# St Robert Bellarmine Catholic Primary School

# HOME SCHOOL AGREEMENT

## Our Mission Statement

*"We are God's work of art."*

- Help each other
- Be happy
- Follow the light of Jesus
- Include everybody
- Everybody do their best in every way
- Be friends with everyone
- Be responsible for your own actions
- Be Respectful
- Work to the best of your abilities
- Parents, teachers and children support each other.

Reviewed September 2025

**A home-school agreement is a statement explaining the school's aims, values, policies and procedures, its responsibilities towards its pupils, the responsibilities of the pupil's parents, and what's expected of pupils.**

At St Robert Bellarmine Catholic Primary School, we recognise each pupil as an individual and aim to give all pupils every opportunity to realise their full potential. We believe that a close partnership between the school, parents and pupils is essential if we are to achieve this aim.

The aim of our home-school agreement is to encourage consistency, equality and fairness in all matters pertaining to the school. This can be done most effectively when all staff, parents and pupils understand their responsibilities and work together towards the same goals.

We require all parents and pupils to sign the home-school agreement and maintain an awareness that advice from the DfE states that refusal to sign the school's home-school agreement does not provide exemption for any pupils from the rules outlined by the school.

Reviewed September 2025

## Home-school agreement

**As a school we will:**

- Provide a safe and secure, happy Christian learning environment.
- Teach and encourage pupils to do their best and achieve their full potential as a valued member of the school community.
- Promote positive values and a caring attitude towards the school community.
- Provide a balanced curriculum of the highest quality and meet the individual needs of every pupil.
- Offer opportunities for parents to become involved in the daily life of the school.
- Contact parents as soon as concerns are raised about a pupil's work, behaviour, attendance or punctuality.
- Have a clear and consistent approach to rewards and sanctions for pupils, as set out in the school's Behaviour Policy.
- Communicate between home and school through notices, newsletters, the school website, emails and general meetings.
- Provide a broad and balanced curriculum which challenges pupils to reach their potential and fulfils the requirements of the national curriculum.
- Negotiate fair codes of conduct and school rules with pupils that develop respect for others, value and celebrate individual achievements.
- Keep parents informed about their child's progress and behaviour, as well as their termly curriculum.
- Welcome parental input and respond to questions or concerns as quickly as possible.
- Allow pupils safe and secure use of the internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents to implement a whole-school approach to online safety.
- Promote good attendance and punctuality.

| | |
|---|---|
| **Name of** headteacher | Mairead O'Neill Dowell |
| **Signed** | Mairead O'Neill Dowell |
| **Date** | Sept 2025 |

**As a parent I will:**

- Accept the school's aims, values, policies and procedures to positively support the Catholic ethos of the school.
- Ensure that all communications with school staff are respectful, polite and are conducted in an appropriate manner.
- Ensure that my child attends school punctually during term time, unless there is a good reason for absence.
- Notify the school by letter, email or telephone in the event of absence.
- Support the school's policies and guidelines on learning, behaviour, attendance and uniform.
- Support my child with homework that is set and ensure that this is completed on time according to school arrangements.
- Promptly inform the school of any concerns or problems that may affect my child's learning, behaviour or happiness at school.
- Stay informed and up-to-date with the school community by regularly reading notices, newsletters, the school website and emails.
- Support the school in the teaching of safe and secure internet use at home.
- Attend parent meetings with teachers to discuss my child's achievements and progress.
- Inform the school immediately of any changes to my emergency contacts details.

| | |
|---|---|
| **Name of parent** | |
| **Signed** | |
| **Date** | |

**As a pupil I will:**

- Work hard and listen carefully to instructions.
- Attend school in the correct uniform.
- Attend school regularly and on time.
- Follow the school and class rules.
- Behave in line with the school's Behaviour Policy at all times to maintain the safety of myself and others.
- Be polite, friendly and helpful to other pupils and adults.
- Tell a member of staff if there is something I am worried or not happy about.
- Do my homework regularly and return it to school on time.
- Bring all the equipment I need to school.
- Take good care of the school environment.

| | |
|---|---|
| **Name of pupil** | |
| **Signed** | |
| **Date** | |

Please send a signed copy back to the school office.

A copy of this policy can be found on the school website in the Policies section.

Reviewed September 2025

SEFTON children's UNIVERSITY

***"There is always one moment in childhood when the door opens and lets the future in" – Graham Green***

We are delighted to welcome you to participate in Children's University.

**What is Children's University?**

A national charitable organisation which celebrates learning that takes place outside of school hours.

Did you know that children in CU schools made two additional months progress in reading and maths comparted to children in other schools. (Education Endowment Foundation Evaluation Report, December 2017)

**How does it work?**

Your child can collect 'credits' by:

- attending after school clubs run by your child's school
- by taking part in holiday challenges set by your local CU




Every hour of learning will equal 1 credit.

