

# BEHAVIOUR POLICY

LEADERSHIP RESPONSIBILITY: MR C JACKSON

DATE: OCTOBER 2023

REVIEW DATE: OCTOBER 2024

HEADTEACHER

SIGNED: 

# BRIDGE LEARNING CAMPUS

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### Induction

Bridge Learning Campus is a unique all-through school where children of all ages have the right to learn, all teachers the right to teach and everyone in school the right to feel safe. We therefore have a collective and individual responsibility to respect others, ourselves, and the environment.

Our fundamental principle is an unconditional positive regard for others. This, combined with rights, responsibilities and routines will produce good behaviour where everyone is able to work effectively and happily.

We are in inclusive school and this policy strives to ensure inclusion is at the heart of everything we do. In order to maintain good order and appropriate behaviour, we recognise the importance of rewards and sanctions. Students' positive behaviour and participation needs to be acknowledged and rewarded; poor behaviour – especially that which interferes with others' learning or that which endangers others, will be sanctioned appropriately.

The aims of this policy are to clearly set out: The core purpose of the school is to educate young people and that everyone has the right to learn in a safe environment unheeded by the actions of anyone else;

That we also have the responsibility to educate young people in appropriate behaviour, conduct and ways of interacting with one another.

### Objective

- To promote the Bridge Values.
- To promote a positive environment, where learning can be effective, and staff and students feel safe and respected at all times.
- To encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To define acceptable standards of behaviour.
- To encourage the involvement of both home and school in the implementation of this policy.
- To create an environment which encourages and reinforces good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To minimize low level disruption and therefore create a positive climate for learning.

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### Policy

### Values, principles and standards

The emphasis is on good behaviour and respect for the individual thus enabling high quality teaching and learning for all members of the community.

Students should be fully aware of and follow our Bridge Values, as these enable us to build the right learning environment. Our values run through everything we teach and everything we do, supporting and empowering each child to succeed at school and in life.

B- Build

R- Respect

I – Inspire

D- Dare

G- Graft

E- Empower

- Students are aware that they make a clear choice when deciding how to behave and understand how these impacts on their own and other students' learning.
- It should bring about a positive ethos where the emphasis is on praise.
- Students should be given every opportunity to reflect on their behaviour and learn appropriate and acceptable behaviours;
- Clear, appropriate sanctions are used by all staff where a student chooses behaviour that is inappropriate

### Communication of the Behaviour Policy

We will ensure that this policy is available via the school website or on request. Parents should familiarise themselves with the Behaviour Policy as all students at the point of joining BLC are expected to adhere to this policy. Parents are asked to raise any questions or points for clarification at the earliest opportunity.

BLC Sanctions and Rewards will be logged on our school apps, which can be accessed by parents/carers.

Class Dojo is used for Primary Phase

Classcharts is used for Secondary Phase

### Responsibilities and Accountabilities

Behaviour management is a whole school responsibility which requires a consistent approach by everyone involved in The School.

**The Senior Leadership Team** will establish, in consultation with all parties, a policy for the promotion of good behaviour, and keep it under review. They are responsible for implementing the policy on a daily basis, ensuring that all policy and procedures are followed. The senior leadership team will ensure that staff have appropriate training to ensure that they are able to implement the policy.



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**The Community and Parents' Advisory Group** will be engaged in the review of this policy, ensuring the policy is informed by the views of a diverse range of parents and community representatives. This will lead to transparency and secure decision-making to deliver the best educational outcomes for every pupil.

**All staff** will be aware of the policies and practices in place and share in collective responsibility for their implementation. They will have high expectations of all students and have a positive approach and adopt high standards of behaviour in all areas of the school. Staff will manage students' behaviour positively and proactively using a range of behaviour management techniques and strategies which promote ownership of behaviour and independence. Teaching staff will create lessons which can be accessed by all learners enabling them to reach their full potential. Staff will reward behaviour in line with the policy.

