragement and support of pupils is likely to ensure the most effective environment in which to promote good school relationships and enhance pupil motivation and achievement. An ordered and calm atmosphere is essential to the wellbeing, security and achievement of all pupils.

**NOTE: Throughout the policy behaviour is used in its widest sense to encompass behaviour for learning.**

### My Future Matters

In conjunction with the Ribblesdale Way, My Future Matters encompasses all aspects of the personal development of pupils. They are encouraged to respect each other, invest in learning, be proud, be kind and excel in all that they do. My

Future Matters is divided into six main areas where we focus as a school on ensuring that pupils have every opportunity to grow and become the best that they can be. These are:

- 1) Character Matters
- 2) Wellbeing Matters
- 3) Promoting British values, equality and diversity
- 4) Cultural capital & a rich set of experiences
- 5) Developing interests & talents
- 6) Preparing for future success

Two fundamental components of My Future Matters are Character Matters and Wellbeing Matters. As a school we are committed to equipping pupils with the skills and experiences that they need to develop their character. Linked to this we work hard to be a school that emphasises the importance of the overall wellbeing of the school community.



The aim of this programme is to allow pupils to develop five personal skills and attributes which will support them whilst at school and in preparation for future success in the wider world. Pupils become proficient in leadership, organisation, resilience, initiative and communication. They become able to articulate the meaning and importance of the five attributes as they evaluate their own skills through personal activities. The structured programme is then interlinked with other key aspects of developing character such as 'a mind to be kind' and charity work.



There are four main elements to this strand of My Future Matters. Each of them has a direct impact on ensuring that our school community is as healthy and safe as it can be. Middle and Senior Leaders oversee each of the four areas and work collaboratively to have a positive impact on the overall wellbeing of pupils, staff and where possible parents.

- 1) Staying Safe Online
- 2) Mental health and wellbeing
- 3) Healthy relationships
- 4) Healthy lifestyle – food and fitness

*Although the programmes outlined above are in place, ensuring the character, cultural capital and social, moral, spiritual and cultural development of all pupils is a thread that runs throughout all aspects of the curriculum in every subject area.*

## Roles and Responsibilities

### **Governors:**

- the Governing body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review (on an annual basis)
- it will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear
- Governors will support the school in maintaining high standards of behaviour

### **Headteacher and Senior Leadership Team:**

- are responsible for the implementation and day to day management of the policy and procedures
- give guidance on behaviour roles to form a key component of staff induction
- give annual guidance and training is provided for all staff to ensure consistency of procedures
- will provide Continued Professional Development when staff needs are identified as part of appraisal.

### **Staff:**

- all staff, including teachers and support staff, are responsible for order at all times, ensuring that all pupils act in a reasonable manner, showing respect for self and others
- to ensure that the Behaviour for Learning Policy and procedures are consistently and fairly applied
- mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which pupils develop self-discipline and personal responsibility
- all staff to ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality
- ensure that the concerns of pupils are listened to and appropriately addressed.

## Parents and Carers:

- will take responsibility for the behaviour of their child both inside and outside the school
- will be encouraged to work in partnership with the school in maintaining high standards of behaviour
- will have the opportunity to raise with the school any issues arising from the operation of the policy
- **will accept that decisions regarding sanctions in the school lie with the school staff and parents cannot override a judgement made by the school**

## Pupils:

- will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations
- also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported
- should challenge and inform policy through the pupil voice mechanisms.

## Procedures

The school behaviour systems and procedures (which are regularly shared with pupils), make clear to pupils how acceptable and desirable standards of behaviour can be achieved and will have a clear rationale which is made explicit

## Desirable and Unacceptable Behaviour

The school defines desirable behaviour as that which promotes courtesy, cooperation and consideration from all pupils in line with the 'Ribblesdale Way'. An emphasis will always be placed on rewards for pupils, but sanctions will also be used in order to promote the best possible behaviour in school.

## Home, School and Learner Agreement

Although no longer a statutory duty Ribblesdale High School will continue to utilise a home, school and learner agreement in order to share expectations with pupils and parents. (see appendix A)

## Rewards

At Ribblesdale High School the ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this goal. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. The school will promote good and improved behaviour from pupils through a system of recognition and reward. We recognise the benefit of celebrating achievement including demonstrating excellent social skills and making a positive contribution to the school community. Parents can monitor both rewards and sanctions using SchoolComms.

