



TEALBY SCHOOL

Aspire | Believe | Achieve

We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage. We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.

Behaviour and Discipline Policy

Named personnel with responsibility for Safeguarding in our school:

Head Teacher: Zoe Humberstone

Chair of Governors: Rebecca Blackwood

Designated Safeguarding Lead: Zoe Humberstone

Deputy Designated Safeguarding Lead/s: Christa Haslam & Chloe Brown

Safeguarding Governor: Rebecca Blackwood

Dedicated teacher for Looked After Children: Zoe Humberstone

SENDCO: Christa Haslam

The Designated Safeguarding Lead (DSL) and Deputies (DDSL) have responsibility for ensuring that the safeguarding of children is central to the ethos of our school. They are suitably trained and experienced and carry out the duties of the DSL role as outlined in the most recent version of [Keeping Children Safe in Education](#) and summarised in this policy.

This policy is reviewed annually or following national or local safeguarding changes to policy and procedure throughout the academic year.

Next Review Date: September 2025

Rationale

Sound classroom organisation and support are the prerequisites of an effective teacher. Classes must be well organised and lessons well planned to ensure that all pupils are productively employed when working as part of a class, group or individually. These principles and practices underpin good discipline and the majority of pupils do conform to expected levels of behaviour. However, there are occasionally individuals who, for a variety of reasons, have difficulty conforming. These pupils require a wide range and variety of approaches to help support them in school. It is important to create and maintain a purposeful, orderly and safe learning environment for all pupils, including those with social, emotional, and behavioural difficulties. Best practice focuses on positive approaches to discipline.

Children are expected to behave in a responsible and polite manner to staff and each other. Conduct of pupils needs to be such that the learning of the class is able to move forward, that the physical safety of their peers is ensured and that school and personal property is not damaged.

Pupils are encouraged to have a high standard of behaviour through praise and rewards. In the vast majority of cases this can be achieved by demonstrating mutual respect and co-operation and a spirit of fairness. A clear understanding of behavioural expectations, rewards and sanctions is developed by staff and pupils. The classteacher will be able to deal with most situations within the classroom, always focusing on the behaviour causing concern and not the child.

School assemblies and class circle times provide a focal point for talking about and reinforcing aspects of school ethos. Positive recognition is given to individuals and classes who have achieved success.

Ethos

Tealby Primary School (hereinafter referred to as 'the School') is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. To achieve this, teachers aim to deliver outstanding lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, achieve high standards appropriate

to their learning abilities, show respect for one another and to ensure that the School is a positive and safe place to be.

For the School to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the School, pupils and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

The promotion of pupils' spiritual, moral, social and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values.

To achieve this, we will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect of their own and other cultures; encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, the School is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

The School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.

Aims

Our school aims to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Whole School Behaviour Policy and procedures is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of pupils and staff and an environment in which everyone feels happy, safe and secure.

The Whole School Behaviour Policy and procedures confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};
- provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with appropriate high quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;

- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value each and every child regardless of ability, race, gender or religion;
- maintain, develop and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.

The aim of this Policy and supporting procedures is to determine the boundaries of acceptable and unacceptable behaviour, and introduce rewards and sanctions and to determine how they will be fairly and consistently applied.

To achieve this, the school will:

- make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents;
- reward achievements, awarding class points, Certificates of Merit, merit points leading to certificates and prizes etc.;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination based on race, gender, ability or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour

Responsibilities

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos.

The expectations of staff, pupils and parents are outlined below.

What Pupils Can Expect from Staff

Pupils may expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

What Staff Can Expect from Pupils

Staff may expect pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons;
- follow classroom rules and procedures and not disrupt the learning of other pupils;

- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside the school building; on the playground, school field, local area including the park, tennis courts, on visits and beyond the school community.