**Parents and Carers** will take responsibility for the behaviour of their child both inside and outside the School. They will be encouraged to work in partnership with the school in maintain high standards of behaviour, working with the school to meet the home-school expectations listed in Appendix D1 and Appendix D2. They should raise any issues regarding the implementation of the policy with the School. Should parents/carers have a concern, we expect that this is brought to the school to rectify, rather than publicising this on social media.

**Students** will take responsibility for their own behaviour and will be expected to follow the policy and procedures relating to behaviour, both inside and outside the school – including behaviour on social media. Students will be expected to report all incidents of poor behaviour and bullying in order that they be addressed. Students are expected to engage with all behaviour management procedures. As students of BLC all students are expected to follow the behaviour policy.

### Monitoring and review

This Behaviour Policy has been approved and adopted by BLC through the Senior Leadership Team. It will review the policy every year, or as required to ensure it remains compliant with Equality legislation.

The Senior Leadership Team will monitor the implementation of this policy, in conjunction with the Student Council

### Rewards

The emphasis of this policy and its implementations is on praise and our expectation of good, positive behaviour from all. Our rewards system reinforces the positive culture we expect to see across our school community.

Each lesson teachers, tutors and support staff can award Achievement points for good work and behaviour. These are linked in to BLC's Bridge Values

Rewards will also recognise Excellence and Good Attendance.

Teachers should make regular contact with home to celebrate good behaviour, effort or achievement. Members of staff can provide positive feedback using electronic communication, social media, postcards, letters and certificates.

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Nursery to Year 6



### Primary sanctions –

- Each class to have a board that children can move themselves up and down with 3 stages:
- Warning, moving somewhere else in the class and duty call
- This is only to be used after a child has been given a **reminder** of the specific behaviour; unless it is extreme behaviour and warrants moving straight to a **duty call**.
- Children will complete a reflection sheet after an incident, which needs to be discussed with an adult and then stamped to show it has been resolved.
- All children involved must have the chance to speak to an adult.
- Boards will be displayed in class as a visual reminder of the three steps
- Cards with the language as a script, can be attached to lanyards to support with the reminders, warnings etc.

Class Dojo is used in all classes across Nursery to Year 6. Sign up is available through the class teacher and can be used for communication between staff and parents/carers. Rewards will be given throughout each term for students with the highest number of Dojo points.

Class Dojo Points is used to remind students about the BLC Values and appropriate behaviour for learning.



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### BLC Secondary Rewards –



All children gain Achievement points which are aligned to the BLC Values, these are 'Build, Respect, Inspire, Dare, Graft and Empower'. These achievement points are logged on the child's classcharts app, which can be viewed by parents/carers and the children themselves.

### How to get achievement points at BLC

- 100% Attendance for a Week
- 100% Attendance for a Term
- Demonstrating one of the BLC Values (Build, Respect, Inspire, Dare, Graft and Empower)
- Student of the Week
- Student of the Term

### Expectations

Uniform expectations – please click the link [Uniform Code 2023-2024](#).

### Mobile Phones & Electrical Devices

These are not permitted to be used on site. Should parents/carers wish them to be brought to school for use before and after school, they must be fully switched off. They remain the responsibility of students at all times. Parents/carers needing to contact their children during the school day must go through the school reception switchboard. Any mobile phones or electronic devices seen or heard on school property will be confiscated.

On all these matters the Headteacher's decision is final.

### Prohibited items & Behaviours

Any items that are prohibited or illegal outside of school are banned on school property. These include, but are not limited to:

- Alcohol
- Cigarettes, vapes, tobacco, rolling papers, lighters and matches
- Drugs and other so-called 'legal highs'
- Prescription medicines unless stored in the medical room with permission from parents/carers
- Knives/Weapons or any or other item that could be classed as or used as an offensive weapon. Laser pens
- Fizzy drinks (other than water) including energy drinks
- 'Junk food' including take-away food, Pot Noodles, etc.
- Mobile phones or recording equipment that is in use (i.e. not turned off and stored away)
- Any excessive amount of money



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### Confiscation

Staff may search for and confiscate any item of non-school uniform, jewellery, mobile phones, electronic devices, laser pens, cigarettes, vapes, fizzy drinks or any other item that contravenes BLC school rules. Searches of students should take place with a minimum of two staff members present, including one that is the same gender as the student being searched. If a student refuses to allow a search for such items then further action will be taken.