Children will collect their credits throughout the years and be invited to our full cap and gown graduation ceremonies when they meet certain targets.

**Golden rules:**

- Learning must be voluntary
- Learning must be out of normal school hours
- There must be structured learning taking place
- No more than 10 credits per activity per term (this is to encourage children to try lots of activities)

**Why do it?**

- Higher attainment and attendance
- Positive social, emotional and behaviour outcomes
- Raised aspirations, self-esteem and confidence
- Greater awareness of higher education opportunities
- Great tool to support transition to key stages



**Follow us on facebook** Sefton Children's University, Lancashire Children's University, Warrington Children's University, Liverpool Children's University

**Follow us on twitter** @seftoncu @lancashirecu @warringtoncu @liverpoolcu

Contact: Laura Ashcroft seftoncu@elevate-ebp.co.uk 0151 330 5760

# Become a Graduate in Reading at St Robert Bellarmine



At St Robert Bellarmine we value the importance of reading and recognise that improving reading and encouraging enjoyment of reading can have an extremely positive effect on a child's achievement, well-being and success in life.

Engaging children in books prepares them to become committed and enthusiastic readers. It also introduces children to language that they may not hear in ordinary conversation. We cannot promote more highly, the benefits to children of reading high quality books regularly over time.

Research has shown that by the time a child is 5 they will have heard the following number of words, depending on how frequently they are read to -

Never read to 4662 words

Read to 1-2 times a week 63570 words

Read to 3-5 times a week 169520 words

It is so important to support this in any way we can.

The Government recognise the importance of reading and have recently announced that 2026 is going to be the national year of reading! This is in response to research that shows there has been a decline in the number of children and young people who enjoy reading.

## How to Graduate!

We are launching our own reading initiative, offering our children the opportunity to graduate in reading from each year to year. We have invested heavily in resourcing each class from Nursery to Year Six with a selection of amazing books written by well regarded authors, including fiction and non-fiction books. The aim is for children to read a number of these each year.

Below is a description of how this will work in school.

- Each child will be able to select one of our reading graduate books to bring home.
- This book can be shared in whichever way is suitable for you and your child, you can either read it to your child, with your child or if appropriate they can read the book independently.
- There will be a recording sheet provided so that the children can keep track of the books that they have read. When the book is complete, record it on the sheet.
- There will be an opportunity each week for children to change their books if they have completed them. We recognise that some books will take considerably longer to read especially as the children progress through the school and the books get longer, books can be exchanged when the children have finished them.
- Our aim is for every child to read 20 books by the end of each school year - if your child is reading longer books we have taken this into account. So for example a longer or more complex book may have a 3 credit rating. This will be explained in each class to the children.

If your child is able to read (or have the book read to them) 20 books a school year, then by the end of their school life at St Robert Bellarmine, they will have completed 200 high quality texts and will Graduate in Reading! We will monitor this each year and there will be certificates awarded to those who reach the 20 book goal each year.

This book will run alongside your child's home reading book and **does not** replace it. It is just as important that your child reads their reading scheme book (usually Oxford Reading Tree scheme).

Please enjoy the books, they are beautiful, but take care of them so other children can enjoy them.

# Conduct of Parents & Visitors to Our School

Although fulfilling a public function, all Sefton schools are private places. Parents, guardians and members of the public have no automatic right of entry. We will therefore act to ensure that St Robert Bellarmine remains a safe place for pupils, staff and other members of their community.

Please ensure that all communications with all school staff are respectful, polite and are conducted in an appropriate manner.

If a parent or visitor's behaviour is a cause for concern, they **WILL** be asked to leave the school premises. In serious cases, the Headteacher or the local authority can notify them in writing that they will be barred from the premises.

# 20.IT Acceptable Use Policy for Pupils EYFS and Key Stage 1 both in school and remote learning

**For Parents:**

- Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should always have an entitlement to safe internet access.

**This Acceptable Use Agreement is intended to ensure:**

- That children will be responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- That school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and will have good access to digital technologies to enhance their learning and will, in return, expect the pupils to agree to be responsible users.

