

**“Each one of you is a child of God” Pope Francis**



**All Saints is educating for Unity, Responsibility,  
Courage, Wisdom and Generosity**

**Behaviour for Learning Policy**

The goal is not compliance with rules but making the choices to live a good life, an ethical life. (John Covalenskie from 'Beyond Rules and Consequences')

All Saints Catholic Primary School is a Catholic school where our Catholic faith lies at the heart of our ethos, creating and nurturing, compassionate and secure family community. We aim to provide a calm, orderly, school environment which supports, challenges, and stimulates each child, whilst fostering self-discipline, resilience and a strong work ethic.

### Aims

Our school is committed to providing:

- A supportive learning environment where all can feel safe, happy, and valued for who they are and how they are.
- A very high standard of behaviour across the school community where consideration, co-operation and good manners are the norm.
- Optimal achievement where academic success and inclusive attitudes are celebrated, and children develop the skills to manage their own emotions, handle difficult situations we expect all members of our school community to play their part.

**Children:** knowing how they are expected to behave and knowing the consequences of their behaviour, increasingly taking responsibility for their actions.

**Staff:** will present excellent role models of behaviour and work tirelessly to build excellent relationships with pupils and between pupils. Clear guidelines on responding to behaviour issues will be followed by all staff, although individual circumstances will be taken into account.

- There will be a rapid response to incidents of bullying and harassment, including that which is racist/disablist/homophobic in nature.
- There will be a readiness to tackle persistent behaviour problems
- It will be made clear that it is behaviour that is not acceptable rather than the person. Pupils will not be labelled as 'naughty' or 'bully' by other pupils, staff or parents.

- Staff will be consistent in their approach. Consistency does not mean that everyone will react in the same way. It does mean that where there is a problem, it will be addressed, where there is misbehaviour it will be addressed. Pupils will be treated as individuals and the context of the misbehaviour taken into account.

Our school is a place of learning. We know that parents, carers and pupils themselves will rightly expect our Behaviour Policy to reflect the following key beliefs:

The quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach.

To enable learning to take place:

- preventative action is the most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour;
- There is no single solution to the problem of poor behaviour, but all schools have the potential to raise standards if they are consistent in implementing good practice in learning, teaching and behaviour management;
- Respect has to be given in order to be received. Parents and carers, pupils and teachers all need to operate in a culture of mutual regard;
- The support of parents is essential for the maintenance of good behaviour. Parents and schools each need to have a clear understanding of their rights and responsibilities;
- School leaders have a critical role in establishing high standards of learning, teaching and behaviour.

(Taken from the Steer Report, Department for Education and Skills 2005)

We ask Parents/Carers to:

- Encourage their child to follow the Code of Conduct, have trust and confidence in the professionalism of staff and their ability to do their job.
- Accept that their child might make the wrong choices from time to time, allow them to accept the consequences and to grow from the experience.

### **Hierarchy of Responsibility**

- Primary responsibility lies with the individual member of staff, who is responsible for behaviour and discipline of pupils in his, her classroom. Staff are also responsible for any sanctions they may impose. They may well consult colleagues but cannot abdicate their role. Each member of staff must also deal with the breaches of discipline around the school; the conduct of pupils outside the classroom is a shared responsibility.
- If after action is taken the unacceptable behaviour continues then parents will be informed and advice may be sought.
- Dealing with inappropriate behaviour around school is a shared responsibility. The member of staff who comes across such behaviour should take action, but may wish to inform senior staff as appropriate
- The Head teacher has overall responsibility for behaviour management.
- The governing body have responsibility for the policy and monitoring exclusions.
- The Safeguarding and Attendance lead, Mrs Kennedy reports directly to the governing body on attendance, punctuality, exclusions.
- The Head teacher reports directly to governors on incidents of racist/sexist/homophobic/disablist bullying.

### **Guiding Beliefs**

- The school is a signatory to the Anthony Walker Foundation whose motto is 'Diversity, Integration, and Racial Harmony through Sport, Music, and Education.
- We have also signed up to UNICEF's Rights Respecting Schools' Award which aims to put the UN convention on the Rights of the Child at the

- Heart of school life, empowering children and valuing their ideas and contributions.

