

St. Andrew's C.P. School



Kirk Ella

**Kirk Ella St Andrew's  
Positive Behaviour Policy**

**Be Respectful, Be Resilient  
and  
Be Responsible**

**Spring 2024**



## **Kirk Ella St Andrews's Behaviour Principles**

Kirk Ella St Andrews Primary School is an inclusive school. We are committed to proactively promoting relationships.

We use the principles of restorative practice to restore relationships when they break down, we give our children a voice and adults who will listen. We give our children confidence in resolving their own problems and generate their own values and social capital and being proactive in repairing harm and relationship break downs.

We are guided by our core values of Respect Resilience and Responsibility. As a school we are fully committed to improving outcomes for our children, ensuring they feel safe and happy. We support and promote those strong inclusive relationships with our community.

### **Our principles are:**

- Relationships which are central to promoting our behaviour principles.
- Every pupil understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff, volunteers, and visitors should always set an excellent example to pupils.
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour code of conduct.
- The behaviour policy and the code of conduct within the policy is understood by pupils and staff and parents.
- The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed term suspensions.
- Pupils are helped to take responsibility for their actions, through restorative practice.
- Families should be involved in behaviour incidents to foster good relationships between the school and pupils' homelife.
- Violence or threatening behaviour will not be tolerated in school.



## Aims

This policy aims to set clear guidance and clarity for all staff so that our behaviour principles are upheld through:

- Creating a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, orderly safe and supportive environment.
- Establishing a whole-school approach to maintaining high standards of behaviour that reflect our values.
- Provide clarity and guidance with our Behaviour Code of Conduct.
- Provide guidance and clarity around the principles of restorative practice and how staff continually proactively promote this.
- Outline the Behaviour curriculum and consequences so that there is a whole school approach to behaviour, both online and offline.
- Provide clarity and guidance around behaviour for pupils with SEND.
- Ensure parents are pivotal in supporting Kirk Ella St Andrews with its behaviour policy.
- Provide a consistent approach to behaviour management, including de-escalation and a whole school culture so that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Provide guidance for suspension and exclusion, both internally and externally.
- Provide guidance for the Behaviour Curriculum which supports our children to be Responsible, Respectful and Safe.



## Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Staff are signposted to have read this guidance.



## **The Kirk Ella Behaviour Curriculum**

At Kirk Ella St Andrews Primary School, we are motivated by our purpose to give our children the best experiences we can. We aim to be a school which is filled with motivated children, providing opportunities for all children so that they leave Kirk Ella St Andrews as confident learners and with a strong voice to positively influence their future.

The Kirk Ella St Andrews's Behaviour curriculum creates a positive culture that promotes excellent behaviour, ensures that all children learn in a calm, orderly safe and supportive environment. It establishes a whole-school approach to maintaining high standards of behaviour that reflect our values.

The Behaviour curriculum provides a coherent and structured approach to define the behaviours and habits that we expect our children.

Through our behaviour curriculum children at Kirk Ella St Andrews are taught to be:

### **Be Respectful, Be Resilient and Be Responsible**

It underpins everything we do at the school and is our mantra for the school as well as acceptable behaviour; it provides clarity and a shared understanding of what is an acceptable and unacceptable behaviour.

#### **Teaching the Behaviour curriculum**

The Behaviour curriculum is taught explicitly as often as is required but is front loaded at the start of an academic year and revisited during the year in assemblies and in class. The curriculum is to be reinforced throughout the year, as a teaching point when required.

Adults will need to demonstrate these behaviours and ensure children have many opportunities to practice and apply their new learning and eventually make this a habit.

Using crunch moments and the directed time in PSHCE, teachers can make explicit reference to the Behaviour Curriculum. For example, a lining up order should be taught in the classroom but must be reinforced in different times throughout the school day e.g., at lunchtime or playtime. It is expected that all pupils will know this.



Our mantra for the Behaviour Curriculum is:

**Be Responsible, Be Resilient and Be Respectful**

Through discussions with children and staff, these are defined as below:

