

Pegasus Primary School

Behaviour Policy

Summit Learning Trust Mission Statement

STRENGTH THROUGH DIVERSITY
AMBITION THROUGH CHALLENGE
EXCELLENCE THROUGH CURIOSITY

Policy title									
Section 1	<h3>Our School Values</h3> <table border="1"><tr><td></td></tr><tr><td><u>P – Potential</u></td></tr><tr><td><u>E – Experiences</u></td></tr><tr><td><u>G – Global Citizens</u></td></tr><tr><td><u>A - Aspiration</u></td></tr><tr><td><u>S – Self</u></td></tr><tr><td><u>U-Unity</u></td></tr><tr><td><u>S - Succeed</u></td></tr></table> <h3><u>Behaviour Expectations for Children</u></h3> <ul style="list-style-type: none">• Children are expected to move around the school in silence at all transitions times, as learning is taking place.• Children will greet adults respectfully and with courtesy making eye contact when speaking to them and a handshake.• Children will arrive in school by 8:50am in class by 8:50am.• Children will wear the correct uniform and come fully equipped for learning with the designated equipment and planner.• Children will attend all lessons to ensure good learning takes place <p>Children will resolve conflicts peacefully in line with our Rights Respecting School values UNCRC Articles 2,3,12,19,29,37 & 39</p> <ul style="list-style-type: none">• Children are expected to attend school daily unless there are clear medical reasons not to.• Never disrespect, harm or bully other Children in or out of school.• Act as positive ambassadors for the school when offsite.• Show respect to school staff, other children, school property and the school environment.		<u>P – Potential</u>	<u>E – Experiences</u>	<u>G – Global Citizens</u>	<u>A - Aspiration</u>	<u>S – Self</u>	<u>U-Unity</u>	<u>S - Succeed</u>
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- Cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes.

Expectations in the classroom

- Arrive on time ready to learn
- Sit up, tracking the teacher and following instructions without delay
- Complete the task at the start of the day immediately
- Develop their vocabulary and literacy skills
- Strive to produce excellent work
- Be resilient and never give up
- Give clear verbal responses using appropriate vocab
- Ask questions to clarify their understanding.

Expectations for Behaviour

- Children will keep themselves and others safe by refraining from partaking in behaviours that are deemed dangerous.
- Children are not permitted to bring items onto the school site that are deemed dangerous i.e. Lazer pens
- At break and lunch children are expected to be respectful, polite and courteous to each other and all adults as they move around the school.
- Children are expected to enter all eating areas sensibly, line up and be respectful of the school environment. Children in school will be expected to use a knife and fork.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of children within school premises, the school reserve the right to discipline beyond the school gate.

The Principal may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

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

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our children, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over children in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by children of the school when not on the school site.
- The same behaviour expectations for children on the school premises apply to off-site behaviour.
- Could adversely affect the reputation of the school.

Section 2

Supporting good behaviour for parents

Responsibilities

Parents are expected to support their child in meeting the school behaviour policy by:

- Ensuring they have the correct uniform and equipment for school
- Helping your child get to school on time every day, refraining from booking medical appointments during the school day and not booking holidays in term time.
- To respect the school's behaviour policy and the disciplinary authority of school staff.
- To read and commit to the Home/School Agreement.
 - Attending all pastoral meetings and parental engagement events.
- To help ensure that their child follows all reasonable instructions by school staff and adheres to school rules.
- To ensure their child understands that bullying and abuse in all its forms, including cyberbullying, will not be tolerated.
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure school staff are made aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with the Principal or other school staff, if requested, to discuss their child's behaviour.
- To adhere to the terms of any Behaviour Contract relating to their child's behaviour.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the school at the end of a fixed period exclusion.

Parental Expectations

- To be kept informed about their child's progress.
- To expect their children to be safe, secure and respected in school.
- To raise any concern they have about their child being bullied taken seriously by the school and investigated as necessary.

Section 3

Managing behaviour for Staff and Leaders

The Senior Leadership Team are expected to:

Our Pegasus leadership team will communicate values which underpin and model our whole school behaviour policy.

