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BEHAVIOUR POLICY

INTRODUCTION

This policy has been drawn up in accordance with the schools' values, ethos and vision.

At Sholing Infant School we value every individual child and believe that a nurturing environment, with consistent high expectations for behaviour, is one in which children can flourish.

It is the duty of the Governing body to:

- Provide a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils.
- Notify the head teacher and give her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Governors' Guiding Principles are underpinned by their obligation to promote the welfare of children in accordance with the Ed Act 2012.

We believe that:

- Positive behaviour for children should be promoted to create the best environment for learning.
- high levels of expectation for behaviour should be promoted by all members of the school community both on and off site when representing the school or identifiable as a pupil of the school
- Sholing Infant School should strive to be an inclusive school, and that all members of the school community should be free from discrimination of any sort and all children, staff and visitors have the right to feel safe at all times at school.
- That each child is unique and the behaviour policy should recognise that varying needs and backgrounds mean some pupils may need additional support to meet the behaviour expectations of the school.
- The school rules should be clearly set out in the Behaviour Policy and displayed around school and that these rules should be consistently applied by all.
- Staff should apply the behaviour policy to children in their care both on and off the school site.

The Governors expect:

- Parents and pupils to cooperate to maintain an orderly climate for learning.
- Staff to adhere to the highest level of conduct within the Teachers' Standards: <http://www.education.gov.uk/a00205581/teachers-standards1-sep-2012>
- That, where necessary, support from external agencies is sought in order to support pupils whose behaviour is of concern.
- De-escalation to always be the first strategy in preference to physical intervention.
- The behaviour policy to follow the guidance given in the DfE's "Use of Reasonable Force and Searching, Screening and Confiscation" document. Following this guidance will help ensure staff can be confident of the governing body's support.
- Exclusion to be the last resort as a means of dealing with unacceptable behaviour, and where necessary, the Headteacher to follow DfE guidance on the use of exclusion.

Headteachers are responsible for developing the behaviour policy based around the principles required by the governing body and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers, must follow the principles and guidance outlined in the Code of Conduct for staff and other adults. In addition to this code of conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment, have a statutory obligation to adhere to the Teachers' Standards and in relation to this Code of Conduct, Part 2 of the Teachers' Standards – Personal and Professional Conduct. The Behaviour Policy must include measures to prevent all forms of bullying among pupils and this policy should be read in conjunction with the following school policies and procedures:-

- Special Educational Needs Report
- Health and Safety Policy
- Admissions Arrangements
- Complaints Policy
- Single Equality Information/Objectives
- Child Protection Policy
- Whistleblowing Policy
- Online/E-Safety Policy
- Physical Intervention policy
- Staff Code of Conduct
- Supporting Pupils with Medical Needs Policy and Procedures
- Educational Visits Policy
- Home/School Agreement (including our COVID-19 amendment)
- Mental health policy

This policy confirms the school's 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 pupil 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 actions 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 who are willing to assist.
- Help pupils 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 pupils with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful and 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 to develop and use their own professional expertise.

The aim of this policy 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. In order 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.
- 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 on the basis of 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.

SCHOOL ETHOS AND VALUES

Sholing Infant School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. In order to achieve this, teachers aim to deliver high quality teaching 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 Sholing Infant 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 and this includes all staff and other adults working in the school and pupils and parents. Having a positive ethos helps to ensure good behaviour from pupils in school. Children 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. Through the promotion of pupils' spiritual, moral, social and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values. In order 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.
- 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, Sholing Infant 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. Sholing Infant School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously and full investigated.