The school's Behaviour Policy is based on five articles from the UN's convention.

**Article 28 All children have the right to a good education.**

Therefore pupils will:

- Attend school every day unless they are too ill □ Arrive on time with the things they need, ready to learn □ Behave in a way that allows learning for all.

Staff will:

- Plan and deliver lessons that excite and interest all their pupils
- Organise the classroom and activities so that all children learn to work with others and on their own.

We ask parents to:

- Make school attendance the number one priority for their child
- Help their child develop excellent routines so they have plenty of sleep, complete homework tasks and arrive on time ready for the day ahead.

**Article 19: All children have the right to be protected from being hurt or mistreated, in body or mind.**

Therefore pupils will:

- Follow our code of conduct which reminds us to 'Look after ourselves and each other'. This means not do, say or write anything which might hurt someone else physically or emotionally. This includes out of school and when using a mobile phone or a computer
- Stand up for what is right - report things that upset them or that they witness which they know to be wrong.

Staff will:

- Ensure a climate for learning at all times in their classroom, with a purposeful atmosphere built on mutual respect and excellent relationships.
- Be a team player, upholding the schools policies in all their interactions with pupils around school and dealing consistently with situations they encounter.

We ask parents to:

- Monitor their child's use of technology in the home and the content of any communication with follow pupils.

Article 23: All Children have the right to special education and care if they have a disability.

Therefore pupils including those with SEND will be included, valued and encouraged to fully participate in all aspects of school life.

- Understand and value difference, appreciating the uniqueness and worth of each individual and the aptitudes/talents they bring to our school.

Staff will plan lessons that meet the needs of pupils of all abilities.

- Be mindful of the fact that pupils with SEND are twice as likely to suffer from persistent bullying.
- Understand their responsibility to challenge disablist language in all its forms, to educate pupils about its origins/impact and to model correct language.
- Value the achievements of all pupils, to be vigilant about any form of harassment - however subtle and adopt zero tolerance to 'put downs' of any kind.
- Have high expectations for all their pupils, expecting only the best from each, regardless of previous behaviour.

We ask parents to:

- Support the inclusive ethos of our school and encourage their child to do likewise.
- Inform school if they have any concerns about how their child is being treated.

**Article 16: All children have the right to privacy**

Therefore pupils will:

- Not upset fellow pupils by sharing, divulging private information about their home or family.
- Not share sensitive information from PSHE lessons or class discussions with others.

Staff will:

- Fully abide by the school's Confidentiality Policy at all times, in and outside of school.

We ask parents to:

- Take responsibility for informing school of any issues that might affect their child.
- Allow school to deal with issues that occur in school with their child /other children.

**Article 31: All children have the right to relax and play and to join in a wide range of activities.**

Therefore pupils will:

- Allow others to play with who they wish
- Respect other pupils' rights to a fun, safe playtime by playing safely and following staff instructions.

Staff will:

- Be vigilant and proactive on playground in the dining room to ensure that all pupils feel safe and enjoy break and lunchtimes.

- Be consistent in following up issues/incidents and reinforcing schools expectations.

We ask parents to:

- Support staff to fulfil their roles in overseeing break and lunch times by encouraging their child to value all staff equally and follow instructions.
- Refrain from shouting to/at children through the fence.
- Uphold the school's zero tolerance of aggression by teaching their child that problems are never solved by hurting others, even in response to provocation.

### **Recognition**

Recognition is given for excellent or improved attendance, punctuality, correct uniform, manners, effort achievement and perseverance. Pupils are also encouraged to get involved with school life. This could be either by playing for a school team, belonging to a school club taking on special responsibilities or helping out at a special parish event.

Recognition could include:

- Genuine praise (including smile, thumbs up, verbal, including to another adult, written on child's work)
- Letters home sent through the post
- Certificates, including our weekly Merit Assembly
- Representing the school at sporting/cultural events/parish outings. Our Catholic values provide pupils with a moral code - we want our pupils to do the 'right thing' because it is 'the right thing', not because of the promise of material things. (Recognition rather than reward).