- Provide effective and efficient support for teams which are line managed.
- Be a visible presence around the school

- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates.
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours, ensuring staff training needs are identified and met
- Intervene and take appropriate action where necessary when a breach of the code of conduct takes place.
- Wherever possible de-escalate incidents using a range of appropriate strategies for dealing with students.
- Ensure that the school environment and classrooms are maintained
- Listen to students' perspectives of reported incidents.
- Designate a Child Protection Officer and ensure that safeguarding is fully in place.
- Regularly discuss vulnerable and challenging pupils.
- Manage internal exclusions.
- Instigate external exclusions including reintegration meetings
- Conduct regular Learning Walks.
- Review the Behaviour Policy regularly.

ALL ADULTS IN SCHOOL should be **pro-active** and manage behaviour **assertively**. They should be **firm but ALWAYS fair**.

ALL PROCEDURES MUST be followed **CONSISTENTLY** by **ALL ADULTS IN SCHOOL** in response to **ALL pupils AROUND school, at ALL times**.

When managing behaviour, the primary focus should always be on **positive reinforcement**. At all times, adults should look for opportunities to reinforce appropriate behaviour – **'Catch them doing something good!'**. These procedures are based on the basic principle of: **Public Praise; Private Disappointment** (consider an approximate ratio of 3 : 1)

All sanctions/solutions used to address behaviour issues are based on **restorative principles**. Children should be aware that there are **consequences to their actions**. However, they also need to understand that there are often **consequences for others** and when things go wrong, **those affected** by negative behaviour **as well as those responsible** should be **involved** in repairing the harm and making things right.

Expectations of staff

Teaching Staff are expected to:

- Create a positive learning environment.
- Plan and deliver lessons which engage the interest of students.
- Follow agreed system of rewards and sanctions.
- Understand their collective responsibility for safe behaviour out of lessons, eg at break and lunch and after school.
- Arrive on time for duties and make arrangements for cover where necessary.

- Make sure resources are taken care of including exercise books.
- Ensure that systems for managing behaviour are applied consistently.
- Seek advice and support with managing behaviour when needed.
- Employ a full range of strategies to manage poor behaviour.
- Make effective use of Teaching Assistants.
- Staff should always be mindful of the language they use when speaking to students.
- They are expected to uphold public trust in the profession and maintain high standards of ethics and behaviour.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others
- Promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Our 'Pegasus Family Charter'

The '**The Pegasus Family Charter**' was written in collaboration with all pupils, facilitated by School Council. It was devised following class discussions about what all pupils need to do in order for everyone to feel safe, happy and able to learn. As a **Unicef 'Rights Respecting School'** (Level 1), this process is vital and charters should also include what the **adults (as 'Duty Bearers')** will do to help pupils keep the agreements made and ensure all children have their rights respected. All pupils sign their class copy to show their commitment.

These agreements are **limited, positive and measurable/observable**:

- We **agree to follow instructions (3 & 28)**
- We **agree to listen to the person who is meant to be speaking (12 & 13)**
- We **agree to respect people, property and the environment (13 & 29)**
- We **agree to keep hands, feet and put downs to ourselves (13 & 19)**

[These agreements link to Articles 3, 12, 13, 19, 28 and 29 of the United Nations Convention on the Rights of the Child \(UNCRC\)](#)

Each class may add a **maximum of two further agreements** to form their **Class Charter**. These should not conflict with the main four agreements and should relate to articles from the UNCRC. In order for pupils to have ownership of these agreements, they should be involved in the process of deciding them. They should be age appropriate and may be changed in response to current issues (a weekly/fortnightly focus).

The Golden Charter should be **displayed prominently** in all classrooms, as well as on the website, in the hall and in the playgrounds. It should be **referred to routinely** – providing the **vocabulary/script for both celebrating and managing/correcting behaviour**. For example, if a pupil needs to be given a ‘**Friendly Reminder**’ or ‘**Fix-it Time**’ (see *Behaviour Management Flowchart*): *‘Your instruction was to complete questions 1 -5. I need you to focus on your learning and stop distracting others. This is your first Friendly Reminder - Thanks.’*

Section 4

Praise and rewards for high standards

Pegasus encourages, teaches and rewards behaviours and attitudes that are in line with our Academy’s values of RESPECT, COMMITMENT & ACHIEVEMENT.

Pegasus staff role-model behaviours and attitudes that are in line with our Academy’s values.

Children that exhibit behaviours and attitude that are in line with our values deserve recognition and reward.