Some examples of rewards are:

- Headteacher's WOW (work of the week) board

- Good Conduct Year Visits (Ticket To The Trip)
- House Points
- Subject Recommendations
- Attendance and Punctuality Rewards
- Excellent Full Report
- Curriculum Awards
- Pastoral Awards
- Celebration Evening – ‘The Ribbies’
- Uniform Rewards

### Investigating Cases

The school will investigate, as appropriate, reported incidents of pupil misbehaviour. The school will ensure that relevant staff receive appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements. The school will notify the Police and other relevant bodies of incidents where it is appropriate to do so.

### Behaviour and Safety and the Curriculum

Issues related to Behaviour and Safety are an integral part of the PHSE / Citizenship curriculum and assemblies. However, all members of staff, and particularly teaching staff, have a responsibility to take advantage of planned, and unplanned opportunities, to help pupils develop the moral values associated with good behaviour and making a positive contribution to the Ribblesdale community.

### Consequences / Behaviour Management Strategies

The school will implement an agreed range of sanctions and strategies to deal with inappropriate behaviour by pupils in order to promote the best possible behaviour for learning, to ensure the wellbeing and safety of all pupils and staff and to maintain the highest standards across school. Depending on the level of sanction, parents will be informed of the sanction that has been put in place. **Parents cannot override a judgement made by the school.** After school detentions are a widely used strategy where appropriate and it is the responsibility of parents to ensure that their child can get home safely.

- Lesson Isolation Room (subject detention given each time a pupil sent and R&R if a pupil is sent three times in one week)
- Middle Leadership Detentions (minimum 45 minutes)
- Senior Leadership Detention (1 hour)
- Head’s detention (1.5 hours)

**NB. All missed detentions are reissued to pupils, as well as a further sanction for failing to attend.**

- Subject Isolation
- Reflect and Resolve
- Senior Leadership Seclusion (SLS)
- Fixed Term Exclusion
- Exclusion from school will only be used in exceptional circumstances.

The Headteacher may exclude a pupil for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any exclusion it is the parent(s)/carer(s) responsibility to provide care and supervision for their child, although the school has a responsibility to set work. Pastoral Coordinators will arrange for work to be made available for collection. After the fifth day the school must make provision for the pupil.

Pupils on fixed term exclusion will receive work to complete and return to the school for review.

#### Governors Disciplinary Panel

Authorised by the Headteacher this is an informal panel of governors to consider the case of pupils in imminent danger of permanent exclusion. They will review the actions taken by the school prior to this meeting and will make one of several recommendations based on the evidence presented and the response of the pupil / parent to the panel.

1. To advise the Headteacher to proceed with a permanent exclusion.
2. To issue a final warning and set targets related to improved behaviour.
3. To advise the Headteacher that further steps should be taken in an attempt to modify the pupil's behaviour and to reconvene the panel to consider the impact of such intervention.

#### Managed Move / Respite

When it is clear that a pupil's behaviour is not improving, a managed move to another school may be considered. This is for a trial period of six to twelve weeks.

The final stage in trying to prevent a pupil from being permanently excluded is to direct them to alternative provision. This is the legal right of any school and does not require parental consent.

#### Permanent Exclusion

On rare occasions, the Headteacher may permanently exclude a pupil from school. The decision to exclude permanently is a serious one. There are two main types of situation for which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. It is

an acknowledgement that all available strategies have been exhausted and is used as a last resort.

2. The second is where there are exceptional circumstances where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

### Additional Consequences / Strategies

To support the above staff may decide to utilise these additional strategies to support successful behaviour management.

- Letters, emails and telephone communication with parents/carers (other than a standard detention letter)
- meetings with parents/carers
- community service where this is an appropriate response to the breach of school rules e.g. helping in school canteen if seen throwing food
- withdrawal of school privileges appropriate to the infringement e.g. not allowed access to visits, use of ICT facilities / internet access etc. (must be in liaison with Network Manager / EVC)
- confiscation of items requiring parental collection. In some cases where a pupil persistently breaks the school's rules regarding possession or use of unauthorised items, or persistently fails to conform to the school uniform this sanction may be enforced.
- restorative justice (in liaison with School Counsellor, Pastoral Coordinator and Police)
- interventions by Safer Travel (Lancashire) with regard to behaviour on the buses and at bus stops.