This includes, but is not limited to:

- Respecting school boundaries at all times
- Not making threats about absconding or other inappropriate and unsafe behaviours to children or adults.
- Not climbing gates, fences, boundaries.
- Giving staff and visitors space and respect when the external gate needs to be opened during the school day.
- Not climbing boundary trees without permission
- Not climbing the bank and mobile classroom area without permission.
- Not trying to breach the safeguarding measures in place (intercom/exit button/security keypad)
- be an ambassador for the school.

What Staff Can Expect from their Colleagues

Staff may expect colleagues and other adults in the school to:

- treat each other with respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff acceptable use agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network Sites;
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community

What Staff Can Expect from Parents

Staff and other adults in the school may expect parents to:

- treat all staff and other adults with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. p.e. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;

- When speaking with a staff member or any other member of the school community whether in person, on the telephone or by any other means of communication it is entirely inappropriate to raise your voice, invade their personal space, use language that is disrespectful, rude, offensive, aggressive or threatening.; send lengthy, frequent, demanding, or disrespectful emails to staff members as this will seriously undermine their ability to carry out their core role of educating the children in their care.
- When corresponding or speaking with staff in person do not use language that calls in to question their professional abilities or represents any form of personal attack or seek to direct how they carry out their professional roles or run the school.
- Do not smoke or consume alcohol or other drugs on any part of the school premises; this includes the use of e-cigarettes;
- Avoid using staff as threats to reprimand children's behaviour;
- Do not shout swear or cause any form of disruption on school grounds.;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Do not use disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including sporting events;

What Parents Can Expect from Staff and other adults in the School

Parents may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;

- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities;

Celebrating Success

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focusing on success and positive outcomes is essential in developing a positive culture and ethos across the school.

The many ways we celebrate success are listed below and will be reviewed by pupils and staff during the academic year.

- Verbal praise in class
- Written praise in marked work
- Sharing and celebrating success during lesson time – use of circle time for pupils to discuss their own behaviour related concerns
- Use of talk boxes in school – contributions may be anonymous but discussed by the whole school.
- Sharing and celebrating success in assemblies
- Stickers awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Certificates in assemblies which are awarded for a wide range of reasons such as exceptional work, improvement, kindness etc.
- Certificates or prizes awarded for certain number of house points/books read
- Head teacher's award for outstanding achievement and attitudes, progress, improvement, representing the school etc.
- Examples for the awarding of merits e.g. Excellent attitudes and demonstration of school values each half term, wearing correct uniform, bringing correct equipment to classes, positive contributions to the class and the school meetings etc.
- Purple slips to show work/attitude is above expectation/messages home to share good behaviour with parents;
- Rewards for most improved pupils in specific subjects at the end of year assembly
- End of year visits or special event e.g. trip to the theatre, end of term party, toy day, golden time, whole school activity reward day
- Regular feedback on performance – oral/written praise – see marking/feedback policy

- Use of house team points, charts and certificates
- Celebration Assembly (star of the week, value award & Headteacher's star of the week)

School Rules/Expectations of Behaviour

School rules and expectations of behaviour are simple and based on safety, consideration and responsibility.

We respect people and things

We move around school quietly using our inside voices

We listen to others when they are speaking

We are kind and polite to others

We take responsibility for our own actions and make the right choices

Consequences/Sanctions

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour. We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages.

It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Level One – leading to warning or break-detention if behaviour continues

- Low level disruption in class
- Use of mobile phone in class – item may be confiscated
- Repeatedly calling out
- Chewing/eating in class
- Passing notes
- Using electronic music devices – item may be confiscated
- Misuse of practical equipment
- Consistently off-task
- Persistent graffiti on books, equipment or furniture