Student lockers may also be searched if there is any suggestion that prohibited items are present.

The Police will be made aware of any breaches of the law and BLC will support the Police in actions taken.

### School Site

All students must remain on school site during the school day and at break and lunch times. The exceptions to this rule are:

- If a student has parental permission to sign out for a specified appointment;
- If a student has been excluded.

The school must establish parental permission through written or verbal consent.

Students will treat the school site with respect at all times; it is their school and should be proud of it. They will not litter, they will not damage, graffiti or mark any school property at any time. Students will use the toilet areas appropriately and report any mess to Reception immediately.

Students should conduct themselves in a safe and sensible manner and should treat local residents with care and respect both during the school day and on the way to and from school.

Students will be made aware through the Pastoral Team and Tutors which areas are 'Out of Bounds'. Students must not be in an Out of Bounds area unless accompanied by a member of staff. Students must not use fire escapes or stairwells unless there is an emergency requiring them to do so.

### Corridor Rules

- Students should move purposefully and calmly between lessons.
- There should be no eating or drinking when moving around the school.
- Students must respect the school and put litter in the bins and recycling centres provided.
- Students must use polite and respectful language at an appropriate volume and tone at all times.

### Internal Truancy

Students should only be out of lesson with permission from a member of staff. Any student out of lesson without permission, or over 5 minutes late to their lesson will be deemed to be 'internally truanting'. They will be placed in the Intervention room for a period of time.

### Use of Internet/Mobile Communications

Students must adhere to the school's ICT Acceptable Use Policy at all times, whether in school or off-site. In addition, it is prohibited to:

- Logon to the school system, email or other virtual platform using another person's identity, including friends and parents/carers





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- Use any platform/technology to bully, harass or upset another person (this includes staff, students and the wider community), including but not limited to email, text message, Messenger, Twitter, Facebook, snapchat, or any other social media platform;
- Use any platform/technology to bring the school into disrepute or to use offensive language against the school
- Use any platform to express extremist views (including but not limited to homophobia, sexism, racism, gender, disability etc.)
- Make, request, send or distribute images of others where the intent is to bully, embarrass or harass.
- Make, request, send or distribute indecent/illegal images of children, or exert any pressure on others to do so

### Examinations

Students must follow the examination rules and procedures set out by BLC, the exam boards and relevant National Bodies.

### Additional Information

The information on rules and sanctions set out above should be seen as a guide and is not a fully comprehensive list of sanctions. Students are expected to follow any other rules set out by the Governing body, Headteacher or their designate.

**On all matter the decision of the Headteacher of his designate is final**

### Student Behaviour Systems Key Principles

Staff, students and parents need to be clear about the basic principles of the system. This system is designed to teach the student the impact of their behaviour and encourage them to take responsibility

and make positive choices. The behaviour system should allow students to learn in a safe environment that is free from disruption.

BLC aims to use Restorative processes at each step of the behaviour system. It should develop student/ staff relationships rather than break them down over time. It is essential that staff use restorative conversations way so that it is conveyed to students that it is their behaviour that is not acceptable rather than them as a person.

Our aim is not to use this system. Good behaviour management comes with the strategies and skills we use before we get to this stage, it focuses on engagement in learning and relationships, so that students choose positive behaviour for learning.

The Sanctions Systems have variation as we acknowledge that children of different ages require different approaches.

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### Nursery to Year 6



Teachers will remind pupils about the BLC Values and will use visual prompts, to support behaviour. Teachers will remind pupils that following the BLC Values, will result in the awarding of Class Dojo points.

If pupils are not following the BLC Values, a verbal warning will be issued.

If, after this warning / intervention, the student continues to fail expectations, an R1 may be issued. This may result in a detention (up to 10 minutes) with the pastoral lead. There will be an opportunity at this point for a restorative meeting with the member of staff.

If the pupil has received an R1 in a lesson and their behaviour deteriorates, a longer R2 detention may be issued. This sanction will also be issued for a more challenging incident. The Class teacher should inform the parent of the R2.