### Smoking and Electronic Cigarettes

Smoking is a clear breach of school rules. More importantly, however, it places the young person at risk of long term harm. At Ribblesdale we have a duty of care to inform parents who may not be aware that their child has started smoking. As a result a pastoral detention will be issued but in addition a letter will be sent home by the relevant pastoral coordinator. In the case of electronic cigarettes, these are confiscated, a detention issued and parents informed that they will have to collect the item from Student Services.

### Selling Items on the School Premises

Pupils are not allowed to sell items on the school premises unless given permission by a teacher as part of a school fund raising event.

### Beyond the school gates

Teachers have a statutory power to discipline pupils for misbehaviour outside of the school premises. Examples include:

- Unacceptable appearance in terms of uniform expectations in close proximity of the school.
- Sanctions will apply to pupils who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school. Action would be taken against any pupil who was verbally abusing members of the public on a bus on the way to or from school.
- If someone causes any distress or distraction to the bus driver on the journey to and from school they could be banned from using the bus for an agreed length of time (up to twelve weeks).

- Sanctions will apply if misbehaviour takes place on Educational Visits, Work Experience or whilst the pupil was taking part in a further education course as part of a school programme, or when representing school in a sports event.
- The school would take action if a pupil harassed a member of staff, off school premises, including through the internet. This could also be a police matter.
- Bringing the school into disrepute by smoking or using smoking paraphernalia in close proximity of the school.
- Although it is the responsibility of parents/ carers to monitor social media use and report any abuse to the provider or police, issues between pupils that originate outside of school that then impact on behaviour within school can be sanctioned.

### **Mobile Phones / Electronic Devices**

On the first, second and third occasion it will be returned to the pupil at the end of the school day, with a warning that if the school expectations are not adhered to in the future the phone will be confiscated and a parent will need to collect. On the fourth occasion parents will be contacted to come and collect the phone and further sanctions will be put in place for persistent defiance. The letter will explain the rationale for the school expectation and inform parents that the device will be returned to an appropriate adult. If it continues to be an issue and the pupil is persistently defiant in terms of mobile phone use, in addition to a text, a letter is sent home via the post informing parents that if any items are confiscated in the future this will trigger a parental meeting and they will need to make an appointment to see the Assistant Headteacher responsible, in order to find an appropriate solution to the problem. Any inappropriate use of an electronic device within school or during school activities, will be treated as a serious breach of school rules. In addition to the use of other sanctions, the school retains the right to ban an individual the right to have a mobile device in their possession during school hours, in the interests of the rest of the school community.

### **Uniform Card Procedures**

All staff will check uniform and sign cards for breaches of uniform policy to ensure consistency at all times throughout the school day. Pupils should be given one signature for each uniform issue. For example, if a pupil has three items wrong with their uniform e.g. shirt out, no tie and incorrect footwear, they should be given three signatures. The policy covers all uniform issues, including makeup and jewellery. Chewing in class is also included. If a pupil arrives to school in inappropriate footwear, they will be provided with a pair of shoes to wear until the issue is resolved.

### **Racist Incidents**

The school reports details of racist incidents in accordance with its statutory duties.

### **Searching**

School staff can search a pupil for any item of concern/ prohibited item, if the pupil agrees. In the event that a pupil does not consent to a search the Headteacher or any member of the SLT having been granted the Headteacher's authority has the statutory power to search pupils or their possessions, without consent.

If a pupil has not given consent, searches must be conducted by a member of the SLT of the same sex as the pupil being searched and in the presence of a witness, also of the same sex. Searches can only be conducted on the school premises or the member of staff has lawful control or charge of the pupil, for example on school trips or in training settings. In the absence of a member of the Senior Leadership Team on an educational visit, the visit leader can fulfil this role. The person conducting the search **must not require** the pupil to remove any clothing other than outer clothing.

- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; blazer; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags.
- Wherever possible, a pupil's possessions will only be searched in the presence of the pupil and another member of staff.