**For Children:**

**This is how we stay safe when we use computers:**

- I will ask a teacher or suitable adult if I want to use the computers / tablets
- I will only use activities that a teacher or suitable adult has told or allowed me to use
- I will take care of the computer and other equipment
- I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong
- I will tell a teacher or suitable adult if I see something that upsets me on the screen
- I will not share any personal information such as my name, age or address without a teacher's permission
- I will be polite and responsible when I send messages and communicate with others

**During the school day if I am doing my school work on line I will:**

- Check with a grown up before switching on
- Be ready to start my session on time
- Sit nicely just like when I am at school
- Not be eating or playing with toys during session
- Listen carefully to the adult teaching the session and remember we must take turns to speak out and not call out
- Not to press buttons to mute and unmute microphones during sessions unless I am asked to by the teacher
- End the video call when my teacher asks me to
- Tell a grown up if I see anything on screen which makes me feel worried
- Ask a grown up if I get stuck with what to click or do next
- Not share pictures or personal information with anyone other than when my teacher is talking to me

**I know that if I break the rules, I might not be allowed to use a computer**

Your name:

Class:

Date:

Parent / carer signature:

Reviewed June 2022

# St Robert Bellarmine Catholic Primary School

***We Are God's Work of Art***

**September 2025**

## *Working Together to Support Our Children*

Dear Parents and Carers,

At St Robert Bellarmine, we are incredibly proud of the way our children treat one another and the strong sense of community we share. Visitors to our school often comment on how polite, respectful, and caring our pupils are — this has always been a strength of our school and has been highlighted in both RE and Ofsted Inspections.

However, we have begun to notice a number of relatively low-level but common behaviour issues creeping in, and we want to address these promptly, in a consistent and fair way. To do this effectively, we need your support.

As part of this work, we have been collaborating with the STRAND Partnership, a group of 30 schools across the South Sefton area. All of the Headteachers and staff involved are committed to creating safe, respectful, and supportive learning environments for all pupils. By working together, we can ensure that children across our community benefit from a clear and consistent approach to behaviour.

To support this, we are launching our refreshed Bellarmine Behaviour Basics, which you can find in the attached PDF. These expectations focus on kindness, respect, responsibility, and working together to create a positive and supportive learning community.

We also want to reassure you that, moving forward, we will not be contacting parents or carers about minor, low-level incidents that can be effectively managed within school. Our staff are skilled in supporting children to reflect on their choices, learn from their mistakes, and move forward positively. Of course, if there is a serious concern or a repeated pattern of behaviour, we will be in touch so that we can work together to support your child.

We know that children thrive when school and home work in partnership, so we are asking for your support as we introduce this new focus. By reinforcing the same messages together, we can help our children make positive choices, respect one another, and make the most of every learning opportunity.

**How We Can Work Together**

- **Talk to your child** about the importance of good behaviour, respect, and following school rules.
  **Reinforce our shared values** at home, celebrating kindness, forgiveness, and responsibility.
- **Trust our professional judgement** when managing behaviour incidents and support the decisions we make.

- **Communicate openly and respectfully** if you have concerns, following the appropriate channels.

**Our Bellarmine Behaviour Basics**

The attached PDF sets out the key expectations we will be focusing on with the children, including:

- Looking out for each other
- Showing respect in what we say and do
- Following instructions and school rules
- Taking responsibility for our actions
- Understanding that poor choices have consequences
- Trusting our teachers and respecting their decisions
- Forgiving, moving on, and looking for the best in people

By working together — parents, carers, and school staff — we can create a consistent, supportive environment that allows every child to succeed academically, socially, and emotionally.

Thank you for your continued support and partnership. Together, we can ensure that our children at St Robert Bellarmine — and across the STRAND Partnership — have the very best chance to flourish and thrive.

Yours sincerely,

Mairead O'Neill Dowell
Headteacher

# BELLARMINE BEHAVIOUR BASICS





Look out for each other.

Show respect in what we say and do.

Trust our teachers & respect the decisions they make.

Follow all instructions and rules.

Let go of past incidents, forgive and move on.

Look for the best in people.



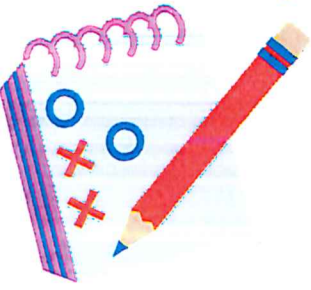
Take responsibility for our actions.



Actions should not disrupt learning time.

Accept when things go wrong and people make mistakes.

Poor choices have consequences.





# Our Graduated Approach to SEND

This flowchart shows our **Graduated Approach** to SEND concerns raised about a child.

## Stage One - Initial Concern

A concern is raised by the child's parent or class teacher.
The class teacher is responsible for informing the SENDCO.
Class teacher completes an **Early Identification of Need** plan outlining:

- **What support has been in place;**
- **What support has been planned.**

Class teacher liaises with child's parents.

## Stage One - Initial Concern

A concern is raised by an outside agency.
If appropriate, the SENDCO holds meeting involving all (e.g. parents, teacher) to discuss the concern. Class teacher completes an **Early Identification of Need** plan outlining:

- **What support has been in place,**
- **What support has been planned.**

## Stage One - Monitoring




Ongoing monitoring (by class teacher) of the provision outlined on the **Early Identification of Need** plan. The class teacher starts the cycle of **Assess, Plan, Do, Review.** The child's progress is monitored closely by class teacher for **half a term**. The date for review is noted on **Early Identification of Need** plan on and is agreed with parents and class teacher. Class teacher will discuss progress with the SENDCO.

