

Behaviour for Learning
(Including Behaviour Principles Written Statement)

The Ribblesdale Way

Respect
Inspire
Be proud
Be kind
Invest in your learning
Excel

1) Behaviour Principles

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 which encourages self-discipline with 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 help and 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:

<p>PUPILS HAVE THE RIGHT TO LEARN STAFF HAVE THE RIGHT TO TEACH ALL HAVE THE RIGHT TO FEEL SAFE AND SECURE</p>

We ensure this by providing an appropriate but challenging curriculum which encourages our pupils to grow in all aspects including personal development. There is a vast array of support across school that underpins this. Our pastoral care and behaviour for learning strategies 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.

In the Primary provision, the Road to The Ribblesdale Way underpins the ethos and serves as a reminder for the whole Primary provision community of our shared values in an age-appropriate way. The core values of **Respect, Inspire, Be proud, Be kind, Invest in your learning and Excel** ensure that children have an understanding of the expectations of behaviour from the very start of their educational journey at Ribblesdale.

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 is the cornerstone of our Personal Development Curriculum and encompasses all aspects of the personal development of our 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 Personal Development Curriculum is 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. Behaviour and safety are an integral part of the PSHE/Citizenship curriculum and assemblies. All staff also take the role of using unplanned opportunities to develop the values associated with good behaviour.

2) 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.

3) Early Help and Supporting the Individual

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:

<ul style="list-style-type: none"> ➤ Pastoral Co-ordinators and Pastoral Intervention Managers ➤ PSP (Pastoral Support Programme) ➤ Access to restorative justice / approaches ➤ One to one behaviour support and nurture ➤ Peer mentoring ➤ Effective reward system 	<ul style="list-style-type: none"> ➤ Early Help and engaging with parents to signpost parenting support ➤ Referral to Mental Health Support Team ➤ Tailored intervention programmes ➤ Emotional Literacy Support Assistant (ELSA) ➤ The Bridge
<ul style="list-style-type: none"> ➤ Triple A Academy monitoring ➤ Bespoke reward initiative ➤ Subject target cards ➤ Referral to Alternative Provision for a period of respite ➤ Behaviour for Learning intervention programmes ➤ Careers advisor who actively engages with the curriculum to motivate pupils 	<ul style="list-style-type: none"> ➤ Pupil passports ➤ Adaptive teaching strategies for strengths and needs of all pupils ➤ Reading and CAT4 testing to consider other barriers to positive behaviour ➤ Reasonable adjustments as part of the graduated response ➤ Speech and language screening

The school has numerous measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. The school regularly reviews the educational and emotional needs of pupils and reasonable adjustments are made as appropriate. Staff are regularly trained and updated in this area in recognition of the importance of considering the individual needs and circumstances of the pupils when implementing the behaviour for learning policy. Please see the *Emotional, Mental Health & Wellbeing policy*.

4) Celebrating and Rewarding Success

At Ribblesdale School the ethos of celebrating success 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 bring with them positive consequences. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. 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 Synergy.

Some examples of rewards are:

House points Subject and pastoral postcards home Pastoral awards	Annual Trip Day (Ticket to The Trip) Prom (Passport to The Prom) Celebration Evening – ‘The Ribbies’
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Curriculum awards Headteacher WOW Board Non-Uniform Day each half term Annual reward for pupils with no uniform/ equipment signatures	Stickers and certificates (Primary provision) Star of the Week (Primary provision) Postcards home (Primary provision) Dojo points (Primary provision) are handed out to children for positive behaviours. These are then added as house points to Synergy at the end of every half term.
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5) How We Promote Positive Behaviour

The school curriculum, including personal development, our rewards and behaviour systems provide daily opportunities for our pupils to learn about and develop skills in achieving acceptable and desirable standards of behaviour. These are not just in a school context but also to equip pupils with skills needed to be successful in the wider community. As a school we are very clear about our expectations and will not accept negative behaviour that might impact on the wellbeing, safety or learning of others. The school defines positive behaviour as that which promotes respect and kindness from all pupils in line with the 'Ribblesdale Way'. We want our pupils to be proud of their behaviour, have a positive attitude that enables them to invest in their learning in order to excel in all that they do. An emphasis will always be placed on rewards for pupils, but clear expectations that are regularly and consistently shared and applied are needed in school. As such, sanctions will also be used in order to promote the best possible behaviour in school and to encourage pupils to make good choices.

We want our pupils to be proud of our school and be ambassadors for the school in the local community. As such, we encourage pupils to be compliant in terms of our school uniform policy. The policy covers all uniform issues, including makeup and jewellery. Please see the *Uniform policy* for more specific detail.