<b>Be Responsible</b>	<b>Be Resilient</b>	<b>Be Respectful</b>
<ul style="list-style-type: none"> <li>• Responsible is being in class on time.</li> <li>• Responsible is looking at the teacher ready to learn.</li> <li>• Responsible is to do things without being asked</li> <li>• Responsible is being calm and orderly.</li> <li>• Responsible is listening carefully to the adult.</li> <li>• Responsible is giving 100% effort.</li> <li>• Responsible is completing homework on time.</li> <li>• Responsible is remembering to bring PE kit to school.</li> <li>• Responsible is being in the right place at the right time, doing the right thing!</li> <li>• Responsible is lining up quietly, calmly and orderly.</li> <li>• Responsible is following adult's instructions the first time.</li> <li>• Responsible is taking responsibility for own belongings.</li> <li>• Responsible is making the right choices and when you don't, learning how to make them better next time.</li> <li>• Responsible is knowing what to do when you feel, or it is unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience is carrying on if you get something wrong.</li> <li>• Resilience is to be disciplined and to not give up.</li> <li>• Resilience is knowing you can succeed if you keep trying.</li> <li>• Resilience is to show courage to try something before you ask for help.</li> <li>• Resilience is understanding that failure is part of getting better.</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful is saying please and thank you.</li> <li>• Respectful is to listen to other people.</li> <li>• Respectful is to make eye contact.</li> <li>• Respectful is to include other in your games.</li> <li>• Respectful is allowing others to speak.</li> <li>• Respectful is holding doors open for adults and children, saying thank you and you are welcome.</li> <li>• Respectful is talking kindly to other children.</li> <li>• Respectful is tidying up your own workspace and the classroom.</li> <li>• Respectful is accepting responsibility if you make a mistake and saying sorry.</li> <li>• Respectful is saying good morning and good afternoon to adults in corridors, on doors and classroom.</li> <li>• Respectful is introducing themselves to visitors.</li> <li>• Respectful is zero noises in corridors because other children are learning.</li> <li>• Know that having respect is showing value to someone.</li> <li>• Know respect is for self, others, and the environment.</li> <li>• Respectful is to treat everyone fairly</li> </ul>



The curriculum expectations are defined under the following categories which are:

- **Moving around school**
- **Playtime behaviour**
- **Classroom routines**
- **Presentation in workbooks**
- **Uniform**
- **Attendance**
- **End of Day routine**

While this curriculum is intended for all children it will be applied differently in different year groups depending on ages, school experience and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be always applied when teaching the behaviour curriculum and it is best placed that teachers and team leaders make this decision.

<b>Moving around school</b>	<b>Playtime &amp; Lunchtime behaviour</b>	<b>Classroom routines</b>	<b>Presentation in workbooks</b>
<ul style="list-style-type: none"> <li>• we line up in alphabetical order (or an agreed order) facing forwards, legs together and zero noise.</li> <li>• we walk around school facing forward and keeping to the left.</li> <li>• we walk around school, quietly, calmly and orderly because it is respectful.</li> <li>• we walk sensibly around the corridors to keep safe.</li> <li>• We have 'indoor voices'.</li> <li>• We are respectful of others learning.</li> </ul>	<ul style="list-style-type: none"> <li>• We must listen and respect all staff on the playground.</li> <li>• we must walk from the classroom to the playground in a calm and orderly way.</li> <li>• we must play safely without hurting anyone.</li> <li>• we play calmly and fairly so we do not hurt someone by accident.</li> <li>• we must be kind, by including people in our games and sharing equipment.</li> <li>• We are someone who behaves in a gentle, caring, and helpful way towards other people.</li> <li>• We must listen to each other when we play games.</li> <li>• we should have calm voices when playing together at playtime.</li> <li>• when the whistle goes and instructed, we must line up in your lining up order quickly when your year group has been called.</li> <li>• We must put away play equipment</li> </ul>	<ul style="list-style-type: none"> <li>• we know what teachers expect from tidying up, putting resources away.</li> <li>• we know the daily behaviour curriculum and timetable and the routines that support this, for example lunchtimes, playtimes, coats, water bottles.</li> <li>• we know that a child holds a door and demonstrates respect through saying thank you.</li> <li>• we know that there will be a meet and greet from the adult for transitions into and out of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• we set out work in books according to Kirk Ella St Andrews's Presentation Policy.</li> <li>• We know that each piece of work needs a date and title.</li> <li>• we use 'one square, one digit' when writing in Maths books.</li> <li>• we underline titles using a ruler.</li> <li>• we know now that a sharp pencil is important.</li> <li>• We continue to work on our handwriting.</li> </ul>




Uniform	Attendance	End of Day routine	Lunchtimes Inside
<ul style="list-style-type: none"> <li>• we know what the school uniform consists of.</li> <li>• we know that all shirts must be tucked in.</li> <li>• we know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.</li> <li>• we know that, for PE the children wear their kit only on PE days.</li> <li>• We follow the school uniform policy</li> </ul>	<ul style="list-style-type: none"> <li>• we must try to attend school every day.</li> <li>• we must try to arrive at school on time every day.</li> <li>• we need to be in class as soon as possible.</li> <li>• we attend school on time every day as it is important so that you don't miss important learning.</li> </ul>	<ul style="list-style-type: none"> <li>• we know that children between Year 4 and Year 6 are allowed to leave on their own unless they are waiting for an adult.</li> <li>• we know that pupils must stay in the agreed safe place until they are collected by their adult.</li> <li>• we know that children should wait until the teacher has checked that the correct adult is picking them up in Foundation to Year 3</li> <li>• we know that these procedures are put in place to keep all children safe at home time.</li> <li>• We know we should walk sensibly out of school.</li> </ul>	<ul style="list-style-type: none"> <li>• we know where to sit in the dinner hall during lunchtime.</li> <li>• we know that you should use a quiet voice in the dinner hall.</li> <li>• we know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)</li> <li>• we know that you should wait to be told before leaving your seat.</li> <li>• we know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to adults.</li> <li>• we know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.</li> </ul>

The Kirk Ella Behaviour curriculum has to be embedded and consistently applied, we need staff to ensure this, regardless of their role.

