

MANSTON PRIMARY SCHOOL



RESTORATIVE BEHAVIOUR POLICY

Manston Primary is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Policy reviewed by: James Clay, Kirsty Thorpe and Full Governing Body

Date: Sept 2026

Review Date: Sept 2028
[or earlier if update is required]



1. Purpose and Behaviour Principles

At Manston Primary School we are committed to providing a calm, safe, inclusive and supportive environment where all pupils can learn and thrive.

We believe:

- Every pupil has the right to feel safe.
- Every pupil has the right to learn without disruption.
- Behaviour is taught, modelled and reinforced.
- Positive relationships underpin effective behaviour.
- Behaviour is a form of communication.
- Restorative approaches support accountability and relationship repair.
- High expectations apply to all pupils, with reasonable adjustments where appropriate.

Positive behaviour is explicitly taught through classroom practice, assemblies, collective worship, Personal Development, PSHE, RSE, enrichment and pupil leadership opportunities.

2. Roles and Responsibilities

Governing Body

The Governing Body will:

- Review and approve this policy.
- Monitor behaviour, suspension and exclusion data.
- Monitor outcomes for vulnerable groups, including pupils with SEND, disadvantaged pupils and other groups protected under the Equality Act 2010.
- Hold leaders to account for the implementation and effectiveness of this policy.
- Ensure the school fulfils its statutory duties relating to behaviour, safeguarding and inclusion.

Headteacher

The Headteacher will:

- Lead and oversee the implementation of this policy.
- Promote a positive behaviour culture across the school.
- Ensure behaviour expectations are applied consistently and fairly.
- Ensure appropriate support is in place for pupils requiring additional intervention.
- Determine suspensions and permanent exclusions in line with statutory guidance.
- Report behaviour trends, outcomes and priorities to governors.
- Ensure staff receive appropriate training, support and guidance.
- Oversee behaviour monitoring, analysis and evaluation.
- Ensure behaviour support is aligned with safeguarding, attendance and inclusion priorities.

Senior Leaders

Senior leaders will:

- Support the Headteacher in the implementation and development of this policy.
- Promote a positive behaviour culture across the school.
- Model high expectations and consistent behaviour practice.
- Support staff in responding to behaviour concerns and incidents.

- Coordinate behaviour support, interventions and pastoral provision.
- Lead restorative approaches and support pupils to repair relationships following incidents.
- Support the development, implementation and review of Positive Behaviour Reports and Behaviour Inclusion Pupil Risk Assessments (BIPRAs).
- Work with parents/carers to support positive behaviour and inclusion.
- Liaise with the Behaviour and Inclusion Officer (BIO), SENDCo, Safeguarding and Welfare Officer (SGWO) and external agencies where appropriate.
- Support reintegration following suspension.
- Ensure behaviour support considers pupils' individual needs, including SEND, SEMH, attendance, safeguarding and wellbeing factors.
- Support staff through coaching, guidance and professional development.

Safeguarding and Welfare Officer (SGWO)

The Safeguarding and Welfare Officer will:

- Support pupils whose behaviour may indicate a safeguarding, welfare or attendance concern.
- Work directly with pupils, families and external agencies to improve outcomes.
- Support attendance, wellbeing and safeguarding interventions.
- Contribute to behaviour support planning where safeguarding concerns are identified.
- Maintain appropriate safeguarding records and referrals.
- Support reintegration following suspension where appropriate.
- Support behaviour monitoring and analysis where behaviour is linked to safeguarding, welfare or attendance concerns.

SENDCo

The SENDCo will:

- Support staff in understanding and responding to behaviour linked to SEND.
- Ensure reasonable adjustments are considered and implemented where appropriate.
- Coordinate support for pupils with SEND whose behaviour presents a barrier to learning.
- Work with parents/carers, staff and external professionals to identify appropriate support.
- Contribute to Positive Behaviour Reports, BIPRAs and personalised support plans where required.
- Support staff in implementing strategies and provision identified through Education, Health and Care Plans (EHCPs) and SEND support plans.