When carrying out a search on a pupil we may choose to use an electronic wand. This is a safe and non-invasive way to detect metal objects. Schools have statutory power to require pupils to undergo screening by a walk through or hand held metal detector (wand), even if they do not suspect them of having a prohibited item and without the consent of pupils and parents.

### Confiscation

Any member of staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where it is reasonable to do so. In the case of any item that may be deemed valuable, it should be clearly labelled and sent to Student Services for safe keeping rather than being thrown away. Where a search has been conducted by a member of SLT there is discretion to confiscate, retain and/or destroy any item found so long as it is reasonable in the circumstances. Articles thought to be a weapon, illegal substance or stolen goods of significant value will be clearly labelled and placed in the School Safe (Business and Finance Office), until the Police can be informed and the item(s) collected. Where a person conducting a search finds alcohol, cigarettes, tobacco and papers, fireworks or other substances which may cause harm or be detrimental to good order and discipline e.g. legal highs, they may be retained or disposed of. Under no circumstances should the items be returned to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case the school's DSL should be alerted and the Police informed by the school as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the Police.

The protocols for searching individuals also apply to the searching of electronic devices. The member of SLT / Visit Leader conducting the search may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain, they may erase any data or files if necessary.

### Use Of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. 'Reasonable in the circumstances' means using no more force than is needed. All members of school staff have a legal power to use reasonable force. Below are some examples of when reasonable force could be employed:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school visit
- To prevent a pupil leaving the classroom where it is judged that allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight

### **Pupil Support**

The school will ensure it gives appropriate support to individual pupils, who are experiencing barriers to learning or may be at risk of disaffection or exclusion. These may include:

- coaching and mentoring
- access to restorative justice / approaches
- departmental target cards
- Academic Progress Diary monitoring
- PSP (Pastoral Support Programme)
- pupil passports
- behaviour for learning intervention programmes
- 121 behaviour support
- curriculum adaptation and personalised learning opportunities
- differentiated teaching strategies
- study support / clubs / safe havens
- peer mentoring
- school counsellor
- referral to outside agencies
- referral to Alternative Provision for a period of respite

### **Early Intervention**

The school will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. The school will undertake reviews of the educational and emotional needs of pupils, as appropriate.

### **Taking into Account Individual Pupils Needs**

We believe that all staff in our school need to take account of the individual needs and circumstances of the pupils when implementing the behaviour for learning policy.

We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special consideration

in the type of teaching provision and resources offered to aid them in reaching their full potential.

All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities. Staff will receive regular training in how to use information when implementing the school behaviour policy.

### **Communicating with Parents / Carers**

Parents/Carers will be contacted promptly by the school, normally on the day of the incident, to notify them of any reported serious incidents of misbehaviour in which their child has been involved. This can, where necessary, be done before the completion of any investigation to keep parents/carers informed but parents/carers must then be contacted once the investigation is complete to be informed of any outcomes.

### **Interrelationship with other School Policies**

In order for the Behaviour for Learning Policy to be effective it must be utilised alongside other key policies, for example;

- Health and Safety Policy
- Anti-Bullying Policy
- Single Equalities Policy
- Child Protection Policy
- Attendance Policy
- Teaching and Learning Policy

### **Monitoring and Review**

The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination, and the school's statutory duties in line with the Single Equalities Policy. The procedures will be reviewed regularly, by the SLT to ensure that they are current and reflect the practice within the school. Any amendments should be ratified by the Headteacher. In consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour for learning policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. In the event that substantive changes are required these would need to be ratified by the Governing Body.