Classroom behaviour checks – reminders and warnings

Purple slips to show work/attitude is below expectation

Expectation slip – seen by Headteacher and miss Break x1

Level Two – leading to parental involvement

- Repeated refusal to follow instructions
- Repeated disruption to learning
- Use of inappropriate language
- Walking out of lesson without permission
- Refusal to attend a break or lunchtime detention
- Undermining/personal/discriminatory comments directed at other pupils and/or staff
- Repeated personal or discriminatory comments directed at other pupils
- Selling food or drinks to others for personal gain
- Disrespecting school boundaries at all times
- Making threats about absconding or other inappropriate and unsafe behaviours to children or adults.
- Climbing gates, fences, boundaries – unsafe behaviours
- Not giving staff and visitors space and respect when the external gate needs to be opened during the school day.
- Climbing boundary trees without permission
- Climbing up the bank and around mobile classroom area without permission.
- Deliberately trying to breach the safeguarding measures in place (intercom/exit button/security keypad)
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values

Below expectation slip – seen by Headteacher, miss all Breaks for the day and the next and parents contacted. Meeting with Headteacher/SLT and/or CT and parent

Behaviour plan if appropriate – persistently behaving at level 2 – this will follow the Lincolnshire Behaviour Ladder of Support if necessary.

As part of our inclusive approach, 'Reasonable Adjustments' will be considered for pupils with additional needs.

Level Three – leading to fixed term exclusion

- Direct swearing at a member of staff
- Violence or intimidation directed at any member of the school community or the wider community
- Persistent behaviour from the Level 2 list; Out of control behaviour
- Failure to report to after school detention
- Failure to report to a senior member of staff when sent out of lessons
- Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours
- Smoking anywhere on school premises
- Drinking alcohol on school premises
- Drug use on school premises
- Arriving at school appearing to be under the influence of alcohol or drugs

As part of our inclusive approach, 'Reasonable Adjustments' will be considered for pupils with additional needs.

Positive Reinforcement

Whole School recognition

Celebration Assembly – stars for excellence and hearts for values are hung on the tree in the corridor and pupil's photograph displayed proudly in school.

Corridor wall displays

Pupils are recognised for positive behaviours on the school website and in the newsletter

Activities and Responsibilities

Class/School meetings

Circle Time in PSHE

Playground Buddies

Office duties

Well Being Champions

JOSO

JRSO

Library Monitors
Playground Monitors
Head Boy/Girl
Class ambassadors
Eco Warriors

Verbal and Non-Verbal Feedback

Nods, smiles
Positive body language – lean towards, thumbs up, eye contact etc
Use pupil's name
Show genuine interest – corridor chat/word in passing
Use genuine praise
Humour
Be sincere
Stay with primary issue/listen to all sides
Direct discussion at poor behaviour, not the person
Encourage children to make the correct decision by using language of 'choice', so they are responsible for their own behaviour.

How to handle types of behaviour?

Inappropriate language

- Don't over react
- Look at context
- Use role play
- Use humour to diffuse

Defiance

Reward co-operative behaviour
Remove pupil from the group

Disturbing others

- Establish rules
- Consider seating arrangements
- Consider personality combinations
- Ensure well-organised lessons/resources
- Differentiate tasks
- Target setting between teacher and pupils
- Ensure rewards and sanctions are appropriate

Confrontational behaviour

- Divert away from topic
- Use planned ignoring
- Diffuse the situation/step away
- Use humour
- Help pupil understand the meaning of the situation
- Consider seating arrangements
- Negotiate
- Angry child
- Don't over react
- Listen
- Consider the triggers – action/behaviour/consequences
- Anger support – follow advice given by external support

Low self-esteem

- Use genuine praise
- Ensure curriculum is appropriate
- Value pupil's abilities
- Communicate and celebrate successes

Throwing things

- Clear rules/boundaries
- Non-verbal signal
- Targets and rewards for appropriate behaviour

Effective Classroom Support

Staff are the models for all pupils and other staff and are expected to:

- Be respectful to all members of the school community
- Communicate effectively with all members of the school
- Ensure good classroom organisation and support
- Develop positive relationships with pupils, staff, parents and outside organisations
- Be well prepared
- Use appropriate resources, curriculum and differentiated materials
- Use praise effectively and encourage pupils to do well
- State clear learning intentions

Start of the lesson

Be punctual to lessons – teachers to be in the room before pupils.