Incidents are classed as:

- Minor incidents will normally be handled by the responsible adult (e.g. lack of cooperation, ignoring, less serious rudeness)
- Medium Incidents may be dealt with by class teacher if they are one off incidents (e.g. being deliberately rude; being disruptive - no physical danger; being involved in negative/aggressive arguments; teasing, swearing; minor untruths)

- Serious incidents will always be referred to the Head teacher (or Senior Teacher in the absence of the Head) who will deal with the matter in collaboration with the class teacher (e.g. racial teasing - sexist/racist comments/abuse; threatening/aggressive behaviour; hurting another child/adult; defying staff/making threats of any kind spitting; stealing; deliberate deceit or damage to property; unsafe behaviour - throwing things; bullying)

In line with Sefton guidelines racist incidents are reported to the Local Authority. More details and the school's position on derogatory comments are in our Anti-Bullying Policy.

As the school wishes to have a proactive approach, parents will be contacted when poor behaviour disturbs learning, interrupts play or upsets others emotionally on a frequent basis. We recognise that parents might have concerns and they are invited to make a first contact. At this stage we expect the first meeting to be with the class teacher. When the meeting is arranged the reason for it will be explained. At the meeting the problem will be discussed and a strategy agreed. This might include individual targets and specific rewards for the child, followed up with regular parent/teacher meetings. (Usually at the end of each week). Support may include monitoring by one of our staff volunteer mentors, time with our school nurse on a one to one, advice sought by school, referral to educational psychologist etc.

### **Sanctions**

These are intended to support appropriate behaviour

- They will be predictable and relevant
- They will not be overly positive
- They will allow the opportunity to 'fix it' and to learn from the experience
- They will be proportionate to the misbehaviour
- They will not demean or humiliate

They may include:

- Time on the 'Thinking Cloud' (Early Years)

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- Moving Seat
- Working away from group
- Time out (not secluded)
- Loss of points (in class tally chart)
- Referral to other staff
- Letter or phone call home
- Loss of privilege - e.g. representing school team.

**Serious misbehaviour will always result in one or more of the following:**

- A referral to Deputy or Head teacher
- A record being made of the incident
- Letter home
- Meeting with parents/head teacher/safeguarding Lead
- Extended loss of break-times
- Lunchtime or fixed term exclusion
- Permanent exclusion as a last resort
- The school has a dedicated police officer P.C. Rebecca Snape, who supports pupils and their parents to address risky or inappropriate behaviour in our out of school, including on-line.
- We also work closely with Merseyside Police, Hate Crime Unit, to reinforce the school's zero around racist/homophobic or disablist language or behaviour.

### **Bullying:**

Bullying can be physical, verbal or indirect (e.g. cyber bullying, spreading rumours etc.). It is deliberate; repeated, often over a period of time; frequently covert; and makes it difficult for victims to defend themselves. In any form it is unacceptable behaviour. At All Saints Catholic Primary School we would consider the following responses, depending on the content and duration of the bullying:

- Listen to the victim and support them.
- Talk to the perpetrators and their parents;

- Impose sanctions where the bullying is proven (see above).
- Explore the feelings and motives of those involved.

Invite parents and children to meet together with the Head teacher so that a restorative approach is taken by the perpetrator in facing up to his/her actions and their impact on the victim and his/her family.

Bullying is such an underhand activity and staff do not always see it occur. Bullying is also so demoralising that victims do not always have the courage to report it directly to staff. Therefore we rely on all eyewitnesses and the victim's parents to report these incidents to the class teacher in the first instance and as soon as possible.

Detailed guidance on dealing with incidences of bullying is contained in the school's Anti-Bullying Policy.

### **Breaches of Uniform/Appearance**

(See also our Uniform and Appearance Policy)

- Parents and pupils will have been asked to sign a home school agreement therefore non-compliance with the school uniform policy will be seen as a breach of 'contract'
- If children are seen to flout the school uniform policy a note will be sent home with the pupil informing parents of the breach and the school's expectations.
- Parents/Carers will be offered support, including financial, to overcome any difficulties in complying.
- If after two days there is no change and parents have not responded to the note, they will be invited in for a formal discussion with the head teacher.
- In after five days there is no co-operation from parents/pupil the matter will be referred to the governing body's Pastoral Committee Chair. At any time in this process the school may also choose to provide alternative items of uniform that may be worn temporarily (subject to availability). Pupils will be asked to change into P.E. pumps whilst awaiting school shoes to be supplied.