We agree that:

- through well-structured teaching where lessons are creative and engaging, we can support our pupils to learn to manage their own behaviour and take responsibility for it.
- children are encouraged to build positive relationships with adults and other children and to develop strategies to help them cope with their emotions.
- we will give our children confidence in resolving their own problems and generate their own values and social capital and promote and support children to be proactive in repairing harm and relationship break downs.
- we are guided by our core value of respect, respect for ourselves, others, and the environment.
- it is essential that teachers and staff work hard to build their class community.
- be Responsible and be Respectful should be in all adult's behaviours and is promoted through everything we do.
- Consistency from all staff will only ensure this code of conduct is effective.
- adults must continually reflect their perspective, behaviours, and attitudes to enforce this code of conduct.
- We understand that errors can be made and if there has been a challenging day, we start again and rebuild.

Our universal language is 'Give me Five', they support our learners and create consistency for calm and orderly learning environments. They prevent adults shouting commands and orders, 30 children can potentially be very noisy, and adults are not heard, resulting in more and more shouting.

Picture	Adult's actions	Children's actions	Use it for:	When it is not used
 <p>The image shows a hand sign poster with the title 'Give me Five!' and a hand with five fingers spread. Each finger has a speech bubble: the thumb says 'I have stopped', the index finger says 'My mouth is closed', the middle finger says 'My ears are listening', the ring finger says 'My eyes are looking', and the pinky finger says 'I am still'.</p>	<p>Hand in the air, looking at children no talking, just waiting.</p> <p><b>Continue to wait until you get the correct behaviour</b></p>	<p>Stop what they are doing, silence hand in the air, looks at adult.</p>	<p>Class management of noise, stopping, instructions, moving on. Use before addressing the class. WAIT for the correct behaviour.</p>	<p>When children are dysregulated, unsafe, absconding, a loud, firm, and direct voice can be used to direct your Behaviour curriculum.</p> <p>Whistles can be used e.g., fighting, unsafe and dangerous behaviours.</p> <p>They should not be used for day-to-day behaviour management.</p>



## **Catching the Good**

Our corridors, classrooms and playgrounds should hear adults praising, catching the good, being excited about celebrating the behaviours we expect to see.

This is the way we build relationships; this is our number one focus. We catch the good because:

1. It creates a safe and happy place for learning, real safety comes from fostering and maintaining caring relationships.
2. Catching the good in others lets the less compliant child know that we care, and that authentically and unconditionally we care.
3. It provides a starting point for a conversation and mostly a common language for of Kirk Ella St Andrews.
4. Catching the good helps to seek understanding, it also helps adults to be consciously competent about looking for the good – even when the behaviours displayed are hard to find.
5. Catching the good helps children know what they are good at and supports them with what they are struggling with.
6. Catching the good helps to get parents on board, it helps us connect with a family and share what we know their children does well.

## **Kirk Ella roles and rewards**

Children are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others in the following ways:

- House captains are elected every year from the children in Year 6. These represent their houses for various events and collect house points every week.
- Children in year groups 1-6 are voted by their peers to represent them on the School Council
- Children from year 5 and 6 are chosen to be monitors and are given jobs around the schools.
- Children can apply to be Jigsaw Juniors in Year 5 and 6.
- Children in all classes are given jobs within the classroom.

## **House Points**

All children and staff are placed in Houses and house points are awarded by the Head Teacher, Class teachers and non-teaching staff to the children. The housepoints are recorded on a chart in the classroom and counted weekly. These points go towards their house score and are announced at the end of the week in the celebration assembly. Housepoints can be awarded anywhere. Star stickers will be used by lunch staff when awarding them. When giving the housepoint the child should be clear about the reason why. House points can be given either 1, 2 or a maximum of 3.

## **Merit Certificates**

Two certificates are given out in assembly for each class. These are 'Be Respectful, Be Resilient and Be Responsible' certificates for a child showing these behaviours and demonstrating a good attitude to work.

## **Regular Reading Certificates**

Children will also receive a certificate for being a regular reader each term. This will be for children who consistently read four or more times a week.

## **TT Rock Stars Certificates**

Children will receive certificates for times tables rock stars each term if they have consistently used the program each week.



