The Dales School
North Yorkshire

Behaviour, Discipline and
Anti-Bullying Policy and Behaviour Principles

Person responsible:	Headteacher
Reviewed and approved by Full Governing Body:	July 2026
Next Review Date:	July 2027

Written statement of behaviour principles

Rationale and purpose

1. This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the School's Behaviour Policy.
2. This statement has been written in accordance with the Education and Inspections Act 2006, and DfE guidance Behaviour and Discipline in Schools, July 2013, updated Feb 2024.
3. The purpose of this statement is to provide guidance for the Headteacher in updating and maintaining the school Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters.

We, the governing body of The Dales School believe that:

- All members of our school community should be able to feel safe, learn and achieve in a school environment that supports best holistic outcomes
- We value the importance of strong and positive relationships among all members of our school community so that everyone feels welcome, valued and included
- We have high expectations of everyone and we will actively promote equality for all, in all aspects of school life, regardless of disability, race, gender, age, sexuality, sexual orientation, religion/belief, relationship status or pregnancy. Every member of our school community has the right to feel safe, to thrive and succeed
- All staff will encourage positive behaviour through high expectations with a focus on learning, offering appropriate praise and celebration of positive outcomes
- Staff will be clear in their expectations of positive behaviours and communicate these effectively and consistently at all times, using the full range of strategies to ensure that all behaviour support is pupil centred
- Staff are provided with a broad range of training to ensure that they are competent to support the pupils and meet their needs. This includes Securicare training in de-escalation and positive handling techniques
- The school's duty of care to keep all members of the community safe extends to a consistent application of policy and practice both on the school site, and during all off-site learning activities.
- The school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or from further harming, themselves or others
- Given the importance of the safety of all of the school community, the Governing Body support the school's authority to permanently exclude where a pupil's safety and that of other pupils and staff cannot be maintained
- All behaviour support strategies and interventions are a collaborative approach and a 'team around the child/young person' ethos involving all stakeholders, including the young person where appropriate.
- All situations requiring the use of positive handling will be handled with the utmost respect and sensitivity, of all individuals involved and is only considered as a last resort when all other possibilities are exhausted or when safety cannot be maintained via alternative means.
- The school regularly reviews behaviour incidents on CPOMS and in conjunction with the class teacher and class teams, to identify concerns and to consider personalised or small group / cohort interventions
- The school's Behaviour Policy and NYC Guidance for Safer Working Practice will be applied with consistency and fairness at all times, and in relation to each individual situation.

The Dales School Behaviour, Discipline and Anti Bullying Policy

This policy applies to all school staff and adults such as volunteers authorised by the Headteacher who have contact with pupils who are in the care of school, both on and off-site.

Rationale

The aim of The Dales School is to facilitate the best holistic outcomes for each pupil. In order to achieve this, the school provides a broad and balanced curriculum within the context of an ethos which emphasises the development of socially appropriate behaviour and an environment free from bullying. The environment and other external factors, along with intrinsic physiological influences will have a significant impact upon a pupil's wellbeing, which will then impact upon their behaviour. Behaviour is also a form of communication. It is important to give consideration to the underlying motivation for pupils' behaviour and to consider how it is maintained or developed, appropriately or inappropriately, by those involved with the pupil whether peers or adults. The influence of antecedents, models, feedback and reinforcement all need to be considered. In addition, where appropriate, pupils should be encouraged to accept responsibility for themselves and their actions towards the development of socially appropriate behaviour. Behaviour and discipline should be seen as closely related to self-esteem.

Aims

- To ensure that pupils' basic needs are met so that they can access learning
- To provide a broad, balanced and stimulating curriculum that meets individual needs and provides positive motivation.
- To work towards reducing bullying and behaviours which create barriers to learning
- To respond consistently to behaviour, discipline and bullying in liaison with parents and other agencies.
- To give regular opportunities for specific positive feedback.

