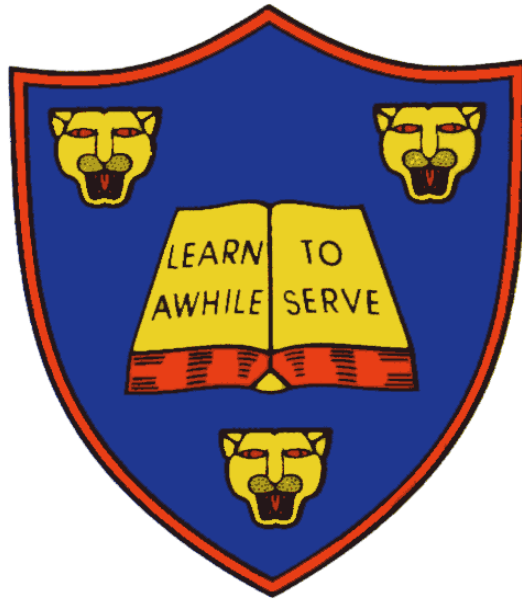


# **STRATFORD UPON AVON PRIMARY SCHOOL**



## **Building Positive Relationships Policy**

<b>Date adopted by Governors:</b>	<b>September 2025</b>
<b>Date for policy review:</b>	<b>September 2026</b>
<b>Person responsible for review:</b>	<b>Head Teacher</b>
<b>Signed by Chair of Governors</b>	<b>September 2025</b>

## **Policy Statement:**

Stratford upon Avon Primary School is committed to creating an environment where consistency and exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy applies not only to children when they are on our school site but also when they are outside school. Our Building Positive Relationships policy guides staff to teach self-discipline not blind compliance. It echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private. As part of the Classroom Plan, a 30-Second Script is often used to reinforce expectations when behaviour shown is not reflective of our one school rule of 'Respect'. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. (Appendix 1)

When behaviour is not reflective of our one school rule of 'Respect', it is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated. Sanctions will be applied fairly and proportionately, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Poor conduct by children with disabilities or SEN is no more acceptable than poor conduct from other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the children's SEND and the extent to which they understand and are in control of what they are doing.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke personalised behaviour scripts and behaviour plans which may include rewards to reinforce positive behaviour. However, the same sanctions will still apply as the rest of the school.

### **Child-on-Child Abuse**

(To be read in line with our Child-on-Child Abuse policy)

The school actively seeks to raise awareness of and prevent all forms of child-on-child abuse by educating all governors, staff, pupils and parents about this issue, including how to prevent, identify and respond to it. It is important that all concerns and allegations of Child-on-Child abuse are handled sensitively, appropriately and promptly following the school's policy. Any concerns should be taken to a member of the DSL who will follow procedures ensuring the safety of the child/ all children affected.

**Our Building Positive Relationships Policy should be read alongside our Child Protection and Safeguarding Policy and any other relevant policies including the Child-on-Child abuse policy, Positive Handling policy, Anti-bullying policy, Online safety and Anti Cyber Bullying policy and our Exclusions policy.**

### **Aim of the policy:**

- To create a culture of exceptionally good behaviour: for learning, for community for life that models our one school rule of 'RESPECT.'
- To be inclusive and ensure that all learners are treated fairly, shown respect and to promote building of positive relationships.
- To help children to develop leadership skills and to actively challenge, demonstrate and model respectful behaviour.
- To use consistent language to promote positive behaviour.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their feelings and behaviour and be responsible for the consequences of it (each class to have a Colour Monster display to promote and teach this effectively – Appendix 2.)
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships of staff, children and families.
- To use restorative approaches instead of punishments.
- To ensure that excellent behaviour is a minimum expectation for all in school and outside of school premises

### **Purpose of the Policy**

To provide simple, practical procedures for staff and learners that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Understand that behaviours are a form of communication
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms and use positive intervention
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### **All staff must:**