Behaviour and Inclusion Officer (BIO)

The Behaviour and Inclusion Officer will:

- Support pupils requiring additional behaviour, inclusion or pastoral support.
- Deliver targeted interventions, mentoring and support programmes.
- Promote emotional regulation, engagement with learning and positive relationships.
- Work with families to support attendance, behaviour and inclusion.
- Liaise with the East Area Inclusion Partnership (EAIP) and other external agencies.
- Contribute to Positive Behaviour Reports, BIPRAs and support plans.
- Support behaviour analysis, intervention planning and inclusion strategies.
- Assist pupils in successfully accessing learning and wider school life.

Teachers

Teachers will:

- Establish positive relationships and clear routines.
- Teach, model and reinforce expected behaviours.
- Apply the behaviour system consistently and fairly.
- Use restorative approaches and Emotion Coaching where appropriate.
- Provide opportunities for pupils to reflect on and improve behaviour.
- Record significant incidents appropriately.
- Communicate concerns and successes with parents/carers.
- Implement agreed support plans, Positive Behaviour Reports and BIPRAs.
- Create a calm, purposeful and inclusive learning environment.

Teaching Assistants and Support Staff

Teaching assistants and support staff will:

- Promote positive behaviour and inclusion.
- Support pupils to engage successfully with learning.
- Reinforce school expectations consistently.
- Use agreed behaviour strategies and support plans.
- Communicate concerns to teachers and leaders.
- Contribute to restorative approaches and emotional regulation support.
- Support pupils to develop independence, resilience and positive relationships.

Lunchtime Staff

Lunchtime staff will:

- Promote positive behaviour and safe play.
- Encourage respectful relationships between pupils.
- Support restorative approaches to resolving minor disagreements.
- Report concerns and incidents in line with school procedures.
- Work alongside teachers and leaders to maintain consistent expectations.
- Support pupils to enjoy safe, positive and inclusive playtimes.

Pupils

Pupils will:

- Follow the school rules and behaviour expectations.
- Treat others with kindness and respect.
- Take responsibility for their behaviour and actions.
- Engage positively with restorative conversations and support.
- Contribute to a safe, calm and inclusive environment.
- Respect the rights of others to learn and feel safe.

Parents and Carers

Parents and carers will:

- Support the school's behaviour expectations.
- Work in partnership with school staff.
- Promote positive attendance, behaviour and learning.
- Attend meetings and engage with support plans where required.
- Communicate respectfully with members of the school community.
- Inform the school of circumstances that may affect their child's wellbeing, attendance or behaviour.

- Support the school's restorative approach and work collaboratively to resolve concerns.

External Agencies

Where appropriate, the school may work alongside external agencies including:

- East Area Inclusion Partnership (EAIP)
- Educational Psychology Service
- Children's Social Care
- Early Help Services
- Health professionals
- CAMHS and mental health services
- School Nursing Service
- Attendance services
- Other specialist support providers

to support pupils' behaviour, wellbeing, attendance, safeguarding and inclusion.

3. School Rules

We do as we are asked.

We treat everyone with kindness and respect.

We have kind hands and feet.

We always do our best.

4. Behaviour Expectations

Pupils are expected to:

- Follow adult instructions.
- Arrive ready to learn.
- Use appropriate language.
- Respect others and property.
- Move safely around school.
- Take responsibility for their actions.

5. Mobile Phones and Personal Electronic Devices

Manston Primary School is a mobile phone-free school during the school day.

Only pupils travelling independently may bring a mobile phone. Phones must be switched off before entering school, handed to staff on arrival and collected at the end of the day.

Pupils must not use mobile phones, smart watches, earbuds or personal electronic devices during the school day.

Confiscated items will be returned at a time determined by the school. Serious misuse will be treated as a behaviour and safeguarding matter.

6. Rewards and Recognition

Positive behaviour is recognised through praise, certificates, positive communication home, responsibilities, assemblies and class rewards.

Team Points:

Team points are collated weekly and contribute towards team rewards.

