Behaviour Policy

'This policy should be read in conjunction with other related policies such as Inclusion and Anti-bullying Strategy'

Next Review Date: September 2025

Review Cycle: Annually

AIM HIGH AND BE KIND

THE EVERSLEY VISION

At Eversley Primary School we believe children learn best when they are *happy* and have a *love of learning*. Our *values-based curriculum* provides pupils with the tools they need to be *effective* learners and prepares them for life, whilst supporting them to have the *self -belief* and *determination* to be the best they can be.

OBJECTIVES

- To ensure all members of the school community feel valued and respected and that everyone is treated fairly.
- To show we are a caring community whose values are built on mutual trust and respect for all.
- To promote an environment in which everyone feels happy, safe and secure.
- To promote good relationships so that people can work together with the common purpose of helping everyone to learn.
- To work together in an effective and considerate way.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- To show good behaviour that promotes a positive attitude to their own and others' learning at all times.

INTRODUCTION

Eversley promotes values-based learning and our school values are at the core of our school understandings and vision. We aim to create a culture where children are encouraged to 'live the values' in all aspects of their lives. By developing strong values within the pupils at the school we strive to ensure good behaviour, conduct and self-confidence.

The development of positive social, emotional and learning behaviours is at the heart of our behaviour policy. We are proud to be a Trauma Informed School. Trauma Informed approaches are at the core of our whole school ethos and across our setting.

At Eversley Primary School, we also believe that a broad and balanced curriculum and effective learning all contribute to positive learning experiences. Children and adults collaborate to develop and maintain the school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing. We believe that the best way to support the wellbeing of our children is through our Trauma Informed approach and by providing a calm, positive and nurturing environment.

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

Behaviour and discipline in schools
Searching, screening and confiscation at school
The Equality Act 2010
Use of reasonable force in schools
Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice and incorporates:

• Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children

• Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's' property

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Part 1: Our Approach

Aims

We recognise the importance of a whole school, consistently understanding the approach to behaviour. To achieve the maximum benefit of this policy, it is vital that all staff are united in our Trauma Informed approach. Therefore, every child, all staff and visitors throughout Eversley Primary School can expect the same, consistently calm approach to behaviour management. All members of staff in the school community are trained in our whole school approach and Trauma Informed training specifically will be ongoing for all staff members.

Trauma Informed approaches to behaviour management will:

- Place relationships and a child's sense of safety and security at the heart of classroom management.
- Encourage nurture, warmth and empathy, even when a child is presenting with behaviours that may feel challenging to an adult.
- Promote a sense of community and belonging.
- Take individual circumstances into account.

Through research, evidence and our Trauma Informed practice, staff are able to guide and lead children effectively with particular focus on helping them with understanding their behaviour and how that can change over time. It is recognised by all that this takes time, but in order for this to happen an enquiry and restorative approach to get children talking about their behaviour, their feelings and their reactions is necessary for understanding.

Strength of relationships between staff and children is at the very core of this approach. Staff need to understand the children and get to know them on many levels; this is necessary to identify and understand attachments, effects of trauma and SEND to maximise positive steps and positive outcomes.

Work is carried out with parents to understand any needs and difficulties children may have, as well as their experiences and to help and provide support for them so that any unmet needs away from the school can be addressed. Through our Well-Being Team and relationships between class teachers, support staff and parents, we are all informed and can tailor support where needed. This is done through the following (although not limited to these approaches):

- Zones of Regulations
- Art or play mindfulness activities
- Sensory regulation experiences
- Learning mentor sessions (group and one to one)
- Use of therapeutic language
- Circle Time

We promote fairness and restorative principles across Eversley Primary School; we are child-centred and inclusive. We have an approach that is built around positive relationships

between staff and children as well as children and their peers and staff and their colleagues. Additionally, we aim to enable all children to have the ability to understand their own emotions, to self-regulate and build positive relationships throughout their life and develop strategies that will enable them to thrive into adulthood.