- Take time to welcome students at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to our one school rule of 'RESPECT' and school expectations poster and the Building Positive Relationships Behaviour flow chart (Appendix 3 and 4)
- Actively model respect and building positive relationships
- Adhere to the Positive Handling Policy
- Plan activities appropriate to the ability, maturity and special educational needs of the children
- Understand the triggers that can lead to negative behaviours (Appendix 5)
- Implement necessary interventions when a child's behaviour consistently fails to meet the expected standards (Appendix 6)
- Ensure students follow our uniform policy (Appendix 7)
- Record behavioural incidents on CPOMs and assign to a member of the SLT.

Progress towards individual targets will be recorded on individual behaviour/ education plans.

### **The Headteacher, and SLT must:**

- Be a visible presence around the school
- Never walk past or ignore individuals who are failing to meet expectations
- Lead on teaching children all about the one school rule of 'Respect'
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Monitor behaviour and evaluate the impact of this policy through the records listed above, through formal observations, comments from formal lesson observations and discussion with pupils, staff and parents.
- Encourage use of positive praise, phone calls, verbal communication, recognition boards and certificates/stickers/values tickets
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions/ CPOM's
- Support teachers in managing students with more complex or challenging behaviours and ensure professional development opportunities are given
- Work with students, staff and families when extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil suspension. Reintegration meetings will take place.  
(See Appendix 8 and 9)
- Ensure that all staff are trained and compliant in Positive Handling Policy and Procedures

### **Members of staff who manage behaviour well:**

- Are consistent in their approach and follow school expectations and policy
- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion
- Use professional development to enhance their knowledge and skills
- Recognise the behaviour is not personal towards them

### **Students want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Listen to them and support them in managing relationships
- Know their needs and abilities

### **Recording, monitoring and evaluating behaviour**

Significant misbehaviour in and out of school will be recorded and reported to SLT in the first instance. Pupils are also required to complete a 'Child's Statement' to build part of the picture of evidence. Members of staff should record behavioural incidents on CPOMs and assign to a member of the SLT. Progress towards individual targets will be recorded on individual behaviour/ education plans. The SLT will monitor behaviour and evaluate the impact of this policy through the records listed above, through formal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

Staff will use the ABC model (Antecedents, Behaviour, Consequences) for some children with significant needs to ensure that behaviours are monitored and evaluated well. The ABC model is an effective way to understand challenging behaviour and develop suitable responses within a positive behaviour plan. Antecedents records what happened before the behaviour, Behaviour what is the actual behaviour and Consequences what happens afterwards. This is an effective technique to remove the emotion from challenging behaviours, analyse the behaviour and create effective responses. (Example - Appendix 10)

### **Parents and Carers:**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain about our one school rule of 'Respect' and our positive approach to behaviour on our website, in documents and at 'Meet the Teacher' events: we expect

parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site and on trips, including parents/carers, to model positive behaviour at all times and in particular in their interactions with each other. Parents and Carers work in partnership with the school and receive a home/school agreement at the start of term (Appendix 11) and an online home/school agreement (Appendix 12).

If a member of school staff has concerns about a child's behaviour or there has been reasonable consequences used as a result of unacceptable behaviour, then the parents/carers will be contacted and should support the actions of the school. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher, Assistant Head or the Head Teacher.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggressions to a member of staff by parents/carers of children in the school will be reported immediately to the Head Teacher and/or Chair of Governors, who will take appropriate action in line with trust policy.