Our Golden Rules

In our school we have six 'Golden Rules' which we encourage the children to follow in order to achieve the appropriate behaviour in school:-

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen to people
- We are honest

These rules are the foundation on which our classroom, playground and lunchtime rules are based

RESPONSIBILITIES

The commitment of staff, pupils and parents is vital in order to develop 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:-

- Ensure that lessons start on time.
- Plan and deliver high quality lessons which engage and motivate pupils to achieve.
- Allocate sufficient time for each task.
- Be enthusiastic and develop positive working relationships with pupils and their 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 classroom.
- Mark or give feedback on work in the lesson itself or as soon possible after.
- Set homework appropriate to age and ability for each pupil.
- Treat pupils fairly.
- Eliminate or control hazards which may cause harm.
- Use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour.
- Be approachable and listen at appropriate times.
- Always take seriously any complaints of bullying or inappropriate behaviour reported to them.
- Set high expectations, clear boundaries and regularly discuss and remind pupils of Golden Rules and how they inform classroom and playground behaviours.
- Use rewards and where necessary, sanctions consistently.
- Model good behaviour.

What staff can expect from pupils

We expect children to:

- Work hard and to the best of their ability.
- Show a desire to achieve
- Use time wisely.
- Talk to each other politely and in a courteous manner.
- Walk inside the building.
- Demonstrate quiet, orderly behaviour around the school.
- Accept responsibility for personal behaviour and to apologise when necessary.
- Show respect, care and kindness for others.
- Listen to others' points of view.
- Show respect and care of belongings and surroundings.
- Be patient with others.
- Use appropriate voice level for the situation
- Respond appropriately to any adult.
- On the playground have fun but play safely and sensibly respecting others games and space.
- Avoid arguments and fights so that there is no rough behaviour, fighting, kicking, punching, name calling etc and refer to an adult for their help if necessary.

At Sholing Infant School we give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. The school will therefore communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage so that we can work together on creating and implementing solutions. This positive partnership with parents is crucial in building trust and developing a common approach to behaviour expectations and strategies.

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 Acceptable Use Policy 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. PE 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.
- Discuss any issues of concern with the class teacher or Head teacher in a calm and nonaggressive or threatening manner.
- Refrain from smoking on the school premises or around entrances/exits,
- Refrain from using foul language at any time in or around the school premises.
- Refrain from bringing dogs onto the school premises.
- 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 as a whole. Talk to school staff about any concerns.
- Support the school's approach to e-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.

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 do their best at all times.
- 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 the school system.
- Promote positive behaviour and reward such behaviour in accordance with this policy and the school system.
- 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 in order 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.

REWARDS

We aim to reward positive behaviour rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children, this approach will work. Sanctions should be needed only for a minority of children. We firmly believe that the best form of encouraging good behaviour is through the constant use of praise and rewards. This will also help to raise the children's self-esteem. It is essential that the main focus for rewards and sanctions should be within the classroom extending to senior leaders where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement. These can be given to individual children, small groups, classes or year groups as appropriate by teaching assistants and other staff and volunteers, teachers, peripatetic teachers, year leaders, the deputy head, headteacher and lunchtime supervisory assistants. Rewards include the following:-

- Written praise e.g. a positive comment/star on child's work/report.
- Stickers for effort, achievement and following our Golden Rules.
- Verbal praise e.g. to the child, parent or another adult in school.
- Certificates for academic and non-academic achievement.
- Peer group praise e.g. a clap or name read out in class
- 'Smileys'. In Years 1 and 2, 'smileys' may be awarded. There is a class smiley chart in each classroom. For each twenty smileys achieved, pupils receive a bronze, silver and gold award in the form of a certificate and star.
- Headteacher award on work or as a sticker.
- Trophies and special awards.
- Placing value on achievements e.g. work shown to another class.
- Part of celebration assembly.
- Special responsibilities e.g. being a monitor or school councillor
- Child, group or class singled out as a role model.

Lunchtime behaviour

The lunchtime staff carry stickers to reward positive behaviour in the dining halls and playground.

Classes that behave well and line up sensibly at lunchtime receive a tick on their school lunchtime card.

The class with the highest number of stars each week are rewarded in celebration assembly. Pupils who consistently fail to maintain expectations and follow the Golden

Rules during lunchtimes may be invited to reflect on their actions through work with the ELSA in the nurturing environment of lunch bunch.