**Extreme hairstyles**

Pupils sporting extreme hairstyle will receive a letter inviting their parents/carers to a meeting with the Head teacher.

**Pupils' conduct outside the school gates - teachers' powers**

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable.

Maintained schools and Academies' behaviour policies should set out what the school will be on response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member of reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Exclusions**

Exclusions can be authorised only by the Head teacher or, in her absence, the Deputy Head. All exclusions are made in line with the statutory guidelines (The School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012)

There are four kinds of exclusion:

### **Internal Exclusion:**

This is informal and is most frequently used for pupils whose behaviour is deemed unacceptable but not serious enough to be fixed-term excluded from school or the fixed-term exclusion at home to be deemed unsafe for the pupil. This type of exclusion is not reported to the LA. Pupils work in schools under the supervision of a teacher but not in their own classroom, usually for a short period of a lesson or two.

### **Lunchtime Exclusion**

- In the case of a pupil whose conduct during the midday break is becoming unacceptable, the Head teacher will warn the parent of the possibility of lunchtime exclusion i.e. the pupil
- Written notice of the exclusion will be sent to the parent following an initial telephone call.
- Where the pupil is entitled to a free school meal, the meal will be supplied to the pupil before he or she leaves the premises.
- A lunchtime exclusion does not stop the pupil being excluded from school if behaviour during the school day or lunchtime warrants such action.
- In cases where the parent is unable or unwilling to co-operate with the school in arranging to collect the child, it is open to the Head teacher to consider exclusion or the use of other appropriate sanctions as an appropriate response to the pupil's misbehaviour.

## **Fixed Term Exclusions**

There are limited to a maximum of 45 days in one academic year. Most exclusions are in the order of 1 to 5 days in the first instance. These would be only used for serious breaches of school rules.

Examples of reasons for a fixed-term exclusion may include:

- Physical assault on any member of the school community.
- Language, remarks or gestures which are offensive.
- Persistent disobedience or disregards of the school rule and its code of conduct.
- Persistent disruption of lessons.
- Persistent bullying of any kind.
- Possession of banned items e.g. laser pen or other items deemed potentially dangerous.
- Consideration of previous disciplinary record.

(This list is not exhaustive).

Any pupil returning to school after an exclusion will attend an interview with either Head teacher/Deputy Head teacher accompanied by their parent/carer.

This is to discuss what went wrong and how they might be supported by home and school to avoid any repetition.

## **Permanent Exclusion**

These are only used in the last resort if all other measures fail or in very serious cases. The school has to demonstrate that reasonable steps have been taken to avoid the exclusion and that allowing the pupil to remain in school would be detrimental to the education and welfare of the pupil or others in the school.

Reasonable steps might include:

- Exhausting other appropriate sanctions.
- Interviewing pupil with parent/carer by Head teacher.
- Involving outside agencies.

- Meeting with *Governors'* panel.

- Seeking alternative provision e.g. Jigsaw (a referral unit for primary aged children).

### **Managed Move**

- On rare occasions, for reasons of good order and discipline, it may be considered necessary or desirable to transfer a pupil to give him/her a fresh start, to another school. Such a move will only be considered after the imposition of other lesser sanctions has not brought the desired result. Prior to such serious action being taken, the Head teacher will fully discuss the matter with the pupil's parents/carers. This would only occur with parental agreement and with the involvement of Sefton Authority as part of a Managed Move. The pupil would remain on role at All Saints whilst an alternative placement trialled for a set period of time.

### **Pupils requiring additional support**

In some cases, particularly where emotional/behavioural difficulties become apparent, specialist support may well be required to determine the causes of such difficulties and to implement strategies to improve the problematic behaviour. The relevant agencies will be contacted by the Head teacher of SENCO. Full details are available in our Special Education and Disability Policy.

