

FEDERATION OF BISHOP SUTTON AND STANTON DREW PRIMARY SCHOOLS

BEHAVIOUR FOR LEARNING POLICY (*revised Sep 2023*)

Due to be reviewed by September 2024

1 Rationale

Successful behaviour management is a fundamental aspect of good learning and has a significant impact on good standards of attainment and progress. Not only does it help to achieve high standards across the curriculum, it is also essential in helping pupils to:

- develop a positive self-image and good relationships – respecting themselves, others and the environment
- develop strong moral, social and cultural values including a strong sense of personal responsibility and self-discipline

We expect very high standards of behaviour and this is best achieved when all members of our school community – pupils, parents, governors, non-teaching and teaching staff – feel involved, supported and cooperate with each other. Excellent behaviour is everyone's responsibility and children flourish in a safe, supportive and caring environment where all stakeholders share that ambition.

At Bishop Sutton and Stanton Drew, we believe it is essential to have a **positive behaviour management strategy**. This means a policy based on the following principles:

- good behaviour should be encouraged, praised and rewarded and effort should be put into *preventing* poor behaviour rather than just reacting when it occurs
- where unacceptable behaviour occurs, sanctions should be immediate, fair and proportionate, and designed to correct behaviour rather than simply to punish
- children must always have an opportunity and be helped to understand how to change their behaviour and be *taught* how to behave well

The Federation also recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil (see section 6 below).

2 Aims/Purposes

We aim to:

1. ensure a consistent school approach to behaviour management, making boundaries of acceptable behaviour clear and prioritising safety
2. celebrate and reward good behaviour, promoting the values of honesty, fairness, respect and good manners
3. ensure poor behaviour choices are dealt with effectively to prevent or minimise reoccurrence, creating conditions in which children feel secure and where effective learning can take place
4. develop in all pupils a sense of self-discipline and an acceptance of responsibility for their own actions, their own discipline and their own learning
5. discourage bullying behaviours and promote equality for all
6. generate mutual respect between all school members, ensuring there is no unfair treatment on any grounds including culture, ethnic origin, gender or disability.
7. encourage children's self-esteem so that they become responsible and caring citizens who have respect and consideration for all others

3 Strategies

There is a shared responsibility between staff, parents and pupils for the promotion of good behaviour. Children are always reminded that they make their own behaviour choices and if they choose to act in a way in which they know breaks the agreed rules, they are choosing the corresponding sanction.

Staff responsibilities are:

- To treat all children fairly and with respect
- To promote children's self-esteem and help them develop their potential

- To provide a challenging, accessible and interesting curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions consistently
- To build positive relationships with children
- To model positive behaviour and relationships (with children and adults)
- To form a good relationship with parents so that children can see the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their individual needs
- To teach children the rules and conventions of social interaction and provide opportunities for discussion and reflection on their behaviour and relationships
- To be consistent in their approach to behaviour with classroom management expectations for registration times (pupils are expected to be silent unless answering their name), movement around the school buildings and care of school property.
- To model the use of the Zones of Regulation as a tool for communicating feelings and emotions.

Parents'/Carers' responsibilities are:

- To be aware of the school rules and expectations of children's behaviour
- To make children aware of appropriate behaviour in school
- To be aware of the school values and their relationship to promoting good behaviour
- To encourage independence and self-discipline
- To foster good relationships with the school
- To support the implementation of this policy as well as decisions made by the school

Parents/carers are provided with a copy of the behaviour policy when their child first starts school and it is published on the school website. Parents/carers are involved at the earliest opportunity where a child's behaviour is causing concern and staff work closely with them to bring about improvement.

Children's responsibilities are:

- To follow the agreed rules and work to the best of their ability
- To treat other people, school property and their environment with respect
- To follow instructions of the school staff and to co-operate with other children and adults
- To show good learning behaviours – listening, looking at the speaker, independence