As a result, every child at Eversley Primary School has the right to:

- Unconditional Positive Regard
- Recognition of their unique identity and needs
- Be treated with respect and dignity as a valued member of the community
- Learn and achieve in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse
- High expectations from staff that ALL matter equally
- Learn to articulate, understand and self-regulate their own behaviours
- Learn how to apply restorative principles and develop strategies that support them in their future life

Moreover, Eversley Primary School endeavour to ensure that:

- Parents, carers, staff and children are positive about behaviour and safety
- Staff are trained in our consistent, Unconditional Positive Regard and Trauma Informed approaches
- Parents are supported to use positive strategies with their child in response to behaviour that may be viewed as negative
- Children value the learning environment and wish to contribute to a safe, calm and positive school
- Children demonstrate the Eversley School Values throughout the school day
- Instances of bullying are rare and children are aware of the different forms of bullying as outlined in our anti-bullying policy and through participation in anti-bullying themed weeks
- All children feel safe in school at all times and develop awareness of what constitutes safe and unsafe
- High ‘Quality First Teaching’ and support from trained staff meets the needs of all individuals

Part 2: Practices and Procedures

Emotional and learning behaviours are at the heart of our behaviour procedures and approaches. As a Trauma Informed school, we use our understanding of social and emotional development within all of our approaches.

All staff and Governors have a responsibility to:

- Show Unconditional Positive Regard to all
- Model and support the children's SEMH (Social, Emotional and Mental Health) needs and SMSC (spiritual, moral, social, cultural) development in line with our work as a Trauma Informed School
- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within a group
- Promote, through example, the school values
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding the needs of others
- Ensure fair treatment for all
- Show appreciation of the efforts and contributions for all
- Create an environment which recognises and celebrates difference
- Promote the fundamental British Values and ensure that we are preparing children for life in Modern Britain
- Ensure a personalised approach to meet the needs of individuals including those with Special Educational Needs and disabilities (SEND)
- Support and help to maintain an environment that recognises the unique attachments and traumas children may have
- Ensure materials and resources are arranged to aid accessibility and reduce disruption
- Ensure displays help to develop self-esteem and are linked to the school's values
- Ensure teaching methods encourage enthusiasm, motivation and excitement
- Enable children to work and co-operate with others
- Be consistent in demonstrating restorative approaches when dealing with incidents of behaviour
- Praise and reward positive behaviour, effort and work
- Be consistent and fair
- Take an interest in all within our school community – no one goes unnoticed
- Support colleagues across the school in the development of our Trauma Informed practice
- Actively apply restorative approaches at all times
- Involve, support and communicate with parents

All children have a responsibility to:

- Keep themselves and each other safe
- Be open to restorative practices and see their behaviour as a journey
- Work to the best of their ability without distracting others or preventing them from learning
- Actively follow and promote the Eversley Ethos of 'AIM HIGH AND BE KIND' at all times
- Actively follow and promote the Eversley School's values at all times
- Treat all members of the school community with courtesy and respect
- Take responsibility for their own behaviour and an active role in reconciliation and restoration
- Be open to developing relationships with adults they trust so that they can communicate concerns
- Behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school
- Treat living things with care
- Take responsibility for personal possessions
- Be a good role model

All parents have a responsibility to:

- Support the school's Behaviour Policy
- Ensure their child's regular attendance and punctuality
- Work together with the school
- Communicate to the school anything which may affect their child's time at school
- Show courtesy and respect to all members of the school community
- Be a good role model

The school will work with parents to promote positive behaviour in the following ways:

- Admission meetings – expectations made clear to parents through home-school agreement, parents' views sought and valued, given opportunity to express concerns before child begins school.
- At the first sign of any concerns, parents invited in for informal meeting and support is offered to both child and parent
- Support may take the form of referral to outside agencies, such as community support groups or encouragement to attend parenting classes
- Guidance and advice would be given to enable the parent to deal with behaviour at home – a home school book may be set up to ensure good communication between the parent and teacher
- A referral to relevant external agencies to provide the necessary support
- Parents encouraged to liaise with the appropriate person within school, such as, Learning Mentor, Assistant Head Teacher or Deputy Head Teacher or Inclusion Manager and to speak with the Class Teacher on a regular basis

Positive Behaviour Strategies

In addition to our constant consideration of the SEMH needs of our children and our pride in being a Trauma Informed school, we also act in accordance with Government guidance. We actively support the SMSC (spiritual, moral, social, cultural) and emotional development of our children using the principles of Zones of Regulation and through the PSHE Curriculum. This is achieved throughout the day, across the whole curriculum, as well as in assemblies and Circle Time discussions.