### **Managing Physically Challenging or High Risk behaviour.**

If staff become aware of, or have a need to become involved in situations where a child may be at risk of hurting themselves or others or if the behaviour of a child seriously disrupts good order in school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the schools policy for dealing with such situations. Full details are contained in our Care and Control Policy. Any person wishing to view this policy will find it on our website; a hard copy will be available on request from the school office.

**Possible concealment of stolen property, illegal drugs, legal highs' or an offensive weapon.**

Where staff have reasons to believe that a child has hidden on his/her person either stolen property, illegal drugs, legal highs' or an offensive weapon, they should take the following action:

- Ask the child to hand over the article. Staff may be persistent in this request and can take time to give the child the opportunity to comply with the request.
- If the child refuses to comply he/she should be warned that the police might be called.
- Staff can ask a child to turn out his/her pockets and remove outer items of clothing. This should only be done in the presence of an adult witness.
- If the child still refuses to comply and staff continue to have suspicions they should inform the Head teacher who will repeat these points of action.
- If the child still refuses to comply the Head teacher will then inform the parents/carers and the police.
- All actions should be carried out by two members of staff, away from the rest of the children, in a quiet room where interruption is unlikely.

□

This policy was written in light of the following guidance to schools and governing bodies:

- Behaviour and discipline in schools (DfES 2014)
- Mental health and behaviour in schools (DfES 2014)
- Exclusion from maintained schools, academies and pupil referral units in England (DfES 2012)
- Use of reasonable force (DfES 2013)
- Preventing and tackling bullying (DfES 2014)
- Below the radar: low-level disruption in the country's classroom (Ofsted 2014)
- Searching, screening and confiscation (DfES 2014)

See also the following policies:

Anti-bullying Policy (including cyber bullying)

Care and Control Policy

SEND Policy

Equality Policy

Uniform and Appearance Policy

Keeping School Safe from Abuse, Threats and Violence Policy.

### **Monitoring and Evaluation**

Regular monitoring and evaluation are essential in order to ensure consistency of application across the school and to build on the strengths of this policy and allow for necessary revisions.

Monitoring and evaluation of this policy will be on a termly basis by the Senior Management Team. The views of parents and carers will be sought through questionnaires/coffee mornings/parents' evenings.

It will be evaluated by the Governing Body once a year.

Exclusions will be monitored by the Governing Body termly.

Appendix 2

All Saints Catholic Primary

Head Teacher - Mrs A Holleran

Name of child:		
Class:	IBP in place for the child? Yes/No	
Date:	time:	Place:
Type of incident/persistent behaviour: <input type="radio"/> Refusal to do as asked <input type="radio"/> Persistent disruption <input type="radio"/> Persistent calling out <input type="radio"/> Using inappropriate language to another <input type="radio"/> Deliberating hurting another <input type="radio"/> Other		
Brief description of incidents including antecedents:		
Outcome (including any follow up action required):		
Staff involved:		
Signed (Member of staff)	Signed (Designate member of staff for child protection)	

Has this information been passed to any other agencies? (Please give details including names) If not, please record reasons why.

BEHAVIOUR	SANCTIONS	COMMENTS
<p><b><u>AGGRAVATIONS</u></b></p> <ul style="list-style-type: none"> <li>• Wandering about</li> <li>• Calling out</li> <li>• Interrupting teacher</li> <li>• Interrupting pupils</li> <li>• Ignoring instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal</li> <li>• Eye contact</li> <li>• Frowns</li> <li>• Reminders/verbal <input type="checkbox"/></li> <li>Warning</li> <li>• Change of seating</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Not recorded at this stage</li> </ul>
<p><b><u>Serious</u></b></p> <ul style="list-style-type: none"> <li>• Not responding to requests to work</li> <li>• Being more disruptive of continuing to be disruptive</li> <li>• Annoying other children</li> </ul>	<ul style="list-style-type: none"> <li>• Isolation in class</li> <li>• Completing unfinished work at break times</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal use of works</li> <li>• Discuss with SENCO and record concerns</li> </ul>
<p><b><u>More Serious</u></b></p> <ul style="list-style-type: none"> <li>• Repeated refusal to do set tasks</li> <li>• Continued challenge to authority</li> <li>• Damage to property</li> <li>• bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Incident record sheet complete</li> <li>• Informal contact with parents by class teacher</li> <li>• Isolation in another classroom</li> <li>• Use of daily/weekly encouragement sheets/cards</li> </ul>	<ul style="list-style-type: none"> <li>• Incidents recorded and records sent to Head teacher by end of day</li> <li>• Place on School Action Contact with parents Individual Behaviour Plan (IBP)</li> </ul>
<p><b><u>Very Serious</u></b></p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Serious challenge to authority</li> <li>• Verbal abuse to staff</li> <li>• Stealing</li> <li>• Persistent bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Direct report to Head teacher</li> <li>• Formal contact with parents by Head teacher</li> <li>• Probable exclusion especially if a repeat offence</li> </ul>	<ul style="list-style-type: none"> <li>• Incidents recorded</li> <li>• IBP monitored for 1 term <input type="checkbox"/></li> <li>Consider School Action Plus if no improvement made</li> <li>• Advice sort</li> </ul>