Managing behaviour through praise and rewards

Praise and Rewards (delivered by all staff)

Good to be Green’

A ‘**Good to be Green**’ system operates throughout school. Each class has a plastic card holder with a named pocket for each pupil which should be easily accessible in the classroom as part of a behaviour display (**NOT displayed at the front of the room**). In each pocket is a green, yellow and red card. All pupils start **EVERY SESSION on GREEN** (with the green card showing).

Sanctions

Stage 1 > Stage 2 - YELLOW

If there are behaviour issues during a lesson, the first step is to be **proactive** and follow the sanctions procedures (see *Behaviour Management Flowchart – Stage 1*). If these **proactive steps** are not successful in supporting the pupil to improve their behaviour, then the pupil’s card should be changed to **YELLOW** (**discretely** by the pupil or adult). The adult should then mark this against the child’s name on the **Weekly Class Record** (with a Y) which should be kept **discretely** on the teacher’s desk. Sanctions procedures should then be followed as necessary (see *Behaviour Management Flowchart – Stage 2*).

However, adults should use discretion – Fix-it Time in the classroom at another desk may not always be necessary and may actually escalate the behaviour further. If the adult does feel it is necessary and appropriate for the pupil to take some Fix-it Time in the classroom, every effort should be made to help the pupil understand that this is time for them to reflect and ‘Fix’ the behaviour. It should only last for a short period of time – approximately 5 minutes – and the pupil should continue with their work.

Providing the pupil responds to the sanctions and addresses their behaviour, they would then **reset back to GREEN** (pupil/adult changing the card back) at the start of the **next lesson**. As much as possible, the adult should have a **Restorative Conversation** with the pupil at this point.

'Yo-yoing' between GREEN and YELLOW is not permitted. If, during the day, a pupil has moved to **YELLOW already** (once or twice – use discretion) – they would move **straight to RED** following **any further issues**. **The pupil MUST be made aware of this beforehand.**

Stage 2 > Stage 3 - RED

If a pupil is on **YELLOW** and they do not respond to your support and/or sanctions and so their behaviour continues to be an issue or actually escalates further (*see Behaviour Management Flowchart – Stage 3*), then the pupil's card should be changed to **RED**. Again, this should be done **discretely** by pupil/adult and then be recorded on the **Weekly Class Record** (with an R). Sanctions procedures should then be followed as necessary, again, using discretion – **'Fix-it Time' out of the classroom** may not always be necessary and may actually escalate the behaviour further. The adult should consider: *Is the pupil learning? Are other pupils able to learn?* If yes, then you may decide to allow the pupil to stay in class and continue with their work. They would **still remain on RED** for the rest of the lesson and, as this is recorded on the **Weekly Record Sheet**, the pupil will **not receive their behaviour sticker** at the end of the week (*see Rewards*). Be mindful that, for many children, this will be enough of a consequence.

If the pupil is on **RED** and they are *not learning and/or preventing others from learning*, then they should take some **'Fix-it Time' out of the classroom** for roughly 10 minutes – possibly longer if needed (for the pupil to calm down/complete a piece of work). Again, every effort should be made to help the pupil understand that this is time for them to reflect and 'Fix' the behaviour. They should continue with their work as much as possible. If this is not possible, the pupil should use the time to complete a reflection sheet and/or read. In the first instance, the pupil should be sent to the **Pegasus Leaders**. If that is not possible, they should go to another designated classroom. If that is also not possible, **only then** should they be sent a member of **SLT**. The adult receiving the pupil into their room **should not reprimand or question the pupil further** and should only engage with them in order to direct them to an appropriate desk and inform them when their time is up.

As much as possible, time should be made on their return to class for a brief discussion with the child about what went wrong and who was affected – involving others as appropriate and referring to the **Pegasus Family Charter** and relevant articles from the **UNCRC**.

Learning time missed can be paid back in class during playtime if necessary (e.g. to complete work) and must be **managed by class teachers** and TAs across the year group. **As much as possible, parents** should be **informed the same day** that their child had to spend Fix-it Time outside the classroom. The teacher/TA should do this verbally and explain which part of the Pegasus Family Charter was broken and what the consequences of their behaviour were.

If, during the day, a pupil has moved to RED already (once or twice – use discretion) – they would move straight to Stage 4 (*Isolation with Inclusion Team*) following any further issues. The pupil MUST be made aware of this beforehand. Adults should use discretion – if the pupil was on RED previously that day but stayed in the classroom, then they should be sent to Strategic Leader instead for the rest of the lesson.