Equal Opportunities

In accordance with NYC Policy, staff at the Dales School believe that all children, irrespective of disability, race, gender, age, sexuality, sexual orientation, religion/belief, or special educational needs and disabilities should have access to appropriate curriculum and provision given their learning needs.

Guidelines

- Responsibility for the development and implementation of the Behaviour Policy and for the monitoring of practice and procedures designed to promote positive behaviour management lies with the Headteacher, LMT and Governors of the school.
- This is a reciprocal agreement in that parents respect that school are acting in the best interests of the pupil, and vice versa.
- All school staff have a pastoral role in supporting positive behaviour.
- The Home-School Agreement includes a statement that parents and carers will try to support school in promoting good behaviour and positive relationships.
- All staff receive the relevant training, which is included in the essential training for all staff in the CPD schedule. This supports them in all aspects of behaviour management, an awareness that behaviour may indicate a safeguarding concern and the need for all staff to respond and report appropriately. This training includes thorough understanding of KCSIE 2024, the Thrive approach, communication, positive handling and other behaviour management strategies and training pertinent to pupil need. Refresher training is accessed to maintain up to date knowledge, awareness and application.
- Where necessary pupils will have a BSP which outlines current and past behaviour and steps that need to be taken to ensure consistency of support for that pupil and also to keep others around them safe. BSPs are:
    - Collaborative (parents, carers, other professionals) working documents which are reviewed at least every six months, or in dynamic response to a pupil's changing need.

    - Readily available which are kept in classrooms/pastoral bases
    - All behaviour support plans must be signed by a senior member of staff, the base team lead and parents/carers
- Where necessary pupils will have a Safe Care Plan, which responds to an identified need to address certain behaviours that may put the pupil or others at risk of harm without this additional layer of support. Safe care plans are:
    - Collaborative (parents, carers, other professionals) working documents which are reviewed in dynamic response to a pupil's changing need.
    - stored confidentially in classrooms/pastoral bases and available upon request
    - All behaviour support plans must be signed by all staff working with the pupil it pertains to
- All staff have a responsibility to familiarise themselves with a pupil's BSP and updates; teachers need to ensure that all relevant people are aware of updates with immediate effect
- School staff are trained in Securicare positive handling techniques and behaviour management strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation and, as a last resort, the use of guides and/or holds. The Dales School applies positive handling strategies in accordance with Securicare, our accredited training provider.
- Serious incidents such as those relating to Child Protection or that may result in injury to individuals must be recorded and reported in line with school policy.
- Pupil concerns, including behavioural concerns, appear as a regular feature of the agenda at class team, middle leader and Leadership meetings.
- The school encourages development of confidence, self-esteem and self-advocacy via the whole school curriculum but in particular Personal, Health, Social and Economic education. Achievements are celebrated and shared. Individual class teachers may have their own reward systems such as star charts or stickers, appropriate to age and stage.

Promoting the Positive

The Dales School's Values and Ethos Statement (link) forms the cornerstone for the spirit of our holistic provision offer. We have an embedded culture of ensuring that all pupils feel safe and supported to achieve in all aspects of school life and in their preparation for adulthood. All staff adopt a positive and proactive approach to their practice, pupils are supported via a highly personalised approach to engage with positive behaviours and socially appropriate behaviour is recognised and celebrated as an implicit aspect of our provision. This approach is underpinned by the whole school Thrive methodology.

Discipline and Sanctions

At The Dales School any disciplinary measures are taken with due respect for the special educational needs and disabilities of pupils and are presented as organic social consequences rather than a punishment or sanctions. Positive behaviour management strategies promote reinforcement of wanted behaviours and work to change socially inappropriate behaviours into more socially acceptable behaviours; better to say 'hands down' than 'stop hitting'. If consequences are used, they must be presented in a time-frame and manner appropriate to the needs and abilities of the pupil concerned, for example a verbal reward for good behaviour should be specific 'good listening' or 'good waiting' rather than 'good girl'.