Always Pupils:

Pupils who consistently demonstrate excellent behaviour, effort and attitudes may receive additional recognition and opportunities.

7. Behaviour System

The school operates a restorative behaviour approach supported by a traffic light system:

Star – Excellent behaviour or effort.

Green – Meeting expectations.

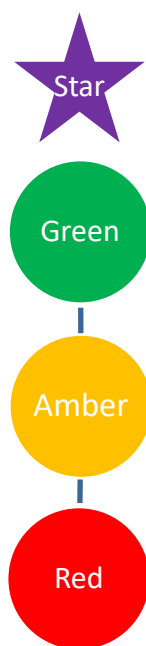
Amber – Behaviour requires correction.

Red – Behaviour requires a consequence and restorative follow-up.

Pupils reset to Green at the start of each session.

Severe incidents may result in immediate movement to Red, removal from class and/or senior leader involvement.

8.



Star – Excellent behaviour/effort

Green – Meeting expectations
for good behaviour

Amber – Behaviour is not
currently good

Red – Behaviour is causing an
issue and a consequence is
needed

Restorative Practice and Emotion Coaching

Restorative conversations help pupils reflect on behaviour, understand impact and repair relationships.

Questions may include:

- What has happened?
- How did it make you or others feel?
- What needs to be done to make it better?
- Has this been resolved fairly?

Restorative circles may be used where appropriate.

Staff use Emotion Coaching to support emotional literacy, self-regulation and positive behaviour.

9. Playground Behaviour

The same expectations apply during playtimes and lunchtimes.

Peer Mediators, identified by blue caps, may support minor friendship issues through restorative discussion.

Significant incidents are referred to staff.

10. Serious Behaviour Incidents

The school adopts a zero-tolerance approach to bullying, discrimination, racism, sexual harassment, child-on-child abuse and other safeguarding-related behaviour.

Incidents will be investigated, recorded and managed in line with safeguarding procedures.

11. SEND, SEMH and Individual Support

The school recognises that behaviour may be influenced by SEND, SEMH needs, trauma, adverse experiences, communication needs or mental health needs.

Support may include:

- Positive Behaviour Reports.
- Behaviour Inclusion Pupil Risk Assessments (BIPRAs).
- Personalised timetables.
- BIO support.
- EAIP support.
- External agency involvement.
- Pastoral and mental health support.

Reasonable adjustments will be considered where appropriate.

12. Behaviour Reports and BIPRAs

Positive Behaviour Reports may be used to motivate pupils, monitor behaviour, support diagnostic discussions and evaluate interventions.

BIPRAs identify known triggers, risks, preventative strategies and agreed responses and are reviewed regularly.

13. Removal from Class

Removal may be used to maintain safety, restore calm, prevent disruption and enable learning to continue.

Removal will be used for the shortest reasonable period necessary.

14. Searching, Screening and Confiscation

Authorised staff:

- Headteacher
- Deputy Headteacher

- Assistant Headteacher
- Safeguarding and Welfare Officer

Searches and confiscations will be carried out in accordance with current DfE guidance and recorded on CPOMS.

15. Reasonable Force and Restrictive Intervention

The school follows its Care and Control Policy.

Any use of reasonable force or restrictive intervention will be lawful, necessary, proportionate and recorded. Parents/carers will be informed as soon as reasonably practicable.

16. Suspensions and Permanent Exclusions

Only the Headteacher, or a senior leader formally acting as Headteacher, may suspend or permanently exclude a pupil.

All suspensions:

- Are recorded on the school's MIS.
- Are reported to the Local Authority.
- Are communicated to parents/carers in writing.
- Include information regarding representation and appeal rights.
- Are followed by a reintegration meeting.

The school follows current DfE Suspension and Permanent Exclusion guidance.

17. Behaviour Outside School and Online

Sanctions may be applied where behaviour outside school or online:

- Harms another pupil.
- Harms a member of staff.
- Impacts school discipline.
- Damages the reputation of the school.
- Creates safeguarding concerns.

18. Absconding

Pupils identified as presenting a risk of absconding will be supported through a BIPRA.