Part of the Ribblesdale Way is a 'readiness' to learn and this involves being in the right mindset but also arriving to school with the correct equipment. For this reason, equipment and device checks are included in the uniform card system which then leads to a number of rewards for pupils.

Although no longer a statutory duty, Ribblesdale School will continue to utilise a Home, School and Learner agreement in order to share expectations with pupils and parents. (See appendix A)

In the Primary provision, the school will implement an agreed range of age-appropriate 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 the primary phase:

Step 1 – Verbal warning – explain to the child that their behaviour is not following the Road to The Ribblesdale Way and a remind them of how they can demonstrate this.

Step 2 – Written warning – children move their face/name from the behaviour principle that they are contravening on the Road to The Ribblesdale Way display.

Step 3 – Time Out A – if a child continues to demonstrate poor behaviour choices, they will miss 10 minutes of their break or lunch time. A reminder is provided to the pupil that their behaviour is not following the Road to The Ribblesdale Way and what the pupil needs to do to correct their behaviour. This will be recorded on Synergy.

Step 4 – Time Out B – if a child continues to demonstrate poor behaviour choices, they will miss their lunchtime and spend it in the Primary Lead's office. Parents will be informed in person or via telephone call by the class teacher and the behaviour will be recorded on Synergy.

6) Consequences as a Strategy to Promote Positive Behaviour

The school will always investigate reported incidents. 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. When investigating an incident, the school will consider all sides in order to ensure that it is a fair process. Sometimes it might be necessary to notify the Police and relevant bodies of incidents where it is appropriate to do so.

Parents/Carers will be contacted promptly by the school, normally on the day of the incident, to notify them of any higher-level 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 will be contacted once the investigation is complete to be informed of any outcomes.

Depending on the level of sanction, parents will be informed of the sanction that has been put in place. This may be via Synergy or for more higher-level incidents will involve more direct communication by a member of staff. **Please be aware that parents cannot override a judgement made by the school.**

In the secondary provision, after school detentions are a widely used strategy and these are an important part of the school's behaviour policy in terms of helping pupils to understand consequences. Please note that it is the responsibility of parents to ensure that a child can get home safely following a detention.

Possible Behaviour Management Strategies/Sanctions

<ul style="list-style-type: none"> ➤ Communication/ meetings with parents/carers ➤ Community service where this is an appropriate response ➤ Withdrawal of privileges e.g. not allowed access to visits, use of IT facilities/internet access etc. ➤ Confiscation of items ➤ Restorative justice (in liaison with School Counsellor, Pastoral Coordinator and Police) ➤ Intervention by Local Authority for bus incidents and possible bus ban 	<ul style="list-style-type: none"> ➤ Warning ➤ Loss of social time ➤ After School detentions – Pastoral, Subject, Middle Leader (minimum 45 minutes) ➤ SLT Detention (minimum 45 minutes) ➤ Headteachers Detention (minimum 60 minutes) 	<ul style="list-style-type: none"> ➤ Middle Leadership Subject Inclusion – lesson or full day ➤ Reflect and Resolve (The Bridge) ➤ Internal Fixed Term Suspension (in The Bridge with modified timing to the day)
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When the above support, intervention, rewards and sanctions have not been successful in promoting positive behaviour, the following may be implemented:

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.

If pupil and parent fail to attend the panel, Governors will consider the evidence and write to parents with the outcome.

Behaviour Reset Placement

This intervention involves a temporary placement at another mainstream school, where the pupil will attend their Inclusion Unit for a set period of time. During this placement, work will be provided, tracked, and monitored by Ribblesdale to ensure continuity in learning.

Pupils are expected to wear full school uniform throughout the placement. Parents or carers are responsible for arranging daily transport to and from the host school. Where travel costs exceed normal daily expenses, Ribblesdale will contribute to the additional cost of bus fares.

Failure to attend the placement will be recorded in line with the school's standard attendance policy. In such cases, the placement period may be extended. This type of placement is a legal entitlement available to schools and does not require parental consent.

Legal Basis:

- Section 29A of the Education Act 2002 (as amended by Section 154 of the Education and Skills Act 2008)
- The Education (Educational Provision for Improving Behaviour) Regulations 2010 (as amended).

Respite at Alternative Provision

Under certain circumstances and / or for pupils with specific additional needs or vulnerabilities, a directed placement at an alternative provision setting may be used as a final preventative measure before considering permanent exclusion. This is a legal right held by schools and does not require parental consent.

Legal Basis:

- Section 29A of the Education Act 2002 (as amended by Section 154 of the Education and Skills Act 2008)
- The Education (Educational Provision for Improving Behaviour) Regulations 2010 (as amended)

Pupils are expected to dress as required by the host provision throughout the placement. Parents or carers are responsible for arranging daily transport to and from the host provision. Where travel costs exceed normal daily expenses, Ribblesdale will contribute to the additional cost of bus fares.