Celebration assembly

On Friday, individual pupils receive 'superstar' awards for effort, progress, achievements and attitudes to learning and good behaviour. Children who have demonstrated kindness and consideration may be rewarded with 'kindness leaves' which are displayed on our 'kindness tree'.

Children who have demonstrated the school's learning values 'reflective, aspirational, confident, creative, resilient and independent' may receive awards celebrating application of these values.

Individual classes

Each teacher encourages good behaviour and recognises positive approaches to learning in their class. This includes stickers, sending children to the subject leader, headteacher or deputy for praise stickers.

Class teachers use a small shaker in the classroom to gain the children's attention. This technique is also used in the lunchtime hall by the MSAs.

All classes have a 'class reward' system to encourage all pupils to work together to achieve a common goal. This is based on pupils working together to earn marbles for the jar when the Golden Rules are maintained to a high standard.

- All classes have a 'Golden Jar'
- A marble is placed in the jar as a celebration of the whole class demonstrating a Golden Rule,
- Once 15 marbles are reached (only once as a maximum per half term) the following rewards are offered:
 - YR Golden Stickers
 - Y1 Class monsters
 - Y2 10 mins of 'Golden Time' used for playing board games/extra play etc as determined by the class.

Attendance

To reward regular attendance, we present a trophy, to the class with the highest attendance each week. This is presented in celebration assembly. At the end of each term, children with attendance of 96.5% or above are recognised and presented with a wristband. To ensure that this system is inclusive, all children start their attendance each new term with the possibility of achieving and being recognised for attendance above 96.5%.

CONSEQUENCES

Teachers can impose reasonable consequences when pupils conduct falls below the standard to which could reasonably be expected of them. This means that if a pupil breaks a Golden rule or fails to follow a reasonable instruction, the teacher can impose a consequence on that pupil. To be lawful, the punishment must satisfy the following three conditions:-

1. The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher.
2. The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff.
3. It must not breach any other legislation e.g. in respect of disability, special educational needs, race, other equalities and human rights and it must be reasonable in all the circumstances.

A sanction must be reasonable. In determining whether a sanction is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them. The headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers e.g. to parents who have volunteered to help in school. Corporal punishment is illegal in all circumstances. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary. The school has agreed the following strategies for encouraging good behaviour and thereby managing poor behaviour:-

- Each class will display a visual behaviour chart consisting of their class animal picture and three faces – a green smiley face, an amber straight face and a red sad face. There is also a rainbow displayed above the smiley face for children whose behaviour goes 'above and beyond'
- All pupils begin each day with their name displayed on their class animal picture. Through following our Golden Rules, they are able to be moved up to the green smiley face/rainbow

In the event of poor behaviour, the following steps are taken:-

1. Child receives a reminder of behaviour expectations.
2. Child continues to misbehave and name is moved to straight face.
3. Should the child continue to misbehave, child's name may be moved to the sad face.
4. The next step should a child fail to address his/her behaviour, is 'time out' with the year leader.
5. Should Step 4 fail to secure an improvement, the child will be referred to the headteacher or deputy, in her absence.

At any point in this stepped approach, a child will be given the opportunity and encouraged to address his/her poor behaviour and move back up the faces to the smiley.

Similar procedures will be used at lunchtime. Step 4 'time out' will be sitting on the steps by the child's classroom. Step 5 'time out' will result in the child being referred to the senior member of staff on duty. Children who respond positively by improving bad behaviour are able to work their way back up to the green smiley face. In the case

of serious bad behaviour, it may be necessary to move a child straight to Step 4 or 5. Parents will be consulted if a child's behaviour is causing continued concern and their co-operation is sought. In such cases, a child may be given an individual behaviour chart, behaviour diary or individual behaviour plan. The school may seek external support for cases of extreme difficulties in behaviour and involve outreach teams if necessary although parental permission will always be sought in such cases. Parents will always be informed if their child has injured another child and similarly if their child has been intentionally hurt by another child. A log of incidents will be kept. It is the primary responsibility of staff to deal with discipline themselves whether they observe an incident involving a pupil in their own class or within the school.