## **Headteachers Award**

This can be awarded for anything a child does inside or outside school which is exceptional. This can be academic work, sporting/musical achievements or actions that are different to the norm where a child has really impressed.

## **Class Awards Lunchtime and Playtime**

There are awards for the staff during playtime and lunchtime to encourage the children to play positively. These are for the individual child and the classes:

- Child showing good positive behaviour during lunchtime. Child is given a star sticker to hand in as a house point at the end of lunch.
- Golden Table award. Given to one child per year group every week for positive behaviour at lunchtime. The children get to eat at the golden table with a friend on Fridays with the Headteacher.

## **Procedures for negative behaviours**

Our agreed approach is not about turning a blind eye, or a soft approach to poor behaviour. The approach is about consistency and proactively developing a sense of community and responsibility. We do these through scripting difficult conversations, because when children are displaying poor behaviour, it is difficult, and adults need clear guidance and support for when poor behaviour is being displayed.

Adults follow the script as a guide, follow up and agree consequences.

The stepped approach allows children to reflect and improve their behaviour, the specific reference to the relationships that are in place to help the child restore and turn their behaviour around and learn from this for the future.

## **Unacceptable behaviours**

At Kirk Ella St Andrews we have defined behaviour into 2 categories, low level, and significant behaviour. This is to ensure that we build a picture and are relentless in our routines and response. We do have a shared understanding and agree that the following behaviours are unacceptable.

- Being rude and defiant towards adults and children.
- Disruptive behaviour which stops other children from learning.
- Disrespecting equipment and other's work.
- Shouting and verbal and/or physical aggression/Fighting
- Spitting
- Swearing
- Racism, sexism, and any form of discrimination.
- Deliberately damaging displays and/or other children's work

## **Unacceptable Low-level behaviours**

Examples include, but are not restricted to:

- Shouting out (in a rude/disruptive manner)
- Distracting others during learning sessions
- Not engaging with work
- Disrespect, refusal,
- Defiance against Responsible, Respectful and Safe and behaviour curriculum Behaviour curriculum.



## Unacceptable significant behaviour

Examples include, but are not restricted to:

- Repeated breaches of the not being Responsible, respectful, and safe.
- Absconding from classrooms
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If behaviour has been observed by adults, adults respond through the stepped and scripted conversation. Adults must follow the stepped approach

### The Kirk Ella stepped approach to Behaviour

<b>Step 1</b>	<p><b>Gentle approach, personal, non-threatening, side on, eye level or lower.</b></p> <p>This enables you to connect with the issue, to find the relationship with the child, to show that you notice, that you are aware. This is about you being clear that you are the adult keeping them safe, here to help, but mostly that the behaviour is not acceptable. Ask them to get back on task or modify their behaviour.</p>
<b>Step 2</b>	<p><b>State the behaviour that was observed, and which rule was broken.</b></p> <p><i>'You need to understand that every choice.....Your behaviour is disruptive/dangerous/ not respectful or responsible.'</i></p> <p>Explain to the child 'What rule they are breaking? 'Is this what is expected from you? Let's look at the Behaviour curriculum. Are you being Respectful? Responsible? Ask to modify behaviour.</p>
<b>Step 3</b>	<p><b>Tell the learner what the sanction is</b></p> <p><i>'If you choose to (insert desired behaviour), that would be fantastic. '</i></p> <p><i>'If you choose not to, then you will be moved in class/outside class/go to Mrs Stevens, Mr Church'</i></p> <p>Immediately refer to previous good behaviour as a model for the desired behaviour.</p> <p><i>'Do you remember earlier today when you... that's who I want to see now. I'll leave you to make your decision.'</i></p>