What we do to encourage good behaviour and deal with poor behaviour

- We use a wide variety of strategies to praise and reward children including
 - Facial & verbal expressions (smiles, thumbs up)
 - Written comments
 - Awarding housepoints for good work and good behaviour (children receive certificates for 25 housepoints earned)
 - Offering golden time activities
 - Showing others their good work and displaying children's work
 - Sharing and celebrating children's achievements in assemblies through teachers' certificates or the Headteacher certificates
 - Positive feedback to parents (verbal and written messages)
 - Tokens e.g. smiley faces, certificates, stickers, badges etc
 - Giving children special privileges and responsibilities
- We discuss school rules at the start of each school year as well as regular reminders through assemblies and class discussions during the year
- We agree class rules at the start of the school year, display them clearly and remind children of them frequently
- We remind children of the choices they are making and the corresponding sanction if they choose to continue to break the rules
- We follow the procedure stages consistently and immediately whenever there is an incident of poor behaviour taking into account the age of the child concerned as well as any specific needs that the child may have (see also section 6 below)
- We praise and reward good behaviour both privately and publicly. We foster good relationships with children and are careful with our words and body language to model and reinforce expectations of respectful behaviour
- We try to understand the causes of poor behaviour and identify any social, emotional, health or learning need which may be affecting a child's ability to behave well. These reasons are not seen as an excuse for poor behaviour, which is never tolerated, but may trigger additional support as required, including the intervention of external agencies as appropriate

- We never criticise or label the child as 'naughty' or 'badly-behaved'. We criticise the behaviour and the behaviour choices but not the person
- We help children find ways to improve their behaviour. Sanctions are followed up with opportunities to demonstrate the opposite of the poor behaviour and children are consistently reminded that even when a sanction has been applied, there is an opportunity to 'start afresh'
- Sanctions are applied as soon as is practically possible, preferably on the same day and the connection made clear to children between the behaviour and the sanction. Poor behaviour observed by any member of staff within the school and in the school grounds should be dealt with immediately. To ignore it, is to condone it.
- Children are encouraged to take responsibility for resolving their own conflicts. This means that adults will teach and model strategies for doing this, and guide children to carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. The school has a separate policy on anti-bullying.
- We will use the Zones of Regulation to help children communicate and express their emotions.

4 Zones of Regulation

The Zones of Regulation is a framework for teaching pupils strategies for emotional and sensory self-management and uses consistent language across the school for describing emotions and feelings. 'The Zones approach' uses four colours to help pupils identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies (their toolbox) to support regulation. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviour can impact those around them, pupils can learn improved emotional control, sensory regulation, self-awareness and problem-solving abilities.

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

There are four colours or 'Zones' - blue, green, yellow and red. The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Green Zone is used to describe a calm state of alertness. A child may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions. A child may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A child may be elated, euphoric, or experiencing anger, rage, explosive behaviour when in the Red Zone.

We will use the standardised script to support children who may be experiencing strong emotions.

Zones of Regulation Script

Connect and recognise the emotion: I can see that you are..... what zone are you in right now? Thank you for showing me. What might help you? How can we help you to get into the green zone?

What we will not do in response to poor behaviour

- Humiliate children
- Shout
- Respond emotionally and impose excessive sanctions as a result. (Were this to happen in error, we will correct it and apologise)
- Punish a whole group for the poor behaviour of individuals
- Use sarcasm
- Make idle threats

5 Our School Rule

Children are taught to understand that our rule is designed to ensure everyone is safe and can learn. We do not impose any rules for the sake of them and will always review and/or explain them if anyone feels they are unfair.

Our **one** Golden Rule is “We always do our best to be kind, be safe and be responsible”

Specific rules and procedures are also agreed for different situations, for example, assembly, lunchtime, circle/Jigsaw time, wet play, football etc. Where appropriate, rules and rotas are negotiated with children and made clear to everyone; however, the overriding principle rule is as above. Staff will also refer to the Jigsaw Learning Behaviours when teaching. These are:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other’s privacy (confidentiality)

In the playground we expect all children to:

- Play well together, trying to work together to solve problems before approaching an adult
- Be aware of other people around them
- Allow other children to join in games and look after children who do not have anyone to play with
- Stop when the whistle/bell goes and stand quietly
- Line up in a straight line without talking before coming into school

When lining up we expect all children to:

- Stand quietly and sensibly facing forward
- Stay in a specific order if asked
- Walk smartly and quietly – no hands in pockets

In the dining hall we expect everyone to:




- Come in quietly and sensibly, and wait to be served
- Sit down at a table with feet under the tables and elbows off the tables
- Have good table manners and say please and thank you
- Use a knife and fork – not fingers
- Stop immediately on signal
- Use indoor voices and listen to others (not shout across the table)
- Only eat their own food and keep food on the table
- Leave the dining hall quietly and walking to the outdoor play areas (or classroom if wet play)

In assembly we expect everyone to:

- Come into the hall promptly
- Show good listening behaviours
- Join in with singing, discussions, applause etc
- Sit still with hands and feet to themselves
- Show respect whilst asked to reflect

We refer to good/poor/unacceptable behaviours (see below) as part of our explicit teaching of good behaviour, and above all aim for consistently outstanding behaviour.