### **Mobile phones & SMART Watches (brought to school at own risk)**

Year 6 children are the only year group who have permission to bring mobile phones on site (apart from staff or pupils who may need one for medical needs.) They are allowed mobile phones to support them as they walk to and from school. Once on school premises their mobile phones must be put on silent or turned off. The mobile phones are then expected to be locked in their lockers. They are not allowed to access their phones during the school day. At 3.25pm the children can turn their phones on to support them as they return home. If a child breaches this rule they will be expected to hand their mobile phone into the office on a daily basis and collect it. If there are further breaches of this rule then the child will have their right to walk to and from school on their own revoked and parents/carers will be expected to accompany them. All children are allowed to wear watches this includes SMART watches. Staff will be vigilant to how children are using these and if they suspect a child is utilising the watch during the school day as a form of communication they will accompany the child to the school office and hand it in. The parent will be informed and ask that the child no longer brings it to school. During any assessments children will remove SMART watches and either put them in their lockers (KS2) or hand them to the staff for safekeeping during the assessment. Staff are expected to support the children in following the expectations around mobile phones and SMART watches. Staff will follow the online safety policy or anti-bullying policy if there are breaches with regards bullying online.

## **Appendix 1:**

### **The 30-Second Script**

‘I noticed you are’... (wandering around the classroom, talking when the teacher has asked you to be quiet)

‘You are not showing our school rule RESPECT’


‘You have chosen to’... (complete this work at the start of break time)


‘Do you remember when you’... (finished all your writing/ set an excellent example to the class...)

‘That is who I need to see today. Thank you for’... (listening)


‘Stop it please’ You are not following our behaviour policy.


## Appendix 2

Today I am feeling...	
	positive
	cheerful
	happy
	delighted
	excited


Today I am feeling...	
	bothered
	annoyed
	frustrated
	angry
	livid

Today I am feeling...	
	rested
	relaxed
	cool
	peaceful
	calm

Today I am feeling...	
	worried
	nervous
	fearful
	scared
	terrified

Today I am feeling...	
	muddled
	confused
	distracted
	mixed up
	puzzled

Today I am feeling...	
	unhappy
	sad
	gloomy
	miserable
	upset

Today I am feeling...	
	appreciated
	friendly
	caring
	respectful
	loving

## Appendix 3



# Our School Expectations

♥ Respect

(Personal Space, Belongings, The Environment)



Be Ready to Learn



Stay on Task



Follow Instructions



Speak and Listen  
Carefully

RESPECT

RESILIENCE

RESPONSIBILITY

## Appendix 4



Stratford upon Avon Primary School



At our school we have one rule.

Our rule is 'RESPECT'

**When you follow our one school rule you will receive:**

Positive praise, Dojo's, stickers, phone call home to celebrate, Head teacher's award, certificates, well-being warrior badge, respect from those around you, name on class WOW board and more.



**If you have forgotten our one school rule you will receive a verbal warning:**

'Stop it please, you are not following our behaviour policy. Turn your behaviour around.

A warning that you may lose a dojo is also given.



**You are not following our one school rule of RESPECT and require reflection time:**

You will work away from your classroom or you may need part of your break to reflect and talk through your behaviour with a member of staff. Negative dojos will be given



**You have broken our one school rule of RESPECT and there will be a serious consequence**

This could be missing a series of breaks or lunchtimes, internal exclusion, a meeting with parents or in serious cases suspension.



## Appendix 5





### Triggers for Behaviour Steps



- Racist language/actions.
- Homophobic language/actions
- Bullying.
- Violence towards children or adults (case by case).
- Sexual harassment
- Refusal to enter or leave classroom and causing high levels of disruption.
- Swearing directly at an adult.
- Violence towards children or adults (case by case).
- Throwing, kicking over or tipping furniture.
- Intentional damage to school property.
- Threats made to adults or children.
- Swearing directly at a child.
- Major Online Safety issue in class.
- Hurting someone through rough or inappropriate behaviour. (case-by-case).
- Running around school during lesson time.
- Throwing equipment aggressively.
- Dangerous behaviour around the school site.
- Swearing
- Refusal to come into the building at the end of play.
- Inappropriate sexual behaviour (case-by-case - could be higher)
- For ignoring a green warning and carrying on with behaviour that they have been spoken to about.
- Disruption to a lesson by shouting out, talking or silliness.
- Low amount of work completed due to lack of focus on task.
- Not staying on task.
- Distracting others.
- General low-level misbehaviour.
- Refusal to complete work or a task given.
- Throwing equipment, book or work down, but not aggressively towards others.
- Unkind behaviour towards others.
- Minor online safety issue in class.
- Rudeness to adults.
- Refusal to leave the classroom but sat causing no, or negligible, disruption.
- Refusal to enter classroom but causing no, or negligible, disruption.
- Rough play.
- ***Please note, this is not an exhaustive list***