	<p>Follow up with a comment can be used: 'you can do this', 'you know what good behaviour is'          Walk away; allow the learner time to decide what to do next.</p> <p>Maybe look around the room with a view to catch somebody following the rules. Catch the good and be clear, refer to the good behaviour.</p>
<b>Step 4</b>	<p><b>If the child persists or has incidents of poor behaviour, then the following actions can be applied.</b></p> <p><b>In lesson, in stages:</b></p> <ul style="list-style-type: none"> <li>- Move child in class, no change</li> <li>- Move child outside the classroom</li> <li>- Move to Deputy/Headteacher room, send child with TA to Deputy/Headteacher room for the rest of the lesson with work.</li> </ul> <p><b>In the playground:</b></p> <ul style="list-style-type: none"> <li>- Stay with member of staff in playground</li> <li>- Ask for Deputy/Headteacher if poor behaviour persists</li> </ul> <p><b>After lesson/playtime:</b>  <b>Report the behaviour on Arbor using the guide (Appendix 2)</b>  <b>Use of Restorative Practice with child(ren)</b>          Time out or repairing a problem - Loss of playtime/lunchtime. Could be the child cleans up mess they did, apologise etc.</p> <p><b>The staff member contacts the parents either by phone call, ClassDojo or on the playground explaining behaviours outlining expectations and what happened to them</b></p> <p><b>Once the sanction has been applied and the issue has been resolved, ensure this has been resolved on Arbor as well</b></p>
<b>Step 5</b>	<p><b>If the child continues to exhibit poor behaviour in the day and there is no improvement</b>          Notify the Deputy/Headteacher and contact the parents again explaining that you have notified the Headteacher/Deputy Head. They will then talk to the child.</p> <p>Start new day as a clean slate. Review behaviour following steps 1 to 5</p>
<b>Step 6</b>	<p><b>If the child continues to exhibit poor behaviour in class on multiple days. (This can be low-level)</b>          This will be issues arising every day and can be where a child is inconsistent with behaviour.</p> <p>Staff member to contact Deputy and Headteacher stating that they have covered steps 1 to 5 and the child continues to misbehave.          Deputy or Headteacher to talk to staff member about the child's behaviour and contacts parent/carer about the behaviour.</p>
<b>Step 7</b>	<p><b>Behaviour persists</b>          Inform Deputy/Headteacher and formal meeting organised with class teacher, Deputy/Headteacher and parents/carers.</p> <p>Use structured conversation sheet as a guide (appendix 1) outlining the severity of the situation and agree targets and ways forward giving the date of review.          Parents/Carers are kept informed of behaviour daily in a form agreed in the meeting.</p> <p><b>The school will take advice from local authority behaviour advisors when necessary.</b></p>
<b>Step 8</b>	<p><b>If a child persists with poor behaviour or exhibits unacceptable significant behaviour, then the following options are open to the Headteacher:</b></p> <ul style="list-style-type: none"> <li>- Internal suspension - for an agreed period or lunchtime suspension with a graduated integration</li> <li>- Fixed Term suspension</li> <li>- Permanent exclusion</li> </ul>

Significant unacceptable behaviour can move through the stages quicker depending on the incident.

**This stepped approach will consider any SEND needs the child may have at each step.**

**After negative behaviour, restorative practice methods are used.**

### **Restorative Follow up**

**This is carried out by the member of staff who has spotted the negative behaviour and feels it is necessary.**

### **Why restorative Practice?**

Every day, in lots of different ways children will be asking:

- Do I matter to you?
- Do I belong here?
- Am I Important enough?
- Do you notice me?

The answers will be displayed in the behaviours we show towards children; the more in which we focus on building and maintaining relationships we will find that there will be fewer occasions when relationships break down and there is a need for them to be repaired.

At Kirk Ella St Andrews, everything is about relationships. We directly teach children to talk through the issues that matter to them, they need adults to listen. The aim at Kirk Ella St Andrews is to inspire our children, through restorative practice (RP), is that they feel confident to solve their own problems and generate their own values.

Restorative Practice is non-negotiable at Kirk Ella St Andrews, RP is **ALWAYS** used in some form after a conflict between peers or issues with behaviour.

The roots of restorative practice are clearly embedded in restorative justice – as a way of repairing harm done to a community and the relationships within in, Restorative Practice has a much bolder system, it sets out to develop a sense of community and creates relationships between staff and children so that these can be translated within the wider community.

### **Restorative practice is not .....**

1. What happened? Find this out quickly, gather the facts as quickly as possible.
2. Next we find out who is to blame.
3. We then work out the school rules that have been broken.
4. The we pick the punishment to the crime.
5. We then move on, thinking something has changed.
6. We repeat, over and over again ...

### **A restorative view, seeks to create a behaviour system which sets things out differently:**

1. What happened element is designed to give everyone a voice, to share their perspective.
2. We ask who has been affected and how?



3. We then look at the relationships that have been damaged by who and the impact on feelings.
4. We then draw together looking at the needs to happen and repair, look at how we move forward.

Restorative practice is a mindset it is an interpersonal process. The focus is not the consequence, it is focusing on what needs to be fixed and restoring trust.

### Restorative Practise Questions

These are to be carried out by staff when talking to children after incidents. The child/ children will need to have calmed down first and taken to a separate place for discussion. The school acknowledges that some behaviours require more time than others. The process and questions still need to be used to ensure the child/children are able to talk through their behaviours. This will also ensure that the correct account of the behaviours/incidents are recorded.