The following lists *some* of the examples of different behaviours (not intended as an exhaustive list):



	 GOOD BEHAVIOURS	 POOR BEHAVIOURS	 UNACCEPTABLE BEHAVIOURS
We always do our best to be kind, be safe and be responsible	<p>Being kind</p> <ul style="list-style-type: none"> Only saying positive things Letting everyone join in Keeping hands and feet to yourself Sharing Being polite to others Always showing good manners and respect (e.g. saying please, thank you, holding doors open) Always using words and not body language to communicate Always being honest and truthful 	<p>Not being kind</p> <ul style="list-style-type: none"> Saying unkind things Not letting others join in Not keeping hands and feet to yourself Not sharing Not being polite to others Not holding doors open Not listening to others Not following instructions Calling out in class Not being honest and truthful 	<p>Deliberately being unkind</p> <ul style="list-style-type: none"> Speaking in a verbally aggressive manner Being verbally aggressive – e.g. swearing Being deliberately unkind – being spiteful or rude Being physically aggressive e.g. hitting, biting, kicking, spitting, pushing Bullying Harmful or offensive name calling e.g. racist, sexist, or homophobic language Intimidating behaviour Making rude gestures Throwing objects Repeated poor behaviours
	<p>Being safe</p> <ul style="list-style-type: none"> Listening to and following instructions first time Looking after resources and always returning resources to the correct place Lining up quickly and quietly Telling an adult if there is a problem Walking calmly inside the buildings Being silent when entering the hall for Assembly times Following online safety rules and the acceptable use policy 	<p>Not being safe</p> <ul style="list-style-type: none"> Running indoors Not returning resources to the correct place Not lining up quickly or quietly Not following or ignoring an adult's instruction Leaning back on chair Leaving the classroom without permission 	<p>Deliberately being unsafe</p> <ul style="list-style-type: none"> Not following an adults' instructions after a reminder Destruction of property Leaving the school without permission Repeated refusal to follow instructions Fighting and intentional physical harm to others Repeated poor behaviours
	<p>Being responsible</p> <ul style="list-style-type: none"> Putting effort into your learning Concentrating on your learning Sharing ideas, asking and answering questions Having your reading book in school Having your P.E kit in school Getting the correct equipment to help your learning Bringing your home learning in on time Keeping the classroom/cloakroom tidy Returning things to their correct place Listening to what others say Wearing the correct school uniform Modelling kind and positive behaviours at all times 	<p>Not being responsible</p> <ul style="list-style-type: none"> Not putting effort into your learning Distracting yourself and others from learning Accidental damage through carelessness or litter dropping Not sharing ideas, asking or answering questions Not having your reading book in school Not having your P.E kit in school Not sorting the correct equipment to help your learning Not bringing your home learning in on time Not keeping the classroom/cloakroom tidy Not returning things to their correct place Not listening to others Not wearing the correct school uniform Not arriving to school on time 	<p>Deliberately being irresponsible</p> <ul style="list-style-type: none"> Refusing to do your learning Deliberately preventing others from learning Disrupting the physical classroom environment – throwing chairs, ripping displays etc Breaking something intentionally Vandalism or stealing Repeated poor behaviours

6 Sanctions

It is our aim that children develop a clear sense of what is right and what is wrong. The following guidelines and possible sanctions are to be used at the member of staff's professional discretion. In addition, staff may feel it is appropriate not to give warnings in circumstances where it is felt that the behaviour warrants this. The primary principle in all cases is that staff make professional judgements about behaviour and sanctions to uphold good behaviour and respect for others as this underpins an excellent education. Staff will also take into account the age of the child concerned as well as any specific needs that the child may have (see also the section 6 on supporting children with a 'protected characteristic' below).

The Sanctions are divided into stages and as far as is reasonably possible, each stage is followed consistently and clearly. (It is not possible to list all possible sanctions and the following is offered as guidance). If a member of staff is in doubt about a behaviour and/or sanction, advice should be taken from a member of the SLT.

Inappropriate use of technology is likely to be dealt with within this behaviour policy. Depending on the circumstances it is likely that the school would contact the SWGfL (South West Grid for Learning) for further advice. Illegal misuse of equipment is likely to be dealt with by external agencies e.g. the police, SWGfL, CEOP or the LCSB or a combination thereof. It is important that any incidents are dealt with as soon as possible in a proportionate manner, taking into account the age of the child and the nature of illegal/inappropriate use. Inappropriate or illegal uses of technology outside of school may also be dealt with within this policy.