**Z Dewhurst**

**Deputy Headteacher**

**Last reviewed and refreshed: May 2022**

**Next Review: May 2023**

## Appendix 1 – Home, School and Learner Agreement

	As a school we will do our best to ...	As parent/carer(s) we/I will do our/my best to ...	As a learner I will ...
<b>Learning Ethos</b>	<p>Make Ribblesdale a positive and supportive place in which to learn by creating a secure, happy and caring environment, where pupils are challenged to reach their potential.</p> <p>Encourage all pupils to fully participate both academically and in extra-curricular activities and be proud of their achievements.</p>	<p>Support the ethos of the school as outlined in The Ribblesdale Way.</p> <p>Encourage my/our child to involve themselves in extra-curricular activities.</p>	<p>Respect each other and the school environment.</p> <p>Seek out opportunities to develop my skills through academic events and sporting/social events.</p> <p>Promote the good name of Ribblesdale in and out of school.</p>
<b>Standards and Achievement</b>	<p>Provide a broad, balanced curriculum which will challenge pupils to achieve their potential.</p> <p>Encourage pupils to invest in their future through aspirational goals to further support their learning, progress and development.</p> <p>Encourage a growth mindset in our pupils and staff that we can achieve and reach our goals with consistent effort and a positive attitude.</p>	<p>Encourage my/our child to show determination and commitment to their learning.</p> <p>Encourage my/our child to respond positively to challenges and overcome them with support and guidance.</p>	<p>Show determination to succeed and recognise my lessons as opportunities to develop my knowledge and understanding further.</p> <p>Respond to challenges with a positive attitude and always try my best.</p> <p>Promote the school in a positive way, through my actions and in what I say.</p>
<b>Personalised Learning</b>	<p>Set, mark and monitor homework, personalised learning tasks and controlled assessments to develop our pupils' understanding further and build on the learning that takes place in lessons.</p> <p>Inform parents of any concerns regarding homework/controlled assessment.</p>	<p>Support my/our child in completing any homework set.</p> <p>Encourage my/our child to look for opportunities to develop their understanding and knowledge outside of their lessons through wider reading and independent research.</p>	<p>Be organised in recording, keeping track of and completing homework on time.</p> <p>Ask for support from my teachers if I do not understand homework set.</p> <p>Develop my own knowledge and understanding further through independent learning, reading and research.</p>
<b>Attendance and Punctuality</b>	<p>Monitor attendance and punctuality to school and to lessons.</p> <p>Inform parents of any persistent concerns regarding attendance or punctuality.</p>	<p>Make sure that my/our child attends school regularly, on time, in correct uniform and properly equipped.</p> <p>Inform school no later than 9.00am if my/our child is going to be absent due to illness.</p> <p>Request a planned absence in writing and in good time (at least 1 month before) to the Headteacher.</p> <p>Please note that Government legislation precludes term time holidays as being an acceptable reason for absence.</p> <p>Provide a note following any absence to the Attendance Officer.</p>	<p>Attend school regularly.</p> <p>Bring all the equipment I need every day.</p> <p>Be punctual to school (8.45 am) and arrive promptly to every lesson.</p> <p>Wear the correct uniform each day and be proud to represent Ribblesdale in my appearance.</p>
<b>Behaviour for Learning</b>	<p>Inform pupils and parents of school rules and guidance.</p> <p>Enforce school rules and enable all pupils to learn in a safe environment.</p> <p>Monitor the behaviour of all pupils.</p> <p>Inform parents of any persistent/serious concerns regarding behaviour or barriers to learning.</p>	<p>Support the school in enforcing school rules and guidelines.</p> <p>Support the school's detention policy and sanctions.</p> <p>Accept that decisions regarding sanctions in the school lie with the school staff rather than myself as a parent.</p>	<p>Behave excellently at all times and respect everyone and the environment around me.</p> <p>Not smoke or bring illegal substances or dangerous objects to school.</p> <p>Attend detentions, should I have to, and I will do so on the day and time indicated to me.</p> <p>Inform a member of staff if my rights or those of another pupil are being denied.</p>
<b>Communication</b>	<p>Arrange an annual Parents' Evening where progress can be discussed.</p> <p>Provide an annual report on your son's/daughter's progress.</p> <p>Keep parents informed about school activities via the newsletter, text messages, website or letters.</p> <p>Respond to phone calls or correspondence sent in by parents within three working days, where possible.</p>	<p>Inform school of any circumstances that may affect my/our child's school work/behaviour.</p> <p>Attend Parents' Evenings and make alternative arrangements if this is not possible.</p> <p>Act in a courteous and respectful manner in all communications with school staff.</p>	<p>Take all correspondence home and give it to my parents/carer.</p> <p>Return all reply slips.</p> <p>Be respectful when I am communicating with all members of staff in school.</p>