During their time at the alternative provision, the behaviour policy of the host setting will apply on a day-to-day basis, alongside Ribblesdale's own behaviour policy. This includes the possibility of suspension by the host setting, if required. If a pupil's behaviour results in the termination of their placement, Ribblesdale school will review the situation based on the full chronology of evidence and the potential risk posed to the wider school community. This can result in an immediate permanent exclusion.

Please note: Pupils directed to alternative provision due to behaviour-related concerns will not automatically be eligible to attend the school prom.

Suspension

The Headteacher may suspend a pupil for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any suspension, it is the parent(s)/carer(s) responsibility to provide care and supervision for their child. After the fifth day the school must make provision for the pupil (6th day provision), and this can be through a 'direction' to another mainstream school or Alternative Provision for the remainder of the suspension period.

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 situations 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 suspension, 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.

Please see the [Exclusion Policy](#) for more information.

7) Keeping Everyone Safe

Bullying/Child on Child Abuse/Derogatory Language – *please see Child Protection Policy and Anti Bullying policy*

Banned Items: Any member of staff can confiscate, retain or dispose of a pupil's property as needed, where it is reasonable to do so. 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 until the Police can be informed, and the item(s) collected. Where a person conducting a search finds alcohol, cigarettes, tobacco and papers, electronic cigarettes, 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 will 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.

Smoking/vaping is a clear breach of school rules and against the law. More importantly, however, it places the young person and potentially others 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. In the case of electronic cigarettes, these are confiscated and parents informed. 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.

Searching: School staff can search a pupil for any item of concern 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 handheld metal detector (wand), even if they do not suspect them of having a prohibited item and without the consent of pupils and parents.

Use of Reasonable Force & Restricted Intervention: The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves 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.

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.
- 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 act 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.

Promoting Safe and Positive Use of ED Tech/Social Media: Mobile phones are not allowed to be used on the school site. If mobile phones are seen on the school site at any time they will be confiscated. As a school that fully embraces the use of Educational Technology, we make every possible provision in the curriculum to ensure that pupils understand how to stay safe online and how to use social media in a positive and responsible way. Any misuse of technology within school will be investigated and dealt with as part of the Behaviour policy and any issues that originate outside of school but then impact on behaviour within school will be address by school. Please see *IT & Online Safety policy*

8) 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.

- Child Protection Policy
- Anti-Bullying Policy
- Equality, Information & Objectives Policy
- Health and Safety Policy
- Attendance Policy
- Teaching and Learning Policy
- IT & Online Safety Policy
- Emotional, Mental Health & Wellbeing Policy

9) 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 Equality, Information & Objectives policy. The procedures will be reviewed regularly, to ensure that they are current and reflect the practice within the school. Any amendments should be ratified by the Headteacher. 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: Oct 25

Next Review: Oct 26

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 ...
Learning Ethos	<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>
Standards and Achievement	<p>Provide a broad, balanced and ambitious 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 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 resilience, 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 resilience and 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 and represent the school in a positive way, through my actions and in what I say.</p>
Personalised Learning	<p>Set, mark and monitor personalised learning tasks (ILOs) to develop our pupils' understanding further and build on the learning that takes place in lessons.</p> <p>Inform parents via Synergy, of work set and any concerns regarding Independent Learning Objectives (ILOs)</p>	<p>Support my/our child in completing any independent learning tasks.</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 tasks.</p> <p>Ask for support from my teachers if I do not understand the work set.</p> <p>Develop my own knowledge and understanding further through independent learning, reading and research.</p>
Attendance and Punctuality	<p>Monitor attendance and punctuality to school and to lessons.</p>	<p>Make sure that my/our child attends school regularly, on time, in</p>	<p>Attend school regularly.</p> <p>Bring all the equipment I need every day.</p>

	<p>Inform parents of any persistent concerns regarding attendance or punctuality.</p>	<p>correct uniform and properly equipped.</p> <p>Inform school no later than 9.30am 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. 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>Be punctual to school (8.40 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>
<p>Behaviour for Learning</p>	<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 in a positive manner, in line with the Ribblesdale Way; respect everyone and the environment around me.</p> <p>Attend detentions, should I have to, and I will do so on the day and time indicated to me.</p> <p>Discuss any issues with a member of staff and share any concerns that I might have about myself or others</p>
<p>Communication</p>	<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 Synergy.</p> <p>Respond to phone calls or correspondence sent in by parents in a timely fashion.</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. Please see</p>	<p>Take all correspondence home and give it to my parents/carer.</p> <p>Be respectful when I am communicating with all members of staff in school.</p>