 POOR BEHAVIOURS		 UNACCEPTABLE BEHAVIOURS	
Less serious	More serious	Very serious	Extremely serious
<ul style="list-style-type: none"> Reminders Proximity Eye contact/frowns Change of seating Verbal warning with reminder of expectations and rule; may be recorded in CBL (class behaviour log) Loss of playtime at staff discretion; recorded in CBL Loss of golden time at staff discretion (e.g. 5 mins); recorded in CBL After repeated behaviours (e.g. 3 incidents in a morning) a warning is given that the next time it changes to 'more serious' 	<ul style="list-style-type: none"> Formal warning; recorded in CBL Separation from rest of class or group Making an apology – verbal or written Completing unfinished work during break or lunch time Supervised out of class as appropriate HT or DHT involvement Loss of playtime at staff discretion; recorded in CBL Loss of golden time at staff discretion (e.g. 10 mins); recorded in CBL After repeated behaviours (e.g. 2 incidents in a morning) a warning is given that the next time it changes to 'very serious' and will 	<ul style="list-style-type: none"> Exclusion from class Informal and verbal contact with parents by class teacher Daily/weekly encouragement sheets HT or DHT (or other teacher) involvement Child is given a 'report card' with specific target for improvement in behaviour with additional incentive(s) Loss of playtime at staff discretion; recorded in CBL Loss of golden time at staff discretion (e.g. 15 mins); recorded in CBL After one incident a warning is also given that the next time it changes to 'extremely serious' 	<ul style="list-style-type: none"> Probably means immediate formal exclusion (in school, temporary or fixed) Fixed term exclusion up to 5 days initially Fixed term exclusion up to 15 days if behaviour persists Possible permanent exclusion following relevant current procedure <p><i>Note: Possible involvement of external agencies and governors</i></p>

	include contact with parents	<i>Note: Consider behaviour support plan with parental involvement and other support (internal e.g. HT/DHT or external e.g. LSP inclusion officer)</i>	
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NOTES:

Loss of playtime or golden time is at staff discretion (considering the age and needs of the child as well as availability of staff to supervise etc).

Parallel procedures apply for official out-of-school activities e.g. residential visits, clubs, matches etc.

All of the stages and sanctions above to take into account the teachers’ professional judgment, the child’s age and the child’s particular needs. Some children need extra support; staff are trained in SEAL, including calming down techniques and how to deal with challenging behaviour. However, a child may have an individual behaviour plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions systems. This is agreed by the relevant parties e.g. parents, child and classteacher.

7 Supporting children with a ‘protected characteristic’

The Federation recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- The school’s SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.

Defining SEND

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or a young person of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

8 Notes on Exclusions (Fixed Term and Permanent)

Fixed term and Permanent Exclusions are governed by statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England.](#)

The following legislation outlines schools’ powers to exclude pupils:

*Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
[The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
 Sections 64-68 of the [School Standards and Framework Act 1998.](#)*

Additionally, part 7, chapter 2 of the [Education and Inspections Act 2006](#), sets out parental responsibility for excluded pupils and section 579 of the [Education Act 1996](#), defines ‘school day’.

The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#) set out the obligations of the school/proprietor to provide education for pupils extended for a fixed term.

The school and Academy Trust will also comply with the funding agreement and articles of association.

9 Guidelines for Golden Time and Housepoints/Dojo points

The Golden Rule is an important aspect not only in managing children’s behaviour, but also as part of the school’s ethos. Each Friday afternoon, children can earn 20 minutes of Golden Time – a time when children are able to choose a Golden Time activity. Children who have lost Golden Time (normally in blocks of 5 minutes) have last choice and may have no choice of activity. Staff will allocate Golden Time activities according to the number of

housepoints received by each child in the week to determine the order in which children will choose their Golden Time activity.

By following our Golden Rule, children are encouraged to be 'good citizens'; we want all our children to be safe, happy, kind, polite, well-mannered, cooperative and tidy.

Children should normally lose 5-10 minutes Golden Time for each 'Poor Behaviour' offence and 10-20 minutes for each 'Unacceptable Behaviour' offence – depending on the seriousness of the incident(s). If the behaviour is judged to be more serious than losing Golden Time, staff should refer to a member of the SLT.

It is not possible to 'earn back' Golden Time. Furthermore, if a child is absent on a Friday through illness for example, the 'missed' golden time will be made up the following week. Children who have lost Golden Time take home a standard note (yellow note) that outlines the reason(s) why the child has lost Golden Time (see below). This should be signed by the parent to acknowledge that they have seen the 'Parent Alert Slip'. Children should return the blue note to the Headteacher or Deputy Headteacher so that the school knows that parents/carers are aware that a child has missed Golden Time. Children in KS2 who do not return the blue note may miss Golden Time in the following week. This will always be at the discretion of the Headteacher or Deputy Headteacher.