It is illegal to use force as a punishment whatever the circumstances. However, if a pupil presents with challenging behaviours, and in the event that all other positive behaviour management strategies have been exhausted, and/or when the level of risk requires dynamic intervention, positive handling strategies may be used in order to keep everybody safe.

'Challenging Behaviour' is defined as:

'Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is

likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.' Source: Emerson, E (1995), cited in Emerson, E (2001, 2nd edition)

Use of Restrictive Interventions (Use of Positive Handling)
All members of school staff have a legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:

1. Causing injury to themselves
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at school, whether during a teaching session or otherwise

The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, staff will consider the following:

Is it necessary?

- Are there more effective, less restrictive ways to manage a situation?
- Is a physical intervention likely to successfully reduce the risk, or would it escalate the situation further or cause more harm than the behaviour itself?
- Broader risks in the environment will also be considered

Is it proportionate?

- Staff will use the least amount of force or least restrictive intervention necessary and for the least amount of time to reduce the risks
- If the intervention itself is escalating a situation, staff will dynamically consider their approach and whether alternative strategies ought to be adopted
- staff will consider the personal circumstances and needs of a pupil such as medical conditions, vulnerabilities, their characteristics such as age, size, and must consider relevant equality implications under the Equality Act 2010

Pupil welfare

- Staff will consider the personal circumstances and needs of a pupil and balance this against any actions taken.

Staff are adequately trained in it safe and lawful use and in preventative strategies. The headteacher and the leadership and management team makes decisions on training based on the school's individual context and needs. At The Dales School, the positive handling approach is called Securicare, which reflects the principles of national guidance. The headteacher is a qualified trainer and from September 2026 delivers the Securicare training across school.

It is illegal to use force on a pupil for the purpose of punishment.
Pupils will not be held in a way that affects their airway, breathing or circulation. This is captured in the physical training delivered to all staff on an annual basis, with the theoretical training updated in line with national guidance, every three years. This is further enhanced by the wider, holistic CPD package in place annually.

Use of reasonable force to search pupils
School staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rule only. Further guidance can be found in the document **Searching, Screening and Confiscation in Schools** guidance.

There is no legal definition of reasonable force but Dales School staff will adhere to the principle that any use of force is a last resort when other strategies such as distraction and de-escalation have failed and must be reasonable, proportionate and necessary and in the best interest of the pupil; using minimal force for the minimum time possible.

The use of positive handling may be guiding by the arm, holding the hands of a self-injuring pupil while they calm or a two-person hold to prevent a pupil from harming themselves or others. Individual Behaviour Support Plans may detail gradual and graded guides and holds and restraints that are most likely to be employed in addressing the specified behaviours; an incident which requires physical handling not specified in the plan will always trigger a plan review and update.

At the Dales School use of positive handling will be recorded and reported to parents, unless doing so would have an impact on keeping the pupil safe. Any intervention that is not already described in the Behavioural Support plan would then initiate a review of this support plan to ensure that the strategies and interventions identified are captured and the plan remains fit for purpose, in collaboration with parents / carers.

Time Out and Seclusion
There is a distinction between withdrawing a pupil from a situation causing anxiety and distress to a location where they can calm whilst being supported, Time Out which involves restricting access to positive reinforcements and Seclusion which is defined as a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving – this should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. Both withdrawal and Time Out, if considered to be a suitable strategy to adopt to meet a behavioural need will be documented in Behaviour Support Plans as forming part of a behavioural programme and so parents/carers will have been consulted. Pupils will be encouraged to request withdrawal themselves if they are becoming anxious and need some quiet time, using their preferred means of communication. Seclusion should only be considered in exceptional circumstances as the right to liberty is protected by criminal and civil law. It is recognised that extreme challenging behaviours may necessitate the seclusion of a pupil as an exceptional measure. If so then the pupil must be secluded in a location where they can be supervised at all times and where they remain able to opt to leave their immediate surroundings. This may be the SafeSpace, a purpose-built structure that can support safety for a pupil when in crisis and that can serve to reduce the need for physical intervention, which is only to be accessed if detailed in a pupil‘s Behaviour Support Plan. As anxiety levels and behaviours in some pupils may be heightened by the presence of an adult it may be appropriate to supervise the pupil through a viewing panel from outside the room. In either case a pupil in seclusion must be monitored by an adult at all times and removed from seclusion as soon as possible. Seclusion is never used as a sanction or punishment.