If the R2 behaviour persists or a single incident of a serious nature happens then an R3 may be issued. This behaviour will be sanctioned with an after school detention with the Pastoral Team. A phone call home will be made by the Pastoral Lead or SLT.

If behaviour from R3 persists, or a more serious incident occurs (putting themselves or others at risk or causing major disruption to learning) then further action with discussion from SLT will be issued. This could be isolation or a fixed term exclusion and is up to the discretion of the SLT.

If behaviour continues to be challenging throughout the day, and in order to avoid further distractions for the other children, support from duty call can be made to the Pastoral Team through any of these stages. All behaviour incidents and duty calls will be logged on SIMs.

The age of the child will be considered when sanctioning across Nursery to Year 5.

### Year 7 to Year 11

All students are expected to treat each other with respect both inside and outside of the classroom. If students are not meeting our Behaviour Expectations, Behaviour points will be issued and these will be logged on the child's classcharts app. All classroom teachers will be expected to use classroom behaviour management techniques where possible before a behaviour point is issued.

Students causing concern may be placed on report with specific targets or with a graded lesson outcome. Reports will be monitored by the Pastoral Team and/or Tutors and failure to complete report will result in further school sanction.

Classroom strategy will be used to promote positive behaviour. Where needed the sanctions policy will be used;

**1<sup>st</sup> Occasion of poor behaviour-** it is logged on classcharts and the students name is written on the board, with a brief explanation to the student as what the poor behaviour was.

**2<sup>nd</sup> Occasion of poor behaviour-** the second incident is also logged on classcharts and a tick is written next to the students name on the board. With a brief explanation to the student as to what the poor behaviour was.

**3<sup>rd</sup> Occasion-** The student is sent to the reflection room and this is entered on the classcharts app, the student has 5 minutes to get themselves to the reflection room.

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### Behaviour Stages



#### **Stage 1**

How

Student receives x100 Behaviour points and/or multiple suspensions and/or multiple Intervention room referrals.

*Interventions available*

- *Stage 1 Behaviour Report*
- *Discussion with student re; barriers to learning*
- *Review of Restorative conversation meetings*
- *Tutor to contact parents/carers to raise concerns*
- *To be discussed with HoY in briefings/HoY meetings*

#### **Stage 2**

How

Student receives x250 Behaviour points and multiple suspensions and multiple intervention room referrals.

*Interventions available*

- Observations/Student Pursuit
- SEN Testing/Unmet need (potential)
- Reasonable adjustments provision (potential)
- Stage 2 Behaviour Report
- Mentoring
- Strategies shared in Staff bulletin

#### **Stage 3**

How

Student receives x400 Behaviour points and multiple suspensions and multiple intervention room referrals and next steps are discussed at SLT level.

*Interventions available*

- Referral to Inclusion
- Discussion with Inclusion Managers re; Potential Pastoral Interventions
- Review Class chart Trends-
- Weekly Parent Contact
- Off the Record/School nurse referral
- BIFAP Surgery referral

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- Review of Assessment Data, reading ages, SEN provision (if applicable)
- Potential Internal stakeholder Team around the Child Meeting (Internal)

### **Stage 4**

How

Student receives x700 Behaviour points and multiple suspensions and multiple intervention room referrals and next steps are discussed at SLT level and discussed at BIFAP.

Interventions available

- Student is placed on a Behaviour Support Plan (BSP)
- Behaviour contract
- Risk assessment of dangerous behaviours (if applicable)
- Reduced timetable intervention
- BIFAP Surgery referral
- Change of tutor group

### **Stage 5**

How

Student receives (tbc) Behaviour points and multiple suspensions and multiple intervention room referrals and next steps are discussed at SLT level and discussed at BIP.