For children who miss Golden Time, they will report to the Headteacher or DHT (or senior teacher in their absence) and verbally explain the reason(s) why he/she is missing Golden Time, and what behaviour he/she needs to change. In some cases children may complete a reflection sheet to encourage independence and taking responsibility for their own actions.

Reflection sheet

What happened?	What did I do?
What should I have done?	What will I do next time?

10 Parent Alert Slip

<p>Parent Alert Slip</p> <p>Name _____ lost _____ minutes of Golden time on Friday _____ for breaking the Golden Rule(s) marked below:</p> <p>Our one Golden Rule is “We do our best to be kind, be safe and be responsible”</p> <p>Reason(s) for missing Golden Time:</p> <p>Signed (Headteacher/Teacher): _____</p> <p>Signed (Parent): _____</p>

11 Outside of School

The behaviour policy and procedures apply outside school as children are expected, at all times, to behave in a manner that is a credit to the school. This includes times when children are:

- taking part in any school-organised or school-related activity (e.g. a trip to Bath)
- travelling to or from school
- wearing the school uniform or in some other way identifiable as a pupil at the school

or if the behaviour

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Screening, searching and confiscation

In accordance with the latest DfE guidance on screening, searching and confiscation:

- staff can search a pupil for any item if the pupil agrees
- The Headteacher and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol, tobacco, vape materials or other drugs
 - stolen items
 - fireworks
 - pornographic images
 - any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person
 - The Headteacher 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 e.g. mobile phones.

- School staff can confiscate any prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Items that are not illegal or dangerous will be returned or handed to parents at the end of the day.
- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. This will only be interfered with if it is justified and proportionate to do so.

12 Adult Behaviour

All adults in the school community (staff, parents, governors, visitors etc) are responsible for modelling calm and courteous behaviour towards each other and towards children; they act as role models for the children in school. From time to time, adults can behave inappropriately towards each other. If any parent or other adult feels that they are being treated inappropriately within our school community, they must report this to the Headteacher immediately; everybody in our school community has a right to feel safe and respected. Very occasionally, if a parent suspects another adult or child of inappropriate behaviour towards their own child, they may try to take matters into their own hands. This can result in:

- parents approaching other parents (sometimes in groups)
- inappropriate verbal exchanges in front of pupils
- a breakdown in communication

If children are experiencing problems with other children, parents must not try to resolve the issue themselves. Parents confronting others in the playground or other school areas is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we can intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Parents have a right to express their views and parental concerns should be heard by Senior Leaders as constructive feedback can benefit both our schools. The Federation considers the use of social media websites being used to fuel campaigns and complaints against our schools to be unacceptable and not in the interests of children or the whole school community; comments made could also be unjustly damaging to the Federations' reputation. Any concerns that parents have should be made through the appropriate channels by speaking to the classteacher or a Senior Leader so they can be dealt with fairly, appropriately and effectively for all concerned (see also the Federation Complaints Policy). In the event that any pupil or parent/carer of a child being educated at the Federation is found to be publically posting defamatory or libellous comments on social network sites, they will be reported to the appropriate 'Report Abuse' section of the site with the clear expectation that those comments are removed immediately. In serious cases we will also consider legal options to deal with any such misuse of social network and other sites.

All members of the school community have a right to expect that our schools are safe places in which to work and learn and we expect parents and other visitors to behave in a reasonable way towards all members of school staff. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. Examples of behaviour that are considered serious and unacceptable and will not be tolerated are:

- shouting at members of the school staff, either in person or over the telephone;
- physically intimidating a member of staff, eg standing very close to her/him;
- the use of aggressive hand gestures;
- threatening behaviour;
- shaking or holding a fist towards another person;
- swearing;
- pushing;
- hitting, eg slapping, punching and kicking;
- spitting;
- breaching the school's security procedures.

Where such behaviour does occur, Senior Leaders will follow Trust and NAHT guidance on Managing Violent and Abusive Visitors to Schools. This is likely to lead to a warning letter being written in the first place, and in the case of continuing or excessive abuse, the parent/visitor may be banned from the school premises for a finite period of time, subject to review.

It is hoped that this policy will ensure that there is a consistency of expectation and attitude towards behaviour throughout the whole school. Children will be helped to grow in a safe, happy and secure environment and to become positive, responsible and independent members of the school community.

13 The role of the Governing Body

The governing body has the responsibility of endorsing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher and other staff in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy, but may seek advice from governors or the Trust on particular issues. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and diversity, as well as staff wellbeing (where child or parent behaviours are challenging).