If a pupil leaves the site without permission, parents/carers and, where necessary, the Police will be informed immediately.

19. Monitoring and Review

Behaviour data is reviewed at least half-termly.

Monitoring includes:

- Behaviour incidents.
- Suspensions.
- Removals.
- Restrictive interventions.
- Bullying and discriminatory incidents.
- Searches and confiscations.
- Outcomes for pupils receiving additional support.

- SEND outcomes.
- Disadvantaged pupils.
- Equality Act monitoring.

Governors receive regular reports and monitor the effectiveness of this policy.

Appendix 1 (Example of Positive Behaviour Report)

Positive effort chart

Name _____ Week beginning: _____

Manston★

Day	Morning Check in	Session 1	Session 2	Break time	Session 3 (Before lunch)	Lunch time	Afternoon Check in	Session 4 (After lunch)	Session 5 (Before dinner time)	Check out
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

My target score for every day is ____.

If I score _____ points for the week, I will earn a special reward of _____.

If I get less than ____ points in a day, I will lose ____ minutes off my break or dinner the next day.

Pupil name: _____ Signed: _____

Staff member: _____ Signed: _____

Strategies to help ____:

- Listening to instructions
- Ask for help
- Get started!

People to help ____:

- XXXX
- Miss Thorpe, Mr Clay, Ms Roxby
- Mum, Dad & Family

Manston★

0	Dangerous or disruptive behaviour
1	Unacceptable, broken school rules and not worked on my targets
2	Worked on task and followed instructions some of the time
3	Great effort, I worked on task and met my targets
4	Fantastic! You are a star.

	Whole School	XXXX
Black	Your behaviour is dangerous or disruptive	• Sulking and refusing to speak to adults for long periods (more than 10 minutes) • You will spend the next break time in reflection. • Work not completed will be undertaken at the end of the school day
Red	Your behaviour is unacceptable. You will now need to complete some reflection time.	• You will spend the next break time in reflection and complete any unfinished work after school.
Amber	You have been moved to Amber. You will have the reason for this explained to you and you now need to do as you are asked.	• You need to sit and work hard to get back to green • How much do you need to do?
Green	You are behaving well and working as asked.	• You are doing well, keeping working hard and ask for help straight away if you need it.
Purple	You are working really well and doing everything that is asked of you.	• This is amazing behaviour and we love to see it. Just remember no one can be in the stars all the time, it is for extra special effort.

Appendix 2 - Definitions

The following definitions below relate to inappropriate behaviours that the school will not tolerate and will challenge accordingly.

Sexism - prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

Sexual Harassment - Sexual harassment is any unwanted sexual behaviour that makes someone feel upset, scared, offended or humiliated, or is meant to make them feel that way. Sexual harassment is a type of sexual violence – the phrase we use to describe any sexual activity or act that happened without consent.

Harmful sexual behaviour - Harmful sexual behaviour (HSB) is a term used to describe sexual actions that are outside what is safe for a young person's stage of development. It includes actions that can harm either the child or young person themselves, or another person.

It can include:

- frequently and intentionally accessing age-inappropriate sexual material online
- using inappropriate language
- undertaking mutual sexual activity they are not ready for with peers
- sending and receiving illegal images
- sexual interactions where there are significant power differences, lack of consent, or through force or threats
- engaging in abusive or sexually violent

Further examples of peer-on-peer abuse can be found in Keeping Children Safe in Education, which is statutory guidance that all staff in school have read.

Discrimination - the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.

Racism - prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised.

Bullying - seek to harm, intimidate, or coerce (someone perceived as vulnerable).

Homophobia - dislike of or prejudice against gay people.

If parents/carers know of any incidents concerning bullying, racism or homophobia they should contact the school as soon as possible so this can be investigated. Details of investigations and the outcomes of these investigations will be recorded on CPOMS.

Our PSHE and RSE curriculums cover content as to what healthy and respectful behaviour towards one another looks like. It is communicated clearly that this behaviour is unacceptable and will not be tolerated at our school.