Interventions available

- CPOMS concerns
- Assess, Plan, Do, Review with Targets
- Potential use of Alternative Provision at BIFAP
- Pastoral Support Plan
- Behaviour contract
- Community Police Involvement
- Case study on the student
- Adjusted timetable/different Day
- Spotlight/Top Tips
- School to school transfer, Off site direction, Managed Move (BIFAP)
- Pupil Profile
- Weekly contact with Parents/Carers
- Educational Psychologist
- Paediatrician

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- Emergency Annual Review (if applicable) -
- Application for an EHCP (if applicable)
- BIFAP referral
- Permanent Exclusion

### Deciding Whether to Suspend a Student

When considering exclusion, account will be taken of the guidance from the DfE and the personal circumstances of the student. Only the Headteacher or their designate, can exclude a student from the school. A decision to exclude a student will be taken:

In response to serious breaches of the school's discipline policy;

- If allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

### Before reaching a decision to exclude either permanently or suspend for a fix period, the Headteacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the School's Behaviour and equal opportunities policies;
- Allow the student to give his or her version of events;
- Check whether the incident may have been provoked, for example by racial, homophobic or sexual harassment;
- Consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body who may sit at the PEX meeting.

### Use of Suspension

Under the law, the Headteacher, Local Governing Body and independent appeals panel must have regard to the relevant DfE guidance when deciding:

- Whether to exclude a student or (where applicable) to uphold an exclusion;  
The period of suspension;
- Whether to direct the Headteacher to reinstate an excluded student.

The Local Governing Body and Headteacher of BLC are responsible for promoting good behaviour and discipline on the part of the students and for securing an orderly and safe environment for students and staff. The response to challenging and disruptive behaviour will be made in the context of the Behaviour Policy, and will encompass a range of strategies, with exclusion as one option. The school will ensure that the interests of the whole school are considered within any action taken.

### Suspensions

In the case of Suspensions, the Headteacher may exclude a student for up to 45 days in any one academic year. Suspensions will be used for severe breaches of BLC Behaviour Policy. This may include, but is not limited, to:

- Verbal abuse towards a member of staff;
- Bullying (which may include on-line/social media incidents);

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- Homophobic, sexist or racist incidents language (which may include on-line/social media incidents);
- Assault/Fighting, or encouragement of others to do so;  
Persistent disruptive behaviour;
- Persistent failure to follow the School-Student Contract (Appendix D);
- Failure to follow the Behaviour Policy;
- Student is beyond the care and control of BLC staff.

Any student who is excluded for more than 15 days in a term must have this reviewed by a panel of governors (whether these 15 days are an accumulation of days or for one incident).

### Alternative to Suspension

BLC will, where possible, will put in intervention to support students at risk of exclusion. Appropriate use of these will be considered.

### Re-Admission

A readmission meeting following the expiry of a fixed-period exclusion will be arranged by the school prior to a student returning from a period of exclusion. The meeting will establish a risk assessment of the student and identify the resources needed to provide the necessary support to the student.

### Suspensions and Looked After Children

BLC will be particularly sensitive to Looked After Children. Children's Services will be involved as early as possible and the designated professionals will be fully involved

### Suspensions and Special Educational Needs

Should a child with special educational needs be at risk of exclusion, the school will fully liaise with the SENCo to ensure their needs are fully met and reflected.

### Permanent Exclusion (PEX)

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances may include, but are not limited to:

- Persistent breaches of school behaviour policy; Persistent disruptive behaviour;
- Persistent failure to follow the School-Student Contract (Appendix D);
- Ongoing bullying and/or intimidation of other students or staff – including electronically or off-site;
- Serious one off incidents of bullying and/or intimidation of other students or staff –
- including electronically or off-site;

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actual or threatened violence against another student;

- Serious actual or threatened violence against a member of staff or member of the community; Sexual misconduct, including inappropriate use of electronic images;
- Possession, supply, use or suspicion of use of any illegal drug or other prohibited substance; Consumption of, possession of or under the influence of alcohol;
- Carrying a weapon or an object/item that could be classed as dangerous; Severe racist, sexist, extremist or homophobic behaviour.

This policy must be linked with the following policies:-

- E-safety
- Peer on peer
- Antibullying
- Safeguarding policies



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### Appendix A: Confiscation of inappropriate items

There are two sets of legal provisions which allow school staff to confiscate items from students.