<p><b>1. What happened?</b></p>	<p>This is an opportunity to model the empathy and respect we want our children to develop, the objective is for the pupil to feel understood and heard. Listen (use facial gestures and body language, and small words e.g., 'yes', 'okay', 'I see', 'um'... to demonstrate active listening) Ask questions if necessary. Check if you understand properly (do you mean...?) If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected. If what the pupil is saying isn't an accurate reflection of the truth, ask inquisitive questions and check understanding: 'are you saying that this happened?'</p>
<p><b>2. What were you thinking/feeling about at the time?</b></p>	<p>The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity to for the listener to model empathy which de-escalates any existing conflict and lays the groundwork for encouraging the pupil to empathise with others in the next steps.</p>
<p><b>3. What have your thoughts/Feelings been since?</b></p>	<p>This gives time to reflect on their behaviour after the have calmed down or been taken away from the incident.</p>
<p><b>4. Who has been affected by what's happened? In what ways have they been affected?</b></p>	<p>This provides an opportunity for them to reflect on the consequences of their actions and who they may have affected.</p>
<p><b>5. What needs to happen to make things right?</b></p>	<p>Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. Replacing broken equipment, cleaning a defaced desk etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.</p>
<p><b>6. What have you learnt and what will you do differently next time?</b></p>	<p>This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people needs. If there doesn't seem to be an easy solution, for example, they don't want to be friends, or they are bored in lessons and they have rejected all ideas, revert to empathy, and sympathise with the challenge.</p>
<p><b>7. What can I do to help you?</b></p>	<p>Children need to understand that you are there to support them to modify their behaviour whatever they have done.</p>





**Remember the aim of Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.**

A smaller version with the RP questions will be provided to staff as a reminder.

**Please note:** when using RP it might be the case that you need to establish the correct interpretation of an incident that has taken place if there is a disagreement. Once this has been established it might be the case that a child/children may require further RP to resolve the situation.



## School Anti – Bullying Procedures

At Kirk Ella St Andrews there is a zero-tolerance policy for bullying at the school. At Kirk Ella St Andrews our definition of bullying as: ‘The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out verbally, physically, emotionally or through cyberspace.’ We recognise that there are four main types of bullying: physical, verbal, emotional and cyber.

- **Physical** - pushing, kicking, hitting, punching or any use of violence or threatening behaviour.
- **Verbal** - name-calling, sarcasm, spreading rumours, persistent teasing, making offensive remarks.
- **Emotional or relational** - being unfriendly, threatening, tormenting (e.g., hiding books, threatening gestures), ridicule, humiliation, exclusion from groups or activities, isolating and ostracising someone, ‘gaslighting’
- **Cyber** - all areas of internet and wireless technology, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e., camera and video facilities.

Unpleasantness from one pupil towards another is always challenged and never ignored.

If it is suspected that an incident of bullying has occurred, it will be immediately investigated by the respective class teacher and Departmental Head. This is discussed with the Headteacher. If it is possible bullying may have taken place, the following procedure is then put into place:

<b>Step 1</b>	The Head Teacher will interview all children involved and record statements and incidents that occurred. A decision is then made
<b>Step 2</b>	If it deemed that bullying has taken place, the Headteacher completes reports this on Arbor. The parents of the offending child / children will immediately be contacted and asked to attend school to discuss the matter with the class teacher and Departmental Head. The structured conversation sheet can be used (appendix 1)
<b>Step 3</b>	The child / children will then be given appropriate sanctions e.g., a report on behaviour, loss of lunchtime/playtimes. The parents of the child that is being bullied are also contacted so they understand what is happening.
<b>Step 4</b>	The Head Teacher will set further dates for following up the incident in the next two weeks to follow up the situation to ensure that the incidents of bullying have been eradicated. If this is not the case, then Stage 5.
<b>Step 5</b>	The Head Teacher will suspend the offending child / children for a fixed period of time. If the child continues to bully children, then Step 6.
<b>Step 6</b>	The Head Teacher and Governing Body will exclude child / children permanently following DfE guidelines

### How do we put control measures in place to prevent bullying?

We actively pursue a series of preventative strategies to ensure we maintain positive behaviour reinforcement.

As a school we use the following systems to prevent bullying from happening:

- Pupils are made aware of our Anti-Bullying Policy at the start of the academic year in assemblies.
- A safe environment is created in each playground through careful adult supervision.
- We actively engage pupils by honest discussions in School Council meetings and also involve them in the process of developing and monitoring the school anti-bullying policy.
- We have a worry box in each classroom for notes to be added and feelings lolly sticks.
- We use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g., Anti-Bullying Week or links with relevant themes as a whole school curricular focus, inclusion in assembly themes when relevant).
- Use the PSHCE curriculum to discuss aspects of bullying.



- The school Behaviour curriculum is explained each term in class and in assembly.
- We regularly reinforce the importance of be Responsible, be Resilient, be Respectful and be safe through everyday interactions, relationships, and our values assemblies.
- Pupil voice is tracked and monitored through questionnaires.
- There are opportunities for school leadership to discuss behaviour issues with an open and honest antibullying ethos. E.g., monitoring of behaviour incidents through Pupil Support and reporting to Governors.
- Members of staff are trained to be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy.
- We implement CPD for lunchtime staff.
- We use ELSA support staff to support children
- We build community cohesion by celebrating and advocating fundamental British Values with respect for different cultures, difference, and diversity and by not hiding behind the stubborn tensions of ignorance.
- Restorative Practice and relationships will always be used as mechanism to restore and support, and challenge will be used for those that have caused harm to others.