*\*Any of these triggers could result in a pupil suspension but each case will be individually assessed according to pupil needs.*

## **Appendix 6**

	 <b><u>When a child's behaviour consistently fails to meet the expected standards</u></b> 
	<p>In situations where a child's behaviour consistently fails to meet the expected standards, interventions need to be put in place to try and help change and improve the child's behaviour and to show that certain behaviours are unacceptable. Any interventions put in place need to be discussed with parents/carers to allow for a school and home response. The interventions below are not exhaustive or prescriptive but are to act as a guide.</p>
<b>First step interventions</b>	<ul style="list-style-type: none"> <li>• Reward charts - these must be achievable and tailored for the child involved.</li> <li>• AM and PM rewards can be used for children who struggle over a whole day.</li> <li>• Home and school reward charts can also be used.</li> <li>• Social Stories.</li> <li>• Home/school book to note down positives and any issues through the day.</li> <li>• Create a personal workstation in class.</li> <li>• Changes to seating plans.</li> <li>• Small group work.</li> <li>• Extra TA support in class (where possible).</li> <li>• Time out card or signal.</li> <li>• Agreement for 'calm down time' outside the classroom when the child recognises they are struggling.</li> <li>• Movement break / change of face/ quiet space/ food/ drink</li> </ul>
<b>Second Step interventions</b>	<ul style="list-style-type: none"> <li>• Playground rota so not out on all days.</li> <li>• Zoning on the playground from certain children.</li> <li>• Privileges removed and need to be earned back - sports teams, school trip etc.</li> </ul>
<b>Third Step interventions</b>	<ul style="list-style-type: none"> <li>• Removed from playground for a set amount of time but built up with short sessions or over weeks to a full return.</li> <li>• Parent collects the child for lunchtimes and brings them back for the afternoon lessons.</li> <li>• Agreement for parents to come and 'reset' the child when behaviour escalates.</li> </ul>
<b>Fourth Step interventions</b>	<ul style="list-style-type: none"> <li>• Modified timetable</li> <li>• Behaviour Record (completed daily home and school)</li> <li>• SEN classroom provision</li> <li>• Evergreen outreach programme</li> <li>• Fair Access Panel</li> <li>• Suspension or internal suspension according to pupil need</li> </ul>

## Appendix 7

### OUR UNIFORM EXPECTATIONS



## **Appendix 8**

### **Behaviour, suspensions and permanent exclusions**

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil suspension or permanent exclusion. Only the Head Teacher has the power to suspend or permanently exclude a child from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to permanently exclude a child after a fixed term suspension if there is new information that has come to light. If the Head Teacher suspends a child, they must inform the parents as soon as possible, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of a suspension. The Head Teacher informs the trust lead for Community Academies Trust, the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term suspensions. The Governing Body itself cannot either suspend a child or extend the suspension period made by the Head Teacher. However, the Governing Body has a discipline committee whose role is to set out in strict guidelines whenever a child is suspended or permanently excluded from school.