<p><b><u>Extremely Serious</u></b></p> <ul style="list-style-type: none"> <li>• Extreme danger or violence</li> <li>• Very serious challenge to authority</li> <li>• Verbal/physical abuse of a serious nature</li> <li>• Running out of school</li> </ul>	<ul style="list-style-type: none"> <li>• Use of reasonable force to protect pupil/and or others from harm</li> <li>• Police assistance sought</li> <li>• Exclusion, potentially permanent.</li> </ul>	<ul style="list-style-type: none"> <li>• See Policy n Positive handling</li> <li>• Incidents recorded</li> <li>• Consider formal assessment of need</li> <li>• Fast track to exclusion may be necessary</li> <li>• Exclusion forms completed</li> </ul>
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### Behaviour outside the classroom

<b>BEHAVIOUR</b>	<b>SANCTIONS</b>	<b>COMMENTS</b>
<p><b><u>AGGRAVATIONS</u></b></p> <ul style="list-style-type: none"> <li>• Pushing/shouting in line</li> <li>• Not lining up when told</li> </ul> <p><b>Assembly</b></p> <ul style="list-style-type: none"> <li>• As above</li> <li>• Not listening</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder</li> <li>• Change of position in line</li>   <li>• Verbal reprimand</li> <li>• Reminder</li> <li>• Change of position</li> </ul>	<p><input type="checkbox"/> Not recorded</p> <p><input type="checkbox"/> As above</p>
<p><b><u>SERIOUS</u></b></p> <ul style="list-style-type: none"> <li>• Not responding to instructions</li> <li>• Annoying other children</li> <li>• Repeated pushing/shoving</li> <li>• Running/messing in toilets</li> </ul> <p><b>Assembly</b></p> <ul style="list-style-type: none"> <li>• Not responding to instructions</li> <li>• Annoying other children</li> <li>• Repeated pushing/shoving in lines</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of break time/lunchtime</li>   <li>• Loss of break time/lunchtime</li> </ul>	<p><input type="checkbox"/> Lunchtime incidents recorded in Behaviour book</p> <p><input type="checkbox"/> If repeated on an ongoing basis, discuss with SENCO and record concerns</p>
<p><b><u>MORE SERIOUS</u></b></p> <ul style="list-style-type: none"> <li>• Repeated refusal to follow instructions</li> <li>• Continued challenge to authority</li> <li>• Deliberately ignoring instructions</li> <li>• Fighting</li> </ul> <p><b>Assembly</b></p> <ul style="list-style-type: none"> <li>• As above</li> </ul>	<ul style="list-style-type: none"> <li>• loss of break time/lunchtime</li> <li>• possible lunchtime exclusion</li> </ul>	<p><input type="checkbox"/> incidents recorded</p> <p><input type="checkbox"/> positive behaviour sheet place on school</p> <p><input type="checkbox"/> Action Plan with IBP</p> <p><input type="checkbox"/> contact with parents</p> <p>As above</p> <p><input type="checkbox"/></p>