Any significant incidents of poor behaviour will be logged on CPOMS. This includes for incidents of noncompliance, aggressive behaviour towards adults and peer on peer abuse.

Parents will be informed if their child has hurt another pupil. The pupil who has been intentionally hurt will receive an orange note and their parent informed of what has happened, although the name of the child who has perpetrated the incident will not be disclosed to parents.

In the event of a pupil deliberately hurting another pupil, the child will attend play/lunch bunch the following session, to discuss their actions with the ELSA. The pupil will then be encouraged to think about the impact of their actions and will write a 'sorry' note/picture which they will then share with the pupil who has been hurt.

Additional support

We recognise that some pupils need a more individualised approach to supporting their behaviour. Our SENCO will work with class teachers to put in place individual behaviour plans, if needed.

Our SENCO will seek outside specialist support where needed, e.g. through a SAOS referral or through an application for an EHCP following at least two cycles of Plan Do Review interventions.

Where children have bespoke and individualised behaviour reward/consequence systems, they may not necessarily

Sanctions and disciplinary action

There is a clearly defined process for issuing sanctions in this school. Where possible pupils are issued with a warning 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.

Screening, searching and confiscation

The school follows government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies – February 2014 (a copy of this document is available to download from the DfE website). The following items are what are termed 'prohibited items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:-

- Knives.
- Firearms/weapons.
- Illegal drugs.
- Alcohol.
- Fireworks.
- Tobacco and cigarette papers.
- Pornographic or unsuitable images.
- Stolen items.
- Any article that a member of staff or other authorised person reasonably suspects has been or is likely to be used to commit an offence and/or to cause personal injury to or damage to the property of any person including the pupil.

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. The following are items which are banned by the school:-

- Mobile telephones used in class.
- MP3 players or similar used in class.
- Jewellery not in accordance with the school uniform policy.
- Lighters and matches.

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, MP3 players etc. Pupils are not allowed to bring these to school. Staff have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm. Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Where items are ‘prohibited’ as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance ‘Screening, Searching and Confiscation – Advice for Headteachers, staff and Governing Bodies’. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search pupils without their consent for such items. There will be severe penalties for pupils found to have ‘prohibited’ items in school. In certain circumstances this may lead to permanent exclusion.

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 including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

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.
- 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 facts have been clearly established on the balance of probabilities and taking into account 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 Headteacher'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.

Home school agreement

There is no statutory requirement to have or to ask parents to sign a Home School Agreement that outlines the responsibilities of the parent and the school including those around behaviour and attendance. On balance and in order to continue to foster parental relationships, we have decided to continue with the home-school agreement which should be signed and returned to the school.

ATTENDANCE AND PUNCTUALITY

The school is required by law to keep a record of pupil attendance. In an emergency such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. If pupils are late or do not attend:-

- parent/carer/guardian should telephone the school by 8:55 am in the morning on the first and every day of their child's absence.
- If they do not do so, the school will make attempts to contact them. Failing that other contacts on the child's admissions form will be used to establish reason for absence.

- Sibling schools will be contacted for further information.
- If none of the above establish a reason for absence, a home visit will be made by a member of school staff to establish that a child is safe
- Failure to establish the whereabouts of a child after one day, will invoke a conversation with the CME team.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The headteacher will not grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of the headteacher will be recorded as 'unauthorised' and a penalty notice applied if the criteria are met.