When a child has been suspended a reintegration meeting will always take place on return to school. The Headteacher or a member of SLT will lead this meeting. The child will be supported by a trusted adult in school. Parents/carers are asked to join this meeting but it is not necessary. The reintegration meeting is to discuss the behaviour and support the child in moving forward. It is a positive meeting where actions are agreed to support the child. The reintegration meeting is recorded on the form below and this also shows strategies to try. (Appendix 9)

## Appendix 9



### Reintegration Meeting following a Suspension

Pupil's Name:	Year Group:
---------------	-------------

Present at meeting:
---------------------

Date meeting held:
--------------------

Details of Suspension:	
Dates:	No. of days:

Behaviour which resulted in suspension being given:
---

<p>Reflection (child to complete in the meeting or when back in school)</p> <p><i>What happened?</i></p> <p><i>How were you feeling at the time?</i></p> <p><i>Who else was involved?</i></p> <p><i>How do you feel now?</i></p> <p><i>How can you make it better?</i></p>
--

What previous interventions have taken place?	
What was the impact?	
Is there an EHA in place?	Lead Professional Next meeting date

Actions by School:
Actions by Parent:
Actions by Pupil:

Agreed actions are needed to ensure there are no further breaches of the school behaviour policy and that the education or welfare of pupils or others in the school are not seriously harmed.

Signed:	Position:
Parents:	Pupil:

Consistent rules and routines  
 1:1 time with an adult the child has a positive relationship with / dedicated time for children  
 Regular check-ins  
 Working with parents  
 Praise and celebrate success  
 Reward chart  
 Calming Box/objects  
 Movement breaks  
 Visual timetable  
 EHA (Early Help Assessment) Opened or Offered  
 Celebration Cards  
 Group changes / places in the classroom  
 Re-integration meeting following exclusion  
 Mindfulness  
 Self esteem book  
 Time in calm hub

Assessment / screening Pass  
 Refocus/Connections Pass  
 Nurture group or intervention  
 1:1 time with an adult the child has a positive relationship with / dedicated time for children  
 Report cards/Achievement cards- may include immediate sanctions  
 In-class support  
 Colour Monster 1:1 or as an intervention  
 Mentoring / counselling(internal or external referrals)  
 Personalised timetable  
 Re-integration meeting following exclusion  
 Safe space access  
 Sensory / calming space  
 SEMH Interventions e.g. Lego Therapy, Play Therapy  
 Working with parents  
 Class changes  
 Offsite Directions  
 EHA Offered/Opened

Reduced timetable, regularly reviewed and with clear targets  
 Alternative provision  
 HT Daily report  
 Referral to Educational Psychologist  
 Re-integration meeting following exclusion  
 Risk Assessment  
 Positive Handling Plan  
 Working with parents  
 1:1 time with an adult the child has a positive relationship with / dedicated time for children

## **Strategies to try at home**

Having a clear routine  
 Reward chart  
 Limiting time on devices  
 Dedicated 1:1 time with a parent

## Appendix 10

Recording 'positive' ABCs are just as powerful and informative as recording negative incidents	
Antecedents – what happens before	Behaviour
<p>Time at start of incident Where did the incident happen? Was the environment too loud? Who else was there? Adults and children</p> <p>Note language used - too much? Directive? Choice? If a script is used, was it followed?</p> <p>What activity was the pupil doing or asked to do?</p> <p>Change in schedule?</p> <p>Structured/unstructured/sensory? Class - writing, number, creative? Had the pupil completed a similar activity before? Did the activity challenge? Or was too challenging? Playground - climbing frame, team game, free play? Was the pupil directly supervised?</p> <p>Is the child, or has the children recently been poorly?</p>	<p>What did you see? What did the behaviour look like?</p> <p>Verbal?</p> <p>Physical? (to staff and/or other pupils?)</p> <p>Was Take-up time offered/taken?</p> <p>Success reminders given?</p> <p>Clear instructions/ consequences/success reminders?</p> <p>Limited choices suggested</p> <p>No negotiating</p> <p>Usual de-escalation techniques initiated?</p> <p>Time at end of incident</p> <p>This description should be clear enough that anyone could watch the pupil and know what to look for</p>
Consequence – what happens after	Discussion or debrief
<p>What happened right after the behaviour stopped?</p> <p>This could be changes in the environment, activity or the actions or reactions of others</p> <p>To Gain...</p> <p>Attention?</p> <p>Control?</p> <p>Preferred activity?</p> <p>Gratification? □ Justice?</p> <p>To avoid...</p> <p>People</p> <p>Tasks</p> <p>Tangibles</p> <p>What did the pupil 'achieve' from the behaviour?</p> <p>Sanction?</p> <p>Apparent reward?</p>	<p>Are there any patterns to the behaviours which can be reflected upon □ Environment?</p> <p>Time of day?</p> <p>Sensory issues?</p> <p>Activity type?</p> <p>Personnel involved?</p> <p>Reactions or actions of the adults involved?</p> <p>Linked to illness?</p> <p>Time spent with particular peer groups?</p> <p>Lack of visuals?</p> <p>Too much language used?</p> <p>Instructions not clear/concise; too ambiguous □ Change in routines?</p> <p>Inability to communicate</p> <p>emotional needs</p>