If a pupil has been secluded as an emergency measure, then Leadership team/LA behaviour specialist/class teacher will meet to conduct a risk assessment and plan strategies and interventions to reduce the chances of the situation arising again. They will also instruct a review and update the Behaviour Support Plan.

There are a selection of rooms / SafeSpace in school which may be used for withdrawal, Time Out or Seclusion as part of a planned behavioural intervention. This is recorded and monitored on an individualised basis.

At the Dales School use of time out and seclusion will be recorded and reported to parents – unless doing so would have an impact on keeping the pupil safe. Any intervention that is not already described in the Behavioural Support plan would then initiate a review of this support plan to ensure that the strategies and interventions identified are captured and the plan remains fit for purpose, in collaboration with parents / carers.

The document Restrictive Interventions, including use of Reasonable Force, in schools, April 2026 states: **Governing bodies of maintained schools … must ensure that a procedure is in place for reporting each significant use of force to the parents of the pupil involved as soon as practicable after the incident, and they should endeavour to do this no later than the same day … Schools should communicate this information to parents in writing.**

Within the same document, the term 'should' is qualified : **the advice set out should be followed unless there is good reason not to.**

On this basis, and given the frequency of incidents requiring positive handling / seclusion it would not be practicable to undertake this for all incidents. The established practice is for all incidents to be reported to parents via a telephone call, or in exceptional circumstances and at the parents' request, via email. These conversations and this process facilitates the sharing of further information, and review of strategies dynamically in response to changes in presentation and need.

Bullying

Bullying is defined as: Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In the context of The Dales School, pupils' behaviour may cause hurt to others but it is unlikely that it will be caused intentionally. However, the school has signed the Anti-bullying Charter and will ensure that its principles are upheld. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. When this is the case staff should follow the school safeguarding policy.

Maintained schools and Academies are required to comply with the 2011 Equality Act and the Public Sector Equality Duty which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Dales School ensures compliance by;

- Proactively gathering intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place e.g., talking to pupils about issues of difference, sometimes in lessons and through dedicated events or projects.
- Involving parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Where appropriate, ensuring pupils understand the school's approach and making sure they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Regularly evaluating and updating procedures to take account of developments in technology and Social media.

- Where appropriate, implement disciplinary sanctions with due regard to the needs and abilities of individuals in order that the consequences of bullying reflect the seriousness of the incident and
- Where appropriate, openly discussing differences between people that could motivate bullying, such as age, sex, religion, ethnicity, disability, gender reassignment or sexuality. We also include children with different family situations, such as looked after children or those with caring responsibilities. Schools will also teach children that using any prejudice-based language is unacceptable with a learning emphasis on the impact that such behaviours can have on others.
- Making it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. The PSHE curriculum and the pastoral provision embedded in school life supports and empowers all pupils to feel that they can report bullying which may have occurred outside school, including cyber-bullying
- Creating an inclusive environment by creating a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- Sharing information as necessary with other agencies in order to keep our pupils safe.

Please refer to our Values and Ethos Statement on the school website (build in a link) for further information

Bullying outside school premises
Teachers have the power to implement consequences for pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. In all cases of misbehaviour or bullying the teacher can only implement consequences for the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Child on child sexual violence and sexual harassment
As stated in KCSIE 2024, "all staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse."

All staff at The Dales School are committed to:
- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Any such incidents will be reported vis the school's reporting system.