Appendix 3 (wording of suspension letter)

Monday 20th May 2026

Dear Mrs XXXXX & Mr XXXXX,

I am writing to inform you of my decision to suspend XXXXX XXXXX for a fixed period of **X sessions** due to unacceptable behaviour, in line with his current timetable, on Monday 20th May 2026.

This means that XXXXX will not be permitted to attend school on the mornings of 21st and 22nd May 2026. XXXXX is due to return to school on Thursday 23rd May 2026.

I understand that this suspension may be upsetting for you and your family. Please be assured that this decision has not been taken lightly. XXXX has been excluded for this fixed period because **they have been physically and verbally abusive, refused to follow school rules and was preventing good order**. As this is not the first instance, and because of the seriousness of their behaviour, I believe this is the necessary action to take.

Their behaviour presented a risk to both themselves and the environment. As a result, XXXXX required physical support to ensure his safety and the safety of others. This was carried out using Team Teach approaches, in line with the school's Care and Control Policy and their BIPRA. The intervention was proportionate, brief, and used only to prevent further risk.

Following this, XXXXX was taken to the Headteacher's office, where they were kept in a separate space away from other pupils to ensure safety and to prevent others from hearing swearing and inappropriate language. While in this safe space, they continued to display aggressive and inappropriate behaviour, including repeated swearing. This language is unacceptable and is categorised as prejudicial behaviour. Other pupils may have been within proximity to hear this.

Attempts to engage XXXXX were met with refusal and further verbal aggression. Staff remained with them to ensure safety until the collection.

The Department for Education categorises this behaviour as:

- Persistent disruptive behaviour
- Physical assault against an adult
- Abusive behaviour towards staff
- Prejudicial behaviour

Prior to this incident, multiple staff attempted to support XXXXX using a range of de-escalation strategies, including a change of adult, time in a calm space, and offers of food and drink.

Whilst there was a period of success in the classroom, this was not sustained and behaviour escalated again.

You have a legal duty to ensure that your child is not present in a public place during school hours throughout the period of this suspension, unless there is reasonable justification. You may be issued with a fixed penalty notice if XXXXX is found in a public place during school hours on these dates.

During their suspension, XXXXX should complete sections from the home learning provided by school. Home reading, Times Tables Rock Stars, and other usual home learning activities should also be completed.

You and XXXXX are required to attend a reintegration meeting with me and Miss Thorpe at **08:45am on Thursday 23rd May 2026**. Please confirm your attendance. This meeting is an important part of ensuring a successful return to school, and XXXXX will not return to class until this has taken place, as we need to explore their behaviour and next steps.

You may wish to seek independent advice from the following organisations:

Every local area has a SENDIASS service, which provides information, advice, and support to children and young people with SEND, including advice relating to suspensions and exclusions:

<https://councilfordisabledchildren.org.uk/about-us>

Coram Child Law Advice:

<https://childlawadvice.org.uk/information-pages/school-exclusion/>

Telephone: 0300 330 5485 (Monday to Friday, 8:00am to 6:00pm)

ACE Education Advice:

<http://www.ace-ed.org.uk/>

Telephone: 0300 0115 142 (Monday to Wednesday, 10:00am to 1:00pm, term time)

IPSEA (Independent Provider of Special Education Advice):

<http://www.ipsea.org.uk/>

DfE statutory guidance on suspensions and exclusions:

<http://www.gov.uk/government/publications/school-exclusion>

DfE guide for parents on school behaviour and exclusions: <http://www.gov.uk>

You have the right to make representations about this suspension in writing to the Chair of Governors. Any representations received will be considered and placed on record in line with statutory guidance.

If you believe that this suspension relates to a disability or special educational need and that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (SEND).