# Appendix 11



## Stratford-upon-Avon Primary School

Head Teacher: Mrs G Humphriss BA Hons, QTS, PGCE, NPQH NPQEL

Broad Street  
Stratford-upon-Avon  
Warwickshire  
CV37 6HN

Telephone: 01789 293201  
Email: [admin2042@welearn365.com](mailto:admin2042@welearn365.com)  
Website: [www.stratfordprimary.co.uk](http://www.stratfordprimary.co.uk)

### HOME / SCHOOL / CHILD - AGREEMENT

#### The School will:

- ☐ Care for your child's safety and happiness
- ☐ Encourage children to support others and take care of their surroundings
- ☐ Work hard to ensure that all children achieve their full potential as valued members of the school community
- ☐ Provide a balanced curriculum and meet the individual needs of your child
- ☐ Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- ☐ Keep you informed about general school matters and about your child's progress in particular
- ☐ Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school

#### Parents will:

- ☐ Make sure their child arrives at school on time (8.55 am).
- ☐ Ring before 10.00 am on the first day of absence
- ☐ Make sure their child attends regularly and provide an absence note when necessary
- ☐ Attend Open Evenings to discuss their child's progress, one each term
- ☐ Make the school aware of any concerns or problems that might affect their child's work or behaviour
- ☐ Encourage their child's smart appearance in school uniform
- ☐ Support the school's policies and guidelines for behaviour
- ☐ Support their child in homework and other opportunities for home-learning
- ☐ Make sure that when collecting and delivering children, no one endangers life by parking outside school.
- ☐ Return all school property especially reading books (parents will be charged £5 for missing books)

#### Children will keep the school's rules:

- ☐ I will be friendly
- ☐ I will be helpful
- ☐ I will be polite and respectful to others
- ☐ I will take good care of the equipment and building
- ☐ I will walk inside the building
- ☐ I will talk quietly at the appropriate times
- ☐ I will not hurt anyone else
- ☐ I will wear school uniform and be tidy in appearance
- ☐ I will do all my class work and homework as well as I can
- ☐ I will keep the school free from litter

#### Together we will:

- ☐ Support our children's learning to help them achieve their best
- ☐ Encourage children to keep the school's rules and attend school regularly
- ☐ Discuss and address additional needs

June 2020



## Appendix 12

### Acceptable User Policy for Stratford upon Avon Primary School



This is how we stay safe when we use the internet and other personal electronic devices, when at school and outside of school:

- I will ask an adult if I want to use the computer.
- I will only use activities that an adult has told or allowed me to use.
  - I will take care of any electronic devices that I use.
- I will ask for help from an adult if I am not sure what to do or think I may have done something wrong.
- I will tell an adult if something upsets me or is inappropriate.
- I know that if I do not follow these rules I might not be able to use electronic devices in the future.
- I must check the age that I have to be before I use websites, apps, software, DVD's and games.
- I will never send offensive messages when using electronic devices.
  - I will not access other people's information when using electronic devices.

Signed

(child):

.....

Signed

(adult):

.....