Stage 3 > Stage 4 – RED

If a pupil is on RED, they have had Fix-it Time out of the classroom during that lesson and they still do not rectify their behaviour or the behaviour escalates further (*see Behaviour Management Flowchart – Stage 4*) then the class teacher should call for support from the Learning Mentor initially. If the LM is not available, then call for support from another member of the Inclusion Team. If no-one is available, then call the Principal or another available member of SLT. The child will then be removed from class and will work in isolation for at least the rest of the lesson.

On return to class, the adult MUST discuss with the child, identifying what went wrong and who was affected – involving others as appropriate.

A record will be made discretely on the Weekly Isolation Record Sheet by Inclusion Team/SLT and passed to the Inclusion Lead at the end of each week. This record is vital, in order for SLT to monitor and support both staff and pupils with behaviour issues. An entry will also be made on Arbor by Learning Mentor.

A letter will be sent and/or phone call made to parents the same day (by SLT/Inclusion Team) to make them aware that their child's unacceptable behaviour led to them having to spend time in isolation.

Section 5

Sanctions and consequences for non-compliance

Behaviours warranting being sent home / Parental meeting / Isolation/ Fixed term exclusion / Governors warning Permanent exclusion.

SEVERE CLAUSE

The Learning Mentor/Inclusion Team/SLT should be sent for straight away if:

- a child violently assaults another pupil or adult
- a child's behaviour becomes extreme and they and/or others are unsafe
- there are any other extreme circumstances

For Stage 4 and Severe Clause behaviour, communication with parents is essential as a fixed-term exclusion may prove necessary. It is vital in these situations that staff write down exactly what happened as soon as possible and pass this to the Inclusion Team/SLT. Parents will be called and invited to come into school to discuss next steps as soon as possible. Details of the incident will be logged on Arbor by Inclusion Team/SLT.

Restraint

A child should only be restrained if it is **in their best interests and absolutely necessary** e.g. to prevent injury to them or others inc. staff; to prevent damage to property that would result in injury or their behaviour is prejudicial to the maintenance of good order and discipline. It should be **reasonable** and **proportionate**. **Ideally, it should be carried out by staff who have had the appropriate training.**

Any restraint should be recorded on Arbor as soon as possible, after any recovery time needed. Staff should keep to the **facts** and record them **clearly in chronological order**, using words like 'guide', 'support', 'secure', 'escort' and 'steer' to describe the restraint. It should also be **reported to SLT/Inclusion Team** and a **debrief conversation** held.

In line with DfE guidance 'Use of reasonable force' 2013

Behaviour Reports and Behaviour Support Plans

If a pupil is **consistently reaching 'Red'** during lessons, then support should be sought from the Inclusion Team. Following a conversation between the pupil, Learning Mentor and teacher, a **'Behaviour Report'** will be put in place. The purpose of this report will be to support the pupil to manage their own behaviour and trigger situations more independently. The **targets** will be related to the **Pegasus Family Charter** and **focussed** on the particular **behaviour issues** e.g. aggression, and be written in such a way to give the pupil specific strategies e.g. *'When I feel angry, then I will...'*

Some pupils may have **additional needs** which affect their behaviour and make it more **challenging** to manage. These needs may include difficulties with communication, understanding, social skills or emotional needs. These pupils will be added to the **SEND register** (if not on it already) and will have a **'Behaviour Support Plan'** put in place. The purpose of this plan will be to again support the pupil to manage their own behaviour more successfully but also support the adults in managing more challenging behaviour and so avoid the need for Fixed Term Exclusions. This plan will be written in collaboration with adults in school, parents, pupil and the Inclusion Team. Advice may also be sought from outside agencies. It will be a 'live' document and should be referred to and updated/amended regularly. Included in the plan will be an **'ABC Record'** for recording specific incidents (**A=Antecedent, B=Behaviour, C=Consequence**). The purpose of this record will help to identify trends and triggers to behaviour and so inform behaviour

management strategies going forward. Details recorded may also be needed as evidence to support a Fixed Term Exclusion.

Bullying

Bullying is defined as **behaviour** that is **repeated** and **intended to hurt** someone either **physically or emotionally**. It takes many forms and **can include physical and verbal aggression, teasing and undermining and deliberately isolating/ignoring someone**.