PUPIL CONDUCT AND MISBEHAVIOUR OUTSIDE THE SCHOOL PREMISES

What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." Subject to the school's Behaviour Policy, the teacher may discipline a pupil for any misbehaviour when the child is:-

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing the school uniform.
- In some other way identifiable as a pupil at the school
- Could have repercussions for the orderly running the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Out of school behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:-

- Adherence to the behaviour policy on all transport (including public transport) to and from school, educational visits
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and disciplinary action – off-site behaviour

- Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it

is an activity supervised directly by school staff. Sanctions may be in the form of fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Pupil support

- We aim to support all our pupils to ensure that every child succeeds during their time at Sholing Infant School. Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.
- Behaviour monitoring logs.
- Increased communication between home and school.
- Small group work or one-to-one support in self-esteem, emotional literacy, anger management and 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.
- Referral to outside agencies such as educational psychologist, mental health worker SAOS.
- Alternative curriculum provision

The use of reasonable force

DFE Guidance on Reasonable Force states that:

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).

Reasonable in the circumstances means using no more force than is necessary.

'Force is usually used to either control or refrain'

'Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.'

'Restraint means to hold back physically or to bring a pupil under control'

'All members of staff have a legal power to use reasonable force'

At Sholing Infant School

De-escalation of a situation is always the first strategy.

- Remain calm.

- Ensure the Head teacher is informed of an escalating situation and that additional adults can attend the location
- Remove the rest of the class from the situation.
- Talk calmly to the child – listen to responses.
- Allow time to calm the situation – do not get into an argument – get another adult to ask questions if appropriate.
- Restraint of children is only used when a child is at risk of:
 - hurting themselves
 - hurting others
 - damaging property

Records of the incident will be made and parents informed.

Strategies for dealing with children who have emotional and behavioural difficulties (EBD.) On some occasions it may be necessary to take specific action to help children learn more appropriate behaviour. This may include:

- Analysis of difficult behaviour and its context.
- Placement of the child on the SEN register to monitor progress against the strategies put in place and to work closely with his/her parents.
- Individual behaviour response plans/ programmes.
- Referral to outside agencies such as Educational Psychologist , Behaviour Support,
- CAMHS

The SENCO is responsible for advising on the suitability of a range of strategies for supporting children with EBD.

In order 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 has taken account of advice provided by the DfE - Use of reasonable force: advice for headteachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010. 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 in order 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 management has 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 Management Plan.

Circumstances in which reasonable force might be used

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Power to use reasonable force when searching without consent

In addition to the general power to use reasonable force, the headteacher, senior teacher or SENCo can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items' (see Section 7.2 above).

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.

Staff trained in physical intervention (Securicare) at Sholing Infant School are:
T.Steward and S. Knight

Behaviour Response Plans

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 Response 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 Response 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 Response Plan.

Parents may be offered the school system of rewards/sanctions to use at home on request, so that they achieve a consistency, particularly if their child has additional needs.

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 taken into account:-

- 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
- The child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and entered onto CPOMS. The Headteacher (or deputy in the absence of the headteacher) 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. In all instances of the use of physical restraint, parents will be informed the same day, in person if possible, otherwise 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 MASH by the 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. Immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision 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:-

- ensure the incident has been recorded;
- decide whether multi-agency partners need to be engaged and, if so, which partners;
- 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 (see Section 6.2 above).
- help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- ensure that staff and pupils affected by the incident have continuing support as long as 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 Management Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy.

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 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.

ALLEGATION OF ABUSE AGAINST STAFF AND OTHER ADULTS WORKING IN SCHOOL

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. For more information, refer to the School Allegations procedure which is part of the Child Protection Policy.

The governors of Sholing Infant School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures. School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this school has a procedure for dealing with allegations of abuse against members of staff and volunteers and other children. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing policy which is published on the website and also located on the safeguarding board in the staff room. The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education 2021' published by the DfE

Action in the event of a malicious allegation

If an allegation is determined to be unfounded or malicious, the LA appointed Designated Officer (DO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the pupil concerned at an early stage.

BULLYING

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.” *Department of Children, Schools and Families*

It can take a variety of forms:

- Physical.
- Verbal as in name calling or personal comments.
- Social as in being excluded from a group.
- Racial.
- It can be planned and organised or it may be unintentional.
- It may involve individuals or groups.

Bullying is :

- Systematic and ongoing rather than one off.
- Done by the more powerful to the less powerful, rather than between equals.
- Distressing and hurtful to the victim.
- One way rather than an exchange.