Further information can be found at: <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>

Yours sincerely,

James Clay

Head Teacher

Manston Primary School

Appendix 4 – Behaviours System Details

Level	Overview	Adult Action
Amber Warning	Verbal warning before being placed in Amber	Focus on removing any issue/cause for behaviour, or use other positive or relational technique to support the child to modify their behaviour and prevent escalation Verbal warning which specifically highlights the staff member's expectation while referencing the appropriate school/class rule, not being followed. "This is a warning, you are talking when asked not to." Warnings will be adapted to the individual pupil's level of understanding (based on age, need, etc.) by staff using their professional judgement.
Moved to Amber	Pupil moved Amber	A second incidence or continued unwanted behaviour after a verbal warning. Moved to Amber – Clarified reasoning from staff such as: "You have now moved to Amber for continuing to talk/not completing your work as required."
Restorative Conversation	Follow up actions by staff.	After the end of the session or lesson, staff will address the Amber with the pupil. This may be brief, but will draw the warning to an end. "You were placed on Amber for talking, do you understand why this happened?" Continued poor behaviour or behaviour that impacts the child's learning, or the learning of others, will result in a child being moved to Amber on multiple occasions This will be discussed with the child in a restorative conversation. "I have noticed your behaviour has meant you have been placed in Amber multiple times recently can you tell me why this..." "What you can you or I do to help avoid Amber?"
Red Warning	Verbal warning for a pupil in Amber	"You are in Amber, this a warning that you will move to Red because you are continuing to" "If you don't complete this work you will be moved to Red."
Moved to Red	Pupil moved to Red	Pupil placed in Red for repeated behaviours or more serious behaviours. "You have been placed in Red because you have..." All red incidents will be recorded on CPOMS. Pupils will miss all or some/all of the next playtime or appropriate lesson to reflect on their behaviour.

		Class teachers will inform parents/carers of pupils being placed in Red as soon as is reasonable. E.g. on pick up, or the following morning.
Continued Red behaviour	Pupils escorted to another class until the end of that session	If a pupil on Red continues to behave poorly, they will be sent to another class for 'Time out' as appropriate for their age and/or behaviour. • Pupils are escorted to another classroom, with work to do if possible. • Staff to hold Restorative Conversation with child/ren involved following this at earliest opportunity. • Behaviour expectations will be clarified. • Teacher to record incident on CPOMS
Severe Behaviour	Pupils will be sent to a member of SLT and removed from the current session.	Extreme or continued poor behaviour will result in a child being immediately moved to Red and/or sent to another classroom or a member of the SLT. • SLT will hold a restorative circle and issue suitable consequences. This may include, attending additional reflection sessions, loss of playground privilege during break or lunch, verbal or written apologies, taking on a helper role or other individual restorative consequences. • Details of this will all be recorded on CPOMS by the member of staff issuing the consequences and may be shared with parents and carers.
Ongoing Red/Severe behaviour	For pupils who regularly move to Red or show severe behaviour.	Class teacher and/or Leadership Team meet with parents, hold a Restorative Conversation covering recent behaviour issues. Discuss the need for a behaviour report. This meeting will be record on CPOMS.
Suspension	Fixed term suspension	Restorative Conversation with Leadership Team and all parties involved. SLT to record on CPOMS; report to parents and carers; and inform the LA.

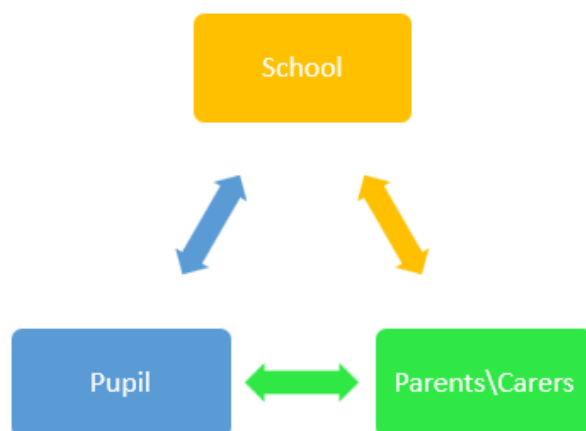
Manston Primary Home-School Agreement

Manston

Home School Agreement

At Manston Primary we firmly believe that our pupils will become the best versions of themselves when school and home work in partnership.