Bullying will not be tolerated at Pegasus. All reports of bullying are taken seriously and investigated fully. We would endeavour to resolve any issues using **restorative practice – involving all those affected and reporting back to parents**.

Cyberbullying (bullying via mobile phone or online) would most likely take place outside school but would still be dealt with in school as outlined above if reported to staff by a pupil/parent. Our powers to resolve these issues may be limited and we would advise parents to block/delete accounts (particularly where an age restriction has been ignored – as a safeguarding issue) – informing the police as necessary.

Exclusion of Pupils

We recognise that exclusions from school, whether fixed term or permanent, are damaging to a pupil's self-esteem as they diminish the sense of belonging to our school community. As such, they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, where children have ownership of and responsibility for their own behaviour. Internal exclusions will always be considered as an alternative initially. Safeguarding concerns will always take priority and it may be that an **internal** exclusion is in the best interest of the child rather than an **external**, fixed term exclusion.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried over time and have failed. For example, physical assault against a pupil, physical assault against an adult or persistent disruption of lessons that affects the learning of other pupils.

In all cases, the Principal will gather facts and opinions and take advice from staff working with a pupil. They may delegate some responsibility to a member of the Senior Leadership Team for fixed term exclusions.

The Principal alone makes the decision to proceed to permanent exclusion.

The Academy Council will be informed of all anticipated and actual exclusions.

Prejudicial Behaviour

Any prejudicial behaviour (aggressive or casual) – including use of racist or homophobic language **MUST be challenged** and should also be **referred to SLT/Inclusion Team**. A **Conversation MUST take place** – involving all individuals affected (if willing). The Learning Mentor can support if necessary. **Parents must be informed** and details **logged in the Prejudicial Behaviour File and Arbor**.

Use of Force

Teachers have the right to use reasonable force to control or restrain a student if this proves necessary to stop a pupil committing a criminal offence (or for younger students what would be a criminal offence), causing injury or damage to property, or prejudicing good order and discipline.

The school will record and report any 'significant' incidents where a member of staff has used force to control or restrain a student.

All permanent and temporary staff (including supply teachers) will be advised of this right.

Powers of Search and Confiscation

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

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 withdrawal of privileges, 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 children were directly identifiable as being a member of our 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 children or insulting a member of staff).
- Whether the misbehaviour was whilst the child was taking part in learning opportunities in another school, 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 children in the future.=

Pupil	Adult
Possible Behaviours/Choices	Possible Sanctions/Solutions/Actions
STAGE 1 (still on GREEN)	
<input type="checkbox"/> Out of seat <input type="checkbox"/> Rocking on chair/slouching <input type="checkbox"/> Calling out <input type="checkbox"/> Not listening/paying attention <input type="checkbox"/> Pushing/shoving in line into classroom <input type="checkbox"/> Not moving calmly and sensibly in the corridor <input type="checkbox"/> Not fully focused on learning Use <u>discretion</u> and treat pupils as <u>individuals</u>	<p style="text-align: center;"><u>Be Proactive/Non-Verbal/De-escalate</u></p> <input type="checkbox"/> Eye contact/non-verbal signal/proximity praise paired with tactical ignoring/distraction techniques <input type="checkbox"/> Moving pupil to another seat <input type="checkbox"/> Discrete 'Friendly Reminder' x 2 <input type="checkbox"/> Repetition of task/completion in own time <p style="text-align: center;"><u>Keep disruption to a minimum</u></p>
For persistent STAGE 1 or escalation to STAGE 2 : move to YELLOW	
STAGE 2	
<input type="checkbox"/> Deliberately distracting others from their learning <input type="checkbox"/> Inappropriate physical contact e.g. poking, pushing <input type="checkbox"/> Deliberately disrupting learning e.g. making noises, talking at inappropriate times, hiding own or others' resources <input type="checkbox"/> Choosing to NOT follow instructions <input type="checkbox"/> Minor damage to equipment or resources	<input type="checkbox"/> 'Fix-it Time' in classroom <input type="checkbox"/> Possible further 'Friendly Reminder' <input type="checkbox"/> Missing whole/part of break/lunch (T/TAs within Phase to organise) <input type="checkbox"/> Restorative Conversation <input type="checkbox"/> Recorded on weekly class record
For persistent STAGE 2 or escalation to STAGE 3: move to RED	
STAGE 3	
<input type="checkbox"/> Use of derogatory names/bad language to offend/insult <input type="checkbox"/> Physical aggression – potentially or intentionally hurting others or threatening to <input type="checkbox"/> Verbal abuse/aggression <input type="checkbox"/> Defiance – arguing with adult, answering back, refusal to follow instructions <input type="checkbox"/> Deliberately damaging own/others/school property <input type="checkbox"/> Leaving the classroom without permission	<input type="checkbox"/> 'Fix-it Time' with the Phase Lead >> Other Class >> Inclusion Team <input type="checkbox"/> Loss of playtime/lunchtime (T/TAs within Phase to organise) <input type="checkbox"/> Recorded on weekly class record – so no Blue Sticker for Chart <input type="checkbox"/> Restorative Conversation/actions <input type="checkbox"/> Child to complete Reflection Sheet and copy to parent (T/TAs responsibility) <input type="checkbox"/> 'Behaviour Report' if reaching this stage repeatedly within a week <input type="checkbox"/> Logged on CPOMS by SLT – either from weekly class record or in more detail if a safeguarding issue
For persistent STAGE 3 or escalation to STAGE 4	
STAGE 4	
<input type="checkbox"/> Violent assault <input type="checkbox"/> Serious Damage to property <input type="checkbox"/> Sexualised behaviour <input type="checkbox"/> Carrying a weapon with the intention to harm <input type="checkbox"/> Stealing	<input type="checkbox"/> Isolation with Inclusion Team/SLT <input type="checkbox"/> Meeting with parents/carers and/or letter to parent/carers <input type="checkbox"/> 'Behaviour Report' for a week initially <input type="checkbox"/> Fixed Term Exclusion / Permanent Exclusion