## Needs are Met

The child's needs are met.
Progress is referenced on the **Early Identification of Need** plan.
The child may continue to need intervention to support their progress.

## Concerns Remain

Concerns remain even after **several** monitoring cycles of **Assess, Plan, Do, Review.**
Child will move to **Stage Two, SEND Support.**

## Stage Two - SEND Support




The child is placed on the **SEND List** at **SEND Support.**
The class teacher continues cycle of **Assess, Plan, Do, Review.**
A **SEND Pupil Support Plan will be completed outlining the area of concern and the additional and different support in place.** This is different to the adaptive teaching that takes place each lesson. The child's progress is monitored closely by class teacher. Parents are invited to contribute towards the **SEND Pupil Support Plan** termly and the pupil where appropriate.

## No Further Concern

If child is on track and there is no further concern they are removed from SEND register after a period of time and attainment is reviewed through pupil progress meetings with class teacher, SLT and SENDCO where appropriate.

## Further Advice

Review identifies external advice needed. Parents informed of further concerns and agree to the referral. Support is requested from outside agencies for advice and assessment. Parents are informed of the outcome. Continue to assess progress and collect evidence.

## Stage Three - EHCP

If concerns continue and the *provision required cannot reasonably be provided from the resources normally available*, an application for an **EHCPNA** will be completed. Child and parents will be involved in the process. The EHCP takes **20 weeks** to complete by the Local Authority. Progress is monitored termly and the EHCP is reviewed annually.

Sefton Council

Dear Parents and Carers,

**IMPORTANT CHANGES TO THE LAW REGARDING PENALTY NOTICES FOR UNAUTHORISED ABSENCE FROM SCHOOL**

A new National Framework for Penalty Notices for school absence, including unauthorised holiday absence, is being introduced following changes to the law. These new Government regulations will come into effect from 19 August 2024, and we wanted to bring this to your attention now, as it will affect when penalty notices are issued in Sefton.

**What are the changes?**

1. There will be a new national threshold of 10 unauthorised sessions for any reason (equivalent to 5 school days) within a rolling 10 school week period for when a penalty notice must be considered.

2. The new rules mean you will no longer be able to take your child out of school for one week's holiday without a penalty notice being issued.

3. There will be an increase in the penalty fine from £60 to £80 if paid in 21 days. If the fine is not paid by the first 21 days, it will rise to £160 if paid within 28 days of being issued.

4. If a second penalty fine is issued to the same parent for the same child within a 3-year rolling period, the fine will automatically rise to £160 with no option to pay the lower rate of £80.

5. If a parent then commits a third offence in a 3-year rolling period, the local authority will need to consider other enforcement options available to them.

We would like to thank parents and carers for their support in making sure that children do not miss any learning time.

If you have any further question please contact PCN@sefton.gov.uk

**FAQs**

If I have already booked a holiday for next year, could I receive a penalty fine at the new higher rate?

**Yes, if the absence has not been authorised by the Head Teacher of your child's school. Remember, only a Head Teacher can agree whether an absence can be authorised in exceptional circumstances.**

Who can be issued with a penalty notice?

- **Each parent can receive a fine for each child who has had unauthorised absence from school.**
- **In education law, anyone who lives with a child and who has day-to-day care of the child is also considered to be a parent whether they are the biological parent or not. For example, this will include step-parents and partners.**

Do the new rules only apply to holidays during term time?

- **No, it applies to all unauthorised absence from school including holidays. Unauthorised absence includes other absence that has not been agreed such as truancy, arriving late after the register has closed and failing to provide reasons for absence.**

How do I request for my child to have leave granted during term time?

- **You must submit an Absence Request form at least 20 days before the proposed absence. It will be for your child's Head Teacher to decide as to whether there are exceptional circumstances that will allow them to grant the time off. Do not assume that the absence will be granted until you have received confirmation from the school.**

Do the 10 sessions of unauthorised absence have to be taken all at the same time before a penalty fine is issued to the parent/Carer ?

- **No, a penalty fine can be issued for any combination of absences over a 10-week rolling period. They can be consecutive or non-consecutive and can span over two terms.**

What happens if I am issued with a penalty fine and I don't pay it?

- **Unauthorised absence from school is an offence under s444 of the Education Act 1996. A penalty fine is an opportunity for you to settle out of court. If you don't take this opportunity, you can be prosecuted for the offence of failing to ensure your child's regular attendance.**

What should I do if I am worried about my child's attendance?

- **In the first instance you should contact your child's school and ask for advice on how they can support you to improve the situation. You can also contact the School Attendance Team at Sefton Council on 0151 934 3359.**