The development of a positive relationship between home and school is a hugely important factor in any pupil's wellbeing and development. We have set out this home school agreement to share expectations of ourselves, you as parents \ carers and the pupils themselves.



By choosing to send your child to Manston Primary you are agreeing to the bullet points set out for parents and carers and to support your child to achieve the points in their section.

Please also see opposite our school vision which underpins this agreement.

Manston

Safe to

- learn
- explore and share
- make mistakes

Trust to

- help others
- take risks
- make good choices

Achieve

- our potential
- in different ways
- and be proud

Respect

- people and property
- community
- learning

Manston Primary Home-School Agreement



School will:	Parents and Carers will:	Pupils will:
• treat all pupils, parents and carers, visitors and staff members with kindness and respect • provide a safe and happy environment where all children are valued, respected, and listened to • provide excellent teaching and an engaging curriculum to meet the needs of all children • teach your child to respect and uphold British values* • provide as much support as we can to help your child meet their full potential • provide opportunities for your child to practise what they have learnt in school at home • regularly share the progress of your child, through books being sent home, online reporting, regular parent consultation meetings • support your child to develop a moral and ethical compass for life enabling them to grow up to be the best person they can be • achieve high standards of behaviour by providing opportunities for children to act restoratively to develop positive social relationships, promote self-worth and develop a sense of responsibility • respect the confidentiality of information regarding each child • communicate in an open and clear way • provide information to you about our school, including relevant policies, meetings, and events by keeping our website <u>up-to-date</u>, emailing a weekly bulletin and updating an annual calendar of events at regular intervals.	• treat all pupils, parents and carers, visitors and staff members with kindness and respect • make sure my child attends school regularly and arrives at school on time wearing school uniform (or PE kit on the appropriate day) • report any absences to school and keep us updated regarding pupil's health • support pupils to complete home learning successfully • keep school updated of family contact details • let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do home learning, as this can then be resolved quickly • support Manston Primary's values and vision by encouraging my child to develop a positive attitude, to take risks in learning and try their best in all they do • support the school's restorative behaviour policy by speaking with my child about issues and how to resolve them appropriately • attend meetings with my child's teacher and other staff • put in place any agreed actions or measures • support and work with the school to ensure that the restorative behaviour policy of the school is maintained • respect the confidentiality of each child • communicate with school in an open and clear way • regularly read information on the weekly newsletter, website, and the online calendar so that I am aware of important details, relevant policies, meetings, events, and information about my child.	• follow our school rules: ◦ We have kind hands and feet ◦ We do as we are asked ◦ We treat everyone with kindness and respect ◦ We always do our best • come to school regularly and on time • wear school uniform (or PE kit on appropriate days), be tidy in appearance and hygienic • uphold British values • accept responsibility for the things that I do • be responsible for my school and home learning • take good care of the building, equipment, and school grounds • remember to bring reading books, homework, and letters to school as needed • reflect on my behaviour and learning and learn from all experiences • follow the acceptable use policy when using technology • tell a member of staff if I am worried or unhappy

Manston Primary Home-School Agreement



Pupils Acceptable Use Agreement

Respectful Communication:

- Use only respectful language online and avoid sending negative messages.

Personal Information:

- Keep all personal information private and never share passwords.

Careful Clicking:

- Always be careful when clicking on links or downloading files and check with an adult first.

Educational Use:

- School accounts, emails, TTRS, and other digital tools and equipment are strictly for educational purposes and will only be used by the assigned pupil. Follow the rules set by your teachers.

Reporting Issues:

- If something online makes you feel uncomfortable, immediately tell an adult.

Digital Responsibility:

- Your online actions are permanent, so act in a way that you can be proud of.

No Cyberbullying

- Cyberbullying is unacceptable. Report it if you experience or see it.

Image Sharing:

- Get permission before posting or sharing images and videos.

Positive Online Presence:

- Act responsibly online and be a positive influence.

Monitoring:

- The school monitors technology use to ensure safety and compliance.

Sanctions for Misuse:

- Misusing technology may lead to consequences, including discussing the issue at home, and in serious cases, informing future schools.

Phone form to add