Cyber-bullying
The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school. The wider search powers included in the Education Act 2011 enables teachers to tackle cyber-bullying by searching for and, if necessary, deleting inappropriate content on electronic devices, including mobile phones. School teaches safe use of technology (including social media) where relevant.

Prevent Duty
From 1 July 2015 all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have, 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty.

In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to

identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues.

If a member of staff has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, or making a referral (Cause for Concern and where deemed necessary, with children's social care and/or the police.
Prevent duty guidance: England and Wales (2023) - GOV.UK

Exclusion

The decision to exclude a student will be taken in the following circumstances:-
(a) In response to a serious breach of the School's Behaviour, Discipline and Anti Bullying Policy;
(b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for serious incidents such as physical attacks on others, sexual assault and the supplying of illegal drugs. The School may consider police involvement for serious offences.

Exclusion procedure

The Dales School would follow the Gov.uk Guidance School suspensions and permanent exclusions (www.gov.uk) and NYC policy and procedures. If the exclusion is permanent, and if the governors uphold the Headteacher's decision, parents have the right of appeal to an Independent Appeal Panel. If the exclusion is for a fixed period and if parents think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the Special Educational Needs (SEN) and Disability Tribunal (SENDIST). https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability.

RESOURCES

- Keeping Children Safe in Education 2024
- Restrictive Interventions, including use of reasonable force, in schools April 2026
- Securicare Training Resources
- Anti Bullying Charter

This policy has been written in line with:

- DfE Behaviour and Discipline in schools: guidance for governing bodies (Sept 2015)
- *https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf*
- DfE Behaviour and discipline in schools (Advice for headteachers and school staff) Updated–Sept 2022
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- DfE Preventing and tackling bullying (Advice for headteachers, staff and governing bodies) July 2017
- DfE Use of Reasonable Force (Advice for headteachers, staff and governing bodies) July 2013
- Keeping Children Safe in Education 2022

Additional References

Education and Inspections Act 2006, especially Sections 93 and 93A
Education Act 1996 Section 550ZA
Equality Act 2011 and Public Sector Equality Duty
Equality Act 2010: Advice for schools
Children Act 1989

DfE School suspensions and permanent exclusions 2022
DFE: The Prevent Duty (June 2015, updated April 2021)
The Human Rights Act 1998
The Health and Safety at Work etc Act 1974 and associated regulations
Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025

Appendix 1: Appendix 1: The Dales School Behaviour Support Plan

Staff comments:	
Pupil comments:	
Parent/Carer comments:	
Name & signature of member of staff who produced the plan:	
Name & signature of Headteacher:	
Name & signature of Parent/Guardians:	
Date:	**Review Date:**

The Dales School
Behaviour Support Plan

Name of Pupil:_____

When I'm calm, happy and able to engage
How best to support me to engage in my learning

If this BSP ceases to be effective in keeping 'pupil' and everyone safe, report via school protocols e.g. C4C for a time critical review and update.

Describe behaviour	Frequency e.g. Daily, weekly, 5+ times a day	A brief description of scenario, environment, staffing, peers, sensory factors etc, leading to support strategies.	Support Strategies (order in which support would be given)
When necessary and appropriate a de brief process will take place to support the pupil following any incident. **Other: e.g. Have any learning intentions or other personal targets been set in relation to behaviour support? Scope for future MAPP PLI**			
As a school we adopt positive behaviour support and as a last resort may use positive handling strategies to keep everybody safe. **Staff are trained in Securicare positive handling techniques.**			

Template February 2020

Appendix 2

Safe Care Plan

Safe Care Plan Principles

There may be times when, in order to keep everybody safe, a pupil may require a safe care plan to be in place. This may be a long term intervention, or shorter term, even time specific.

The rationale behind the safe care plan will be on a highly personalised basis, recognising that a pupil is presenting with behaviours that show a degree of intent of causing harm to themselves and/or others.