	<ul style="list-style-type: none"> <li>• As above</li> </ul>	
<p><b><u>VERY SERIOUS</u></b></p> <ul style="list-style-type: none"> <li>• Serious fighting</li> <li>• Serious challenge to authority</li> <li>• Verbal abuse to staff</li> <li>• Stealing</li> <li>• Persistent bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Reported to Head teacher</li> <li>• Lunchtime exclusion - for an extended period of previously excluded</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incidents recorded</li> <li><input type="checkbox"/> School Action Plus and possible involvement of outside agencies</li> <li><input type="checkbox"/> Exclusion forms completed</li> </ul>
<p><b><u>EXTREMELY SERIOUS</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Serious violence, intimidation or threat of significant injury to other persons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exclusion - fixed term or permanent depending on circumstances</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incidents recorded</li> <li><input type="checkbox"/> Exclusion forms completed</li> </ul>

## **All Saints Catholic Primary School**

### **PARENT, CARER AND VISITOR CODE OF CONDUCT**

At All Saints Catholic Primary School we are very fortunate to have supportive and friendly parents. Our parents recognise that educating children is a process that involves partnership between home and school and understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this policy is to provide a reminder to all parent and visitors to our school about expected conduct so that we can work together to endure a safe and positive school environment for our children.

#### **RESPECT AND CONCERN FOR OTHERS AND THEIR RIGHTS**

This guidance supports implementation of the Home-School Agreement; we expect parents and carers to show respect and concern for others by:

- Supporting the respectful ethos of our school by setting a good example in their own communication and behaviour towards all members of the school community.
- Working together with staff for the benefit of children. This includes approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution.
- Reinforcing the school's policy on Behaviour.
- Respecting the learning environment appropriately (both in school and off site)
- Parking with consideration and respect for others when delivering and collecting children from school.
- In order to support a peaceful and safe school environment, the school does not tolerate:-
- Disruptive behaviour which interferes with the operation of a classroom, an office area or any other part of the school grounds.
- Using loud and/or offensive language or displaying temper. This may be over the telephone as well as face to face.

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- Offensive language may include swearwords, sexist, racist, disablist language.
- Threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. (Some actions may constitute an assault with legal consequences)
- Damaging or destroying school property
- Abusive, threatening, malicious or inflammatory emails, phone or social network messages
- Smoking and consumption of alcohol or other drugs or accessing the school site whilst intoxicated:

The above behaviours on school premises will be reported to the appropriate authorities and Governors may prohibit an offending adult from entering the school grounds to safeguard our school community.

We also wish to remind parents that no meeting at the school may be electronically recorded without the express permission of all parties, and that information obtained without such permission will not be admissible in any proceedings.

We trust that parents, carers and visitors will fully support this Code of Conduct.

#### Appendix 1B

#### **Model policy for the expected behaviour of parents/visitors to the school**

#### **Code of Conduct for parents/carers/visitors to our school.**

We welcome visitors to our school. We will act to ensure it remains a safe place for pupils, staff and all other members of our community. If a parent/carer has concerns we will always listen to them and seek to address them.

However, abusive, threatening or violent behaviour will not be tolerated. If such behaviour occurs we will follow the procedures outlined in 'Keeping Schools Safe' a legal Toolkit for Schools, Tackling Abuse, Threats and Violence towards Members of the School Community (DfES).

Schools may also wish to inform parents that no meeting at the school may be electronically recorded without the express permission of all parties, and that information obtained without such permission will not be admissible in any proceedings.

## All Saints Catholic Primary School

## Appendix 1A:

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Head teachers, school staff, and in some cases other parents/pupils. All Saints Catholic Primary School considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the Class Teacher, the Head teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parents/carer of a child/ren being educated at All Saints Catholic Primary School 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 content or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyber bullying and the use by any member of the school community to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

Full details are available in our Keeping School Safe from Abuse, Threats and Violence Policy.



## Code of Conduct

Whilst at All Saints, where many hearts make a school, (words taken from our school prayer)

We will

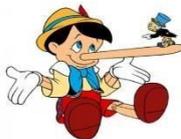
Look after ourselves and each other



Try hard, even when things are not easy



Always tell the truth



Look after our school and everybody in it



Look after the place where we live and the people in it.