Identification

Children usually talk quite openly about problems between themselves. As adults we need to listen carefully and observe children to try to distinguish major problems from the minor difficulties.

Children display emotional problems in a variety of ways, crying, moodiness, solitary play or withdrawal.

Adults should be aware of changes in patterns of behaviour which may indicate such problems. Incidents of bullying may be identified by children, parents or members of staff.

Procedure

Action against bullying should occur within a framework which reminds all pupils that bullying behaviour is unacceptable and will not be tolerated.

Often a problem solving approach may help. The adult tries to remain neutral and deliberately avoids closed questions which may be perceived as accusatory. He or she makes sure each child has the opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying. All incidents of bullying are recorded on CPOMS

If incidents of bullying occur the following steps are taken.

All incidents that occur during break or lunchtime are reported to class teacher who must log the incident and actions taken.

The class teacher will speak in the first instance with the children and then the parents. If parental concerns are expressed initially to the class teacher he/she will attempt to address them and resolve the problem, reporting back to parents on actions taken. The Head teacher or deputy must be informed of any concerns by the teacher or parents.

Any incidents of bullying will be discussed in PDM/TA meetings so that everyone is able to observe the children involved and implement any agreed strategies.

If problems are not resolved immediately, all adults who come into contact with the child will be informed. The Head teacher and class teacher will discuss the problem with the parents of victim and perpetrator alike and a plan created and regularly reviewed.

This procedure may be stopped at any stage depending upon the severity of the problem and the outcome of the steps taken.

Outcomes

- The child who is the bully will be asked how they can put the situation right and apologise where possible.
- If possible the children will be reconciled.
- The child will be helped to appreciate how the victim feels because of their actions.
- Each case will be monitored to ensure repeated bullying does not take place.
- Sanctions will be used where bullying behaviour is proven.
- Parents will be informed of the outcome.

The law

Sholing Infant School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management 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 and 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.

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
- Record and investigate all allegations of bullying
- PSHE programme that discusses issues such as diversity and anti-bullying messages
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role play in Drama, English and RE that draw out anti-bullying messages □ Circle time
- Acceptable Internet Use Policy is signed by all and online/e-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
- Home school agreement

Strategies for dealing with a child who is bullying

- Disciplinary sanction imposed
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff
- Support with change behaviour offered through the ELSA
- Work with the educational psychologist or other outside agency
- Referral to anti bullying lead at SCC

Strategies to support a victim of bullying

- Support from ELSA- reporting
- Support from ELSA- circle of friends
- One to one parental interview, parental support and involvement
- Work with anti-bullying lead at SCC

DRUGS AND DRUG-RELATED INCIDENTS

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' with respect to screening, searching and confiscation – Section 6.2 refers.

Responsibilities

The headteacher has responsibility for supporting other members of staff in the implementation of 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. Information for parents on this issue is available on request from the school.

Tobacco

In line with legislation, the school has a policy of No Smoking in the building and on the school site.

Alcohol

No alcohol is consumed during the course of the normal school day.

Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of 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 in order to protect all persons:-
 - Do not attempt to pick up the needle.
 - If possible, cordon off the area to make it safe.
 - Inform the headteacher/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.

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 headteacher will take into account 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 outside school premises, the headteacher or other member of staff will consult with the police.

BEHAVIOUR OF PARENTS AND OTHER VISITORS TO THE SCHOOL

Sholing Infant 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. When formulating our procedures, reference was made to the DfE's document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Advice on School Security: Access and barring of individuals from school premises' (December 2012). 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. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:-

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident or the governing body seeking to prohibit access to the school site.

Procedures for dealing with unacceptable behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school. Prior to a ban being imposed, the following steps will be taken:-

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.
- If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.
- Sholing Infant School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

Unacceptable Use of Technology

Sholing Infant 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 on Page 4. 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 Sholing School and form part of our Online/E-Safety Policy.

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