Welcome pupils to the lesson in a positive and upbeat manner

Establish clear routines to settle pupils and to show a preparedness for the lesson. S

Set a target time in which pupils should be seated and ready to start.

Pupils to enter the room in an orderly manner. Where a pupil sits is usually to be decided by the teacher. Pupils will not change seats without being requested to do so. There are clear consequences should this happen.

Unnecessary queuing in corridors should be avoided.

Discourage interruptions, queries until you have got the class working

Establish a clear signal that the lesson has started – e.g. countdown

Only begin the lesson when all pupils are quiet and paying attention

Share learning intentions and success criteria. Relate to previous lesson if appropriate.

Clearly explain tasks

Be enthusiastic!

End of lesson/day

Review success criteria at the end of the lesson. Give pupils a brief overview of the content of the next lesson if appropriate.

Issue rewards before the lesson end

Only instruct pupils to pack away when you are ready

Allow sufficient time to clear away and pack up and be prompt to Break etc.

Ensure materials, text books etc. are collected in and pupil's desks and the area around them is left tidy

Pupils to stand and push chairs in

Be in control during dismissal and ensure it is orderly

Strategies to influence good discipline

Get to know your pupils – develop a good rapport with them

Discuss school rules/class expectations regularly

Review class organisation and seating arrangements regularly

Ensure appropriate teaching and follow up tasks. Pupils need to know what they are doing and why.

Ensure tasks are appropriate to pupil's ability

Use positive praise/points chart/team points

Ensure work is well planned, interesting, relevant and varied

Foster pupil's self esteem

Give pupils responsibilities as appropriate

Use verbal and non-verbal communication effectively

Factors promoting good behaviour

Good classroom organisation

Appropriateness of the curriculum – differentiation

Communication with other staff – working closely together, implementing policies

PLP system

Rewards – praise, stickers, golden stars, values hearts, team points etc

Use of circle time

Class and school rules – reminders, reinforcement and encouragement

Class and playground log book

Pupil ownership of School Council

High profile of good behaviour

Recording, logging incidents of inappropriate behaviour

Avoiding confrontation

Major influences on good school behaviour and discipline are:

Relationships – staff/pupil, staff/staff

Supportive senior leadership team

Effective, positive communication – no ‘moaning’ groups

Involvement of parents – reading diary, homework etc

Appropriate curriculum

Preparation and organisation

Strategies and procedures when problems arise

The most common types of mis-behaviour reported at Tealby School tend to be low-level disruption such as the following:

Pupils not on task and distracting other pupils

Unnecessary verbal or other noises

Talking out of turn or inappropriate comments

Responding inappropriately to the teacher

Pupil arguments – e.g. name calling, disputes over possessions etc

Moody pupils

Playground squabbles

Minor damage to possessions or property

Classroom Behaviour Strategies

Check if work is appropriate/understood. Direct praise at other pupils.

Reminders/warnings (up to 3) – discuss with pupil – calmly/quietly. Encourage eye contact. Short verbal reprimand if appropriate.

After 3rd reminder and non-compliance – time out in class or other class as appropriate.

May use loss of break minutes.

Record in class behaviour log – teacher may request meeting with parents to discuss child’s behaviour.

If difficulties persist or if a serious incident arises refer to senior staff, when these strategies will be used as appropriate:

One to one discussions

Letter to parents/meeting with parents

Behaviour sheet/log book

Regular meetings with child and parents

Use of additional adult support in school

Time out from class

Child to be accompanied by own parent on out of school trips

PLP – Use of Lincolnshire Learning Ladder of Behavioural Intervention

Referral to EBSS/EP/PSP/BOSS

Referral to other specialist working groups

NB :

Stay with the primary issue, do not get side-tracked. Do not ask 'why?' They won't know

Change pace/content of work e.g. stop/change type of activity/gather round

Listen to ALL side involved

Pupil to write own account of incident, where deemed appropriate

Direct discussion at poor behaviour, not the child

Avoid confrontation. Treat each new day as a fresh start.