Guidance

As well as following the guidance set out in our Home School Agreement and holding the above principles in mind, parents, carers and visitors are reminded;

- To respect the caring ethos and values of the school
- That both teachers and parents need to work together for the benefit of their children
- Approaching school staff for help to resolve an issue is done in an appropriate manner
- All members of the school community are treated with respect using appropriate language and behaviour
- The school needs to work with a child in order to clarify their version of events in order to bring about an appropriate solution to an issue.
- To correct their child's actions especially where it could lead to conflict, aggressive or unsafe behaviour – both on and off the school premises.
- To use other strategies rather than using 'staff' as threats to admonish their children's behaviour

In order to support a peaceful and safe school environment the school will not tolerate parents, carers or visitors exhibiting the following;

- Disruptive behaviour which interferes or threatens to interfere with any of the school's operation or activities anywhere on the school premises.
- Any inappropriate behaviour on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening, in any way, a member of school staff, visitor, fellow parent/carer or pupil.
- Damaging or destroying school property
- Sending abusive or threatening emails or text/voicemail/phone message or other written communications to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites. (see Appendix 1)
- The use of physical or verbal aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, taking illegal drugs or the consumption of alcohol on school premises. (Alcohol may on be consumed during authorised events)
- Dogs being brought on to school premises (other than guide dogs)

Should any of the above occur on school premises, the school may feel it is necessary to take action by contacting the appropriate

authorities and/or sadly, consider banning the offending adult from entering the school premises.

Thank you for abiding by this policy in our school. Together we create a positive and uplifting environment not only for the children but also all who work and visit our school.

Note: Can parents please ensure they make all persons responsible for collecting their children aware of this policy.

APPENDIX 1

Inappropriate use of Social Network Sites

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Principals, school staff, and in some cases other parents or pupils.

The Department for Education/Government and Governors of Pegasus, An Academy considers the use of social media websites in this way as unacceptable. Any concerns you may have about the school or your child/children must be made through the appropriate channels by speaking to the class teacher, Principal or the Chair of Local Governing Body, where they will be dealt with fairly, appropriately and effectively for all concerned.

Libellous or defamatory posts – In the event that any pupil or parent/carer of a child/children at Ninestiles, An Academy is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

Cyber bullying – we take very seriously the use of cyber bullying by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

The school will also consider its legal options to deal with any such misuse on social networking and other sites.

Monitoring and review	The Principal and Senior Leaders will review this policy annually
Links	Behaviour, Anti Bullying, Home School Agreement, GDPR
Staff responsible	Principal and Senior Leaders'
Committee responsible	Local Governing Body
Date approved	September 2020
Review date*	July 2021