The content of the safe care plan will also be highly personalised in order to support a very specific need, within very specific circumstances.

The plan will be produced in collaboration with key stakeholders as required and reviewed as required.

If a pupil requires a Safe Care Plan, this would also be referenced in their BSP and 'This is Me' documents.

Safe Care Plan

Name of pupil:

Please detail here the specific requirements of the safe care plan. What practice must be implemented/actions taken in order to uphold the purpose of the safe care plan?	How often must this be implemented – at all times, key times of day, certain events (eg during personal care, during unstructured break times), on site/off site?

Please detail here the specific requirements of the safe care plan. What practice must be implemented / actions taken in order to uphold the purpose of the safe care plan?

How often must this be implemented – at all times, key times of day, certain events (eg during personal care, during unstructured break times), on site / off site?

If staffing does not permit this level of supervision at any time, LMT to be notified immediately and no action taken before support is in place.

Any unexpected breach of the safe care plan to be reported immediately.

Name	Signature	Date

The Dales School Home school agreement

The Dales School
North Yorkshire

We believe that pupils learn best when their family and school work together. Parents/Carers can help more effectively if they know what the school is trying to achieve and how they can help. This Home - School Agreement provides a framework for that partnership.

Parents and carers will do all that they can to:

- Make sure that their child/young person attends school and is ready for the school transport on time / transports their child/young person to school for a 9am arrival.
- Let the school know about any problems or concerns that may affect their child/young person's learning and engagement, or wellbeing.
- Attend meetings that concern their child/young person, in particular the Education Health and Care Plan annual review meeting.
- Support the school in promoting good behaviour and positive relationships.
- Promote a healthy lifestyle for their child/young person.
- Support their child/young person with opportunities for learning at home.
- Support/adhere to the policies and procedures of the school.
- Read and respond to comments in the pupil planner/home school diary, and use the diary similarly to communicate information for class teams about home when needed.
- Keep school updated with contact details and respond to telephone calls (unless otherwise informed we will pass on information to either parent regarding their son/daughter and will assume that this information has been communicated within the family. If family situations change and parents require separate notifications, copies of letters/reports etc, then parents / carers are requested to put this in writing to the school office providing all necessary contact details.
- Keep their child / young person at home if they are not well.
- Make arrangements to collect their child / young person from school straightaway if they are contacted and requested to do so because their child / young person has become unwell.
- When their child/young person is absent give reason for this (if ill a brief description of symptoms) by 9.30am on the day of their absence.
- Understand that transport arrangements are not the responsibility of the school
- Understand that escorts/transport should not be used to pass on messages regarding absence; please contact the school directly. This is a vital aspect of our communication with families.

The Dales School will:

- Ensure that the school is a warm and welcoming place, which provides a clean and safe environment where everyone is valued and supported to engage in their learning.
- Encourage and support pupils to achieve their full potential.
- Enable pupil voice in all aspects of the school curriculum and pastoral offer
- Provide a balanced, interesting and appropriate curriculum that meets each pupil's needs.
- Keep parents informed of their child/young person's progress and wellbeing through meetings, reports, phone calls and letters.
- Help to develop and maintain a healthy lifestyle for every pupil
- Let parents know of any problems or concerns that affect your child/young person's work or behaviour
- Encourage parents to be involved in the life of the school and support best outcomes for their child/young person
- Handle complaints effectively and quickly and advise parents on formal complaints procedures

Everybody will:

- Report concerns about the safety and welfare of a child immediately
- Communicate respectfully

Homework

Homework can take many forms and we see it as providing support for therapy programmes, work towards topics or personalised learning intentions. As a key element of our holistic provision and collaboration with families, and individualised focus on behaviour support may also be introduced. Teachers will monitor progress and provide on-going support as appropriate. Homework is seen as a vital aspect of home-school liaison in supporting best outcomes for all of our pupils.

Pupil name _____

Signed _____ (Parent/Carer) Date: _____

Signed _____

(Headteacher)