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

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated.

To prevent Child-on-child abuse and address the wider societal factors that can influence behaviour, Kirk Ella St Andrews will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the personal development and PSHCE curriculum and themed assemblies.

We will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHCE lessons, RSE and, where appropriate group sessions.

That sexual violence and sexual harassment is always wrong (although this is not explicitly taught until KS3, it will be covered in Health relationships and during any incidents that occur)

Child-on-child abuse is a significant behaviour incident category on Arbor and will be selected when the school recognises such incidents, this will be responded to as a significant behaviour incident.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report, carrying out risk assessments, where appropriate, to help determine whether to manage the incident internally.
- Refer to early help.



- Refer to children's social care.
- Report to the police

### **Managing disclosures of sexual violence and harassment**

- Victims will always be taken seriously, reassured, supported, and kept safe.
- Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the DSL.
- Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and an investigation conducted by the DSL/Headteacher.
- A written risk assessment (AIM) will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils.
- The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.
- Parents or carers of the children involved will be informed as soon as it is appropriate to do so.
- Support will be offered to the alleged victim, the child or young person accused, and any other children involved by different adults in school (to avoid a possible conflict of interest).
- A referral to any relevant outside agency will be made e.g., Police or Social Care.

### **Confidentiality**

- The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.
- If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- The DSL will consider the following when making confidentiality decisions:
  - Parents will be informed unless it will place the victim at greater risk.
  - If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Social Care.
  - Where a crime has been committed, reports will be passed to the police.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.



## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. This will be triaged through our safeguarding supervision meeting, every Friday and we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Suspected criminal behaviour.**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the Police, Headteacher, DSL, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.

If a report to the police is made, the Headteacher or DSL will make a tandem report to children's social care, if appropriate.

### **Behaviour and Pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Kirk Ella St Andrews's approach to anticipating and removing triggers of misbehaviour are listed below,

- Short, planned movement / sensory breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating arrangements to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:



- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCOs) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. This will be discussed in Pupil Support and if appropriate Behaviour Support plan may be used.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Onboarding New Children to Kirk Ella St Andrews**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to share information around behaviour plans and support that has been put into place.

Following the Kirk Ella St Andrews Behaviour curriculum, children are inducted into the behaviour standards which helps to familiarise them with the behaviour policy and the wider school culture of being Responsible, respectful, and safe.

### **Mobile phones**

At Kirk Ella St Andrews, children are not allowed to have mobile phones with them on-site unless they are walking home in Year 5 and 6. A mobile phone form is required to be completed and signed if this is the case. All mobile phones need to be given to the office and they are returned at the end of the day, All phones need to be turned off prior to entering the school grounds.

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. Specific staff are Team Teach trained. All members of staff have a duty to use reasonable force using the Team Teach guidelines and can only be used in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence



Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Further information can be sourced in Team Teach Policy.

### **Off-site misbehaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means poor behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

Consequences will be issued in line with our low level / significant behaviour incident.

### **Online misbehaviour**

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Consequences will be issued in line with our low level / significant behaviour incident.

### **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.



- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

It is important that Parent/Carers ensure their behaviour is appropriate when discussing issue with the school. Please refer to the Parent & Carer Code of Conduct Policy September 2023

### **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, low level, and significant behaviour
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Staff and pupil voice school behaviour culture

The data will be analysed every term by the Headteacher and Deputy Head. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010 and will report to the Governing Body.





## **Structured conversation with parents (Appendix 1)**

### **Structured conversations with parents regarding behaviour and attitudes**

Structured conversations are an important Structure of our parent engagement approach. It is a meeting which takes place between parents, class teacher and leaders.

#### **Key points to a structured conversation:**

It will last approximately 30 minutes and should be planned, there are some aspects to be prepared before the meeting.

#### **Structure is as follows (Check language and arrange support through Strategic lead)**

1. Celebrate behaviour successes and catching the good.
2. Share your behaviour and attitude concerns and how this is affecting their educational outcomes. Give examples, perhaps evidence from referrals, 'not in class 4/5 sessions ...' feedback forms on any RP, children have said they are scared. worried etc
3. Ask what behaviours we want to see. This should be recorded on the format. Set clear goals, refer to behaviour support plan if appropriate, list goals against:
  - Behaviour
  - Attitude
  - Attendance
  - Friendships
  - Routines and readiness for school
  - Participation in learning
4. Share child's voice, what barriers to learning this needs to be completed by class teacher before the structured conversation.
5. Agree the things that will happen to help achieve the goals In school and at home.
6. Agree a date to check back in, copy to parents, copy on Arbor under incident and action 'Structured conversation with parents'



## Structured conversation with parents' form

Date \_\_\_\_\_

Name of child \_\_\_\_\_

Class teacher \_\_\_\_\_

### Catching the good

### What are we worried about?

### What do the parents want for their child?



**What the child had to say?**

--

**What are our goals?**

--

**What will we do in school and at home?**

--

**Date we will check back in \_\_\_\_\_**

**Copy to parents, child, and a copy for school.**



## Logging Incidents on Arbor (Appendix 2)

You need to have access to a computer with Arbor on. If you do not have a log in then you can borrow a class computer or use the school office.