If all fails and serious disruption continues send red card to office for help from another staff member.

Strategies used by Senior Leadership team to promote positive behaviour

All staff have an important role to play in dealing with incidents of poor behaviour, but there will be occasions of a serious or persistent nature when the leadership team will be involved. Staff who are experiencing difficulties with particularly challenging pupils require an enhanced level of support from the SLT and other colleagues.

The SLT will:

Provide opportunities for behaviour support training where necessary

Monitor use and effectiveness of behaviour support strategies

Work with staff to implement effective behaviour support strategies

Consult with SENCO/EBSS/EP to explore further strategies if necessary

Respond to serious or persistent poor behaviour as per the policy

Remove pupil from class if difficult situation cannot be resolved

Give time out and speak with pupil

Return pupil to class after an agreed time when pupil is calm

Organise meetings with parents and liaise with SENCO and teacher to open IEP/behaviour support plan

Use exclusion procedures when necessary

Breaks

Ensure break times start and end promptly – 10.30 to 10.45, 12.15 to 1.00pm etc.

At end of breaktime – when the signal is given children walk to the line and line up quietly

Children walk back into school one class at a time ALWAYS led by an adult.

Staff to monitor entry back into school and expect children to walk in silence.

Restorative Justice/Reflection on Actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution.

Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning.

By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset. Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship. Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

Sanctions and Disciplinary Action

There is a clearly defined process for issuing sanctions in this school. Where possible pupils are issued with a warning (Expectation slip/ red card) to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below. Pupil Behaviour Logs Where the pupil does not respond to warnings, they are issued with a Behaviour Log which is held centrally. When the pupil receives high numbers of these, they trigger parent involvement.

Managing Playground Incidents

End of Break procedure

Place hand in the air children stand still and listen.

Adult waits until children are still then asks children to put equipment away and quietly line up.

Each class walk into school back to class quietly and sensibly

Staff on duty record incidents of poor behaviour in the playground as soon as practically possible in the pastoral tracker. Staff will sort out most difficulties by using their own judgement on how best to deal with what has taken place. However, it may sometimes be necessary to inform/involve other staff e.g. child's class teacher. Staff on playground duty will use their discretion in this matter.

Senior staff monitor and deal with inappropriate playground behaviour through the pastoral tracker and conversations with staff on duty at the time.

Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

Reference will be made to DfE guidance <https://www.gov.uk/government/publications/school-exclusion>

For additional information refer to Tealby School's Exclusions Policy [Tealby School Exclusions Policy](#)

Permanent Exclusion

A decision to exclude a pupil permanently will be taken only:

- a) in response to serious breaches of the school's Whole School Behaviour Policy and procedures; and
 - b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort. There will, however, be exceptional circumstances where, in the Head teacher/Principal's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Pupil Support

We aim to support all our pupils to ensure that every child succeeds during their time at the School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Individual support plans
- Referral to the school counsellor or mentor
- Support from the Inclusion Support Team which consists of the SENCo (Special Educational Needs Coordinator), teaching assistants, school mentor.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger support, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour
- Alternative curriculum provision
- Reduced timetable

- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

The Use of Reasonable Force

To maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back). All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment. Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site support have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Support Plan.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

Behaviour Support Plans: PSP

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Support Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport. In such circumstances, parents will always be made aware of their child's Behaviour Support Plan and will be asked to contribute to the content and control measures implemented in an

attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Support Plan.

Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents. In making a decision about informing parents, the following will be considered:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff concerned; and
- the child's age. All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or SENCO in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:
 - all incidents where unreasonable use of force is used;
 - any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
 - use of restraint;
 - an incident where a pupil is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- (a) Did the incident cause injury or distress to a member of staff or pupil?
- (b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location – Behaviour log/Pastoral log and all other notes taken at the time are to be kept. In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the LSCP Safeguarding Hub by the Head teacher/DSL. All injuries will be reported and recorded in accordance with school procedures.

Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries. Emotional support may

also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions.

After the incident, the Head teacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded.
- (d) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and pupils affected by the incident have continuing support if necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Support Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

Other Physical Contact with Pupils

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises/sensory circuits or techniques during PE lessons or sports coaching.
- To administer first aid.
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

Bullying

What is Bullying?

According to the DfE document

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Bullying may be defined as: “Behaviour by an individual or group, persistently repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying. It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing or ‘posting’ on social media sites;
- sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures (Whole School Behaviour Policy and procedures). In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

The Law

The School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour support strategies) that "encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils" Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and section 91, Education and Inspections Act 2006) as deemed appropriate as practicable. Schools are required to comply with the new equality duty 'The Equality Act 2010'.

The public sector equality duty has three aims:

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

Reporting and Recording

Incidents of Bullying Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time.

All negative behaviours are recorded on the school's Pastoral Tracker to ensure that patterns are identified in a timely manner.

The Whole School Behaviour Policy and safeguarding procedures also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for Dealing with Bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE progressional programme that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Circle time
- Access to a worry box.
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in ICT lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform

Strategies for Dealing with the Bullying Behaviour

- Disciplinary sanction imposed either exclusion or period of time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff or peer mentors
- Counselling offered

- Work with the educational psychologist or other outside agency
- Anger support strategies discussed

Strategies to Support a Victim of Bullying

- Disciplinary sanctions as appropriate applied above
- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

Drugs and Drug-Related Incidents

General

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items'.

Drugs

Education forms part of the PSHE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.

- Whilst we acknowledge that some young people will use and misuse substances, it is important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs. The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures.

Christa Haslam is the named designated Y4/5/6 teacher with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education. Drug prevention is a whole school responsibility.

All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident. The cleaner regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team and dealt with in accordance with these procedures.

Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services.

Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises: Medicines Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance and our school policy).

Information for parents on this issue is available on request from the school.

Tobacco and Vapes

In line with legislation, the school operates a 'No Smoking' policy in the building and on the school site. This also applies to the use of e-cigarettes.

Alcohol

No alcohol is consumed during the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used during their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems. Illegal substances Illegal or illicit substances must not be brought to school or used on school premises.

What to do in the event of finding a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Head teacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed to protect all persons:
 - Do NOT attempt to pick up the needle.
 - If possible, cordon off the area to make it safe.
 - Inform the Head teacher/Senior Leadership Team member.
 - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery

What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia

- (1) Request that the pupil hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED. If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:
 - The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
 - Teachers can search a pupil 's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used to complete the search.
 - Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

Procedures for dealing with a pupil suspected to be under the influence of a drug or substance

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Head teacher/Senior Leadership Team member must also be informed. Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and taken with the pupil (for analysis). All drug related incidents will be recorded.

When to contact the police/disciplinary action

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

- Where controlled drugs are found, these will be delivered to the police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above. In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises. As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils

These examples are not exhaustive and in each case, the Head teacher will consider the safety of the whole school community including staff when determining the appropriate course of action. Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive. If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils out with school premises, the Head teacher or other member of staff will consult with the police.

Behaviour of Parents and Other Visitors to the School

The School encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence. We expect parents and other visitors to behave in a reasonable way towards other members of the school community.

Please refer to the Parent Code of conduct for more information.

[LCC-parent-code-of-conduct-policy.](#)

Unacceptable Use of Technology

The School takes the issue of unacceptable use of technology by any member of the school community very seriously. We expect parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out in the Online/acceptable use policy. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the police. Acceptable use agreements exist for pupils, staff and governors of the School and form part of our Online Safety Policy and procedures.

Zoe Humberstone

Reviewed and amended September 2024