These are:

1. The General Power to Discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects the member of staff from liability for damage to, or loss of any confiscated items.
2. The Power to search without consent for prohibited items including:
  - Knives and Weapons
  - Alcohol
  - Illegal Drugs
  - Stolen Items
  - Tobacco, vapes and Cigarette papers
  - Fireworks
  - Pornographic or extremist images

### Confiscation

Where confiscation occurs the following applies if it meets the criteria below:

- If Confiscation is required for police investigation. Items will be handed over to the police or locked securely until they collect it.
- If confiscated item is deemed to be a dangerous weapon – this will be locked away, kept until required and not returned to the student.

Cigarettes, vapes, tobacco, alcohol, fireworks, lighters and other such items do not need to be returned and may be destroyed.

Mobile Phones will be confiscated and locked in a safe place. Phones will be returned at the end of the day where pupils have been compliant or collected by parents if they have not.

Link to DFE Screening, Searching and Confiscation:

[www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation](https://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation)

### Appendix B: Power to use Reasonable Force

The legal provision on school discipline also provides members of staff with the power to use reasonable force to:

Prevent pupils committing an offence

Injuring themselves or others

Damaging property

Maintaining good order and discipline and discipline in the classroom

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The Headteacher or designate may also use reasonable force given the circumstances when conducting a search without consent for:

- Knives or weapons Alcohol
- Illegal Drugs Stolen Items
- Tobacco, vapes and cigarette papers Fireworks
- Pornographic or extremist images
- Articles that have been or could be used to commit an offence or cause harm.

If a student refuses to comply with the search for items banned under school rules more serious school sanctions will be taken.

Staff are strongly advised not to use reasonable force unless there is a risk to the health and safety of the student, others or themselves. Staff should seek support from their line manager or senior leader where relevant. The school may also seek support from the School's Police officer/PCSO.

Link to DFE Use of Reasonable Force:

[www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies](http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies)

### Appendix C: Behaviour Outside of School

**The school has a responsibility regarding the behaviour of its students beyond the school gates:**

- Whilst travelling to and from school;
- Taking part in any school organised event or activity.
- Whilst wearing the uniform of the school.
- Being identified as a student at the school.
- Having repercussions for the orderly running of the school.
- Posing a threat to another pupil/student or member of the public either in person or remotely through social media/email/telephone, etc.
- Adversely affecting the reputation of the school.

**Dependent on the circumstances and time the school may:**

- Conduct its own investigation and impose a sanction.
- Contact the Police or the School's PCSO to deal with the matter.
- Notify the anti-social behaviour coordinator in the Authority.
- Follow its Safeguarding Policy if there are reasons to suspect any child is suffering harm.

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### Appendix D1: Home-School Expectations

**By accepting a place at the Bridge Learning Campus, parents agree to support their child to follow these expectations and will support all sanctions that may follow where they are not met.**

- I will not be involved in any form of sexual or racial harassment I will respect the equal opportunities of all other students
- I will wear full school uniform
- I will attend regularly and be on time
- I will respect other people's opinions
- I will work co-operatively with staff
- I will not bring any weapons, items that can be used as weapons or illegal substances onto the Bridge Learning Campus site
- I will not deliberately damage any part of the Bridge Learning Campus equipment or staff property
- I understand that if I do deliberately damage the Bridge Learning Campus sit, equipment or staff property I will be charged for repairs or replacement
- I will use appropriate language at all times with staff and pupils. I will respect other people's personal space. I will follow all BLC rules and procedures

### Appendix D2: Additional Home-School Expectations (Nursery to Year 4)

**Our aim: For EVERY child to be the best they can be**

#### **School promises to...**

- Share books daily
- Be on hand for support and advice
- Hold a termly learning conference 3 times a year (Parent's evening) Be honest about your child's attainment
- Communicate with you regularly with termly Newsletters, put up what we have been learning daily
- Regular parent meetings to inform you of your child's attainment and progress
- Answer any questions
- Open and close classroom doors on time

#### **Home promises to...**

- Get to school on time and in uniform, have early nights and a good breakfast
- Read bedtime stories
- Share books with my child
- Take part in any home learning projects.
- Let teachers know if there is anything they can do to help