### From the home screen

- Click left hand side – log behaviour incident (a pop up should appear on the right of the screen)
- **Date of the incident** and use the calendar to find the date. It will default to today's date.
- **Event** – select class of child
- **Time of incident** – Change the time for when the incident occurred.
- **Students involved** – click on every child/ren involved. You can click at the bottom of the log to create separate incidents for all the children, and it will automatically make them under their name. It does not matter if the child has not done anything wrong. You will make this clear in the incident summary.
- **Behaviour** – click on the type of behaviour it was.
- **Assign a member of staff** – send this to Mr Church as he will be looking at them to see if some children require speaking to.
- **Incident Summary** – Please give an account of the incident,

who was involved and their involvement and what action has

taken place to resolve it, including sanction if necessary.

- Staff involved – This is the staff member who dealt with the incident. This is so follow up can occur if required.

- Location – type where the incident occurred

Playtime, lunchtime, classroom, dining hall, corridor, toilet,

cloakroom, playground

- Create as separate incidents – click if you need to duplicate this for all children involved.



## Parent & Carer Code of Conduct Policy September 2023

We are very fortunate to have a very supportive and friendly parents. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents/carers will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

### Guidance

We expect parents, carers and visitors to:

- Respect the caring ethos and values of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify their child's version of events with the school's view to bring about a peaceful solution to any issue.
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour, or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.
- Be responsible for your child's behaviour at any school related events such as discos, fairs.

To support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Intimidating behaviour to any school staff, parents/carers or children.
- 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 team matches.
- Using loud/or offensive language, swearing, cursing, using profane language, or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carers, or student regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive, or derogatory comments regarding the school or any of the students/parent/staff, at the school on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, Senior Teacher, Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child.
- Smoking, taking illegal drugs or the consumption of alcohol on school premises. (Alcohol may only be consumed during authorised events).
- Dogs being brought on to school premises (other than guide dogs).

**Staff have the right to end conversations if they feel threatened, intimidated or conversations are abusive.**



## **Staff are not required to respond to messages sent to them of an abusive nature.**

Should any of the above occur on school premises or at a school linked event, the parent/carer will be asked to leave the premises voluntarily.

Failing this, the school may feel it is necessary to act by contacting the appropriate authorities and/or sadly, consider banning the offending adult from entering the school premises.

If parents have any concerns about their child in relation to the school as we have said above, they should:

- Initially contact the class teacher by making an appointment.
- If the concern remains, they should contact either Mrs Stevens for Years 2-6 or Mrs McGarry for Foundation and Year 1.
- If you are still not satisfied, contact the Headteacher by making an appointment through the office.
- If still unresolved, then contact school governors through the complaint's procedure.

### **Issues of conduct with the use of social media**

Most people take part in online activities and social media. It's fun, interesting and keeps us connected.

The PTA and school have a Facebook page which allows parents to receive and respond to messages about school events. We encourage you to positively participate.

Within these spaces however we ask that you use common sense when discussing school life online.

'Think before you post' We ask that social media, whether public or private, should not be used to fuel campaigns and voice complaints against the school, school staff, parents/carers, or children.

We take very seriously inappropriate use of social media by a parent to publicly humiliate or criticise another parent/carer, member of staff or child. The school will also expect that any parent/carer or student removes such comments immediately. In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry.

Online activity which we consider inappropriate:

- Identifying or posting images/videos of children
- Abusive or personal comments about staff, governors, children, or other parent/carers
- Bringing the school in disrepute
- Posting defamatory or libellous comments
- Emails circulated or sent directly with abusive or personal comments about staff or children.
- Using social media to publicly challenge school policies or discuss issues about individual children or members of staff.
- Threatening behaviour, such as verbally intimidating staff, or using bad language.
- Breaching school security procedures

At our school we take our safeguarding responsibilities seriously and will deal with any reported incidents appropriately in line with the actions outlined above. Thankfully such incidents are extremely rare.

We would expect that parents would make all persons responsible for collecting children aware of this policy.

We trust that parents and carers will assist our school with the implementation of this policy, and we thank you for your continuing support of the school.

This policy will be reviewed in September 2024