We encourage and celebrate positive behaviour through:

- Promotion of Eversley School's values
- Encouragement of whole school Ethos
- Systems of rewards for effort applied to learning
- Modelling good behaviour
- Weekly values assemblies
- Weekly merit assemblies linked to learning habits and work
- Superstar of the week
- Positive feedback to classes through the School Parliament
- Positive communication with home
- 'Circle Time' activities where behaviour is explored and discussed as both a challenge and where it can have positive influences for others
- Individual target setting (e.g. Individual Support Plan, Pastoral Support Plan, class targets)
- Projects with external agencies, e.g. within a class, group or individually
- Dealing with incidents individually and always implementing a restorative approach
- Help to promote friendship and respect in our school
- Using the Zones of Regulation to help children to self-regulate

In public, we only give praise and never condemnation. Praise is given informally and formally, in public and in private and for the maintenance of standards as well as for particular achievements. For children who have not suffered attachment or trauma struggles, behaviour considered positive is not always automatic; through praise we try to show the children what is considered positive. 'We catch them getting it right'. This is reflected through our consistent rewards systems; we ensure that there are many incentives and therefore many opportunities for all children to receive the recognition they deserve.

When children behave in a way that does not reflect our school Ethos and Values, we will address the behaviour. Punitive measures will not be used; however, behaviour will be addressed in the following ways:

- Stop, notice, remind and move on
- Using Zones of Regulation
- Restorative and Reconciliation practices
- Mediation

- Working with the individual to develop the tools to support the regulation of emotions.
- Reasonable adjustments such as: cooling off periods, movement break,
- Parental involvement

Sanctions and Consequences

Our Trauma informed approach is not about removing all the boundaries and consequences but it is about ensuring we manage behaviour in a safe way that does not humiliate and shame the children.

Any consequence must be Natural and/or Logical.

- Logical consequences are an effective way to respond to misbehaviour in the moment. For that reason, they are an important element of the Responsive Classroom approach to discipline.

- Unlike punishment, logical consequences are:

- **respectful** of the child, mindful of body language and tone of voice and environment
- **reasonable** for the child (and teacher) to accomplish and balanced with the behaviour
- **related,** directly connected to the offending act and in a way that allows the child to take responsibility for their actions and learn socially responsible behaviours.

How Do Logical Consequences Differ From Punishment?

- Logical consequences are **respectful** of the student's dignity, while punishment often calls upon an element of shame. The teacher's words, tone, and body language are key pieces in distinguishing logical consequences from punishment.

- Logical consequences are **related** to the student's behaviour, while punishment is usually not. The teacher pauses to gather more information before reacting.

- The goal of punishment is to enforce compliance with the rules by using external controls or authoritarian discipline. While effective in the moment, punishment often leads to feelings of anger and resentment and does little to increase student responsibility.

- The goal of logical consequences it to be **reasonable** and to help students develop internal controls and an understanding of socially responsible behaviours, learn from their mistakes, and develop a desire to follow the rules.

Classroom Management

Classroom management and teaching methods have an important influence on the behaviour of children. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between all staff and children, strategies for encouraging positive behaviour, arrangement of furniture,

access to resources and classroom displays all have a bearing on the way children will behave and interreact.

Staff will:

- Create and maintain a stimulating environment that encourages children to be engaged – classrooms will be organised in a way that develops independence and personal initiative.
- Materials and resources will be arranged to aid accessibility and to reduce uncertainty and disruption.
- Create displays which develop self-esteem through demonstrating the value of every individual's contribution
- Display the School Ethos, School Values, Zones of Regulation and behaviour blueprints (See Appendix 1)
- Use teaching methods to encourage enthusiasm and active participation for all
- Plan lessons that develop skills and knowledge required whilst fostering co-operation with others
- Ensure that praise is used sincerely to encourage positive behaviour and effort with work
- Ensure that where next steps for behaviour or learning are given these are constructive and a private matter between the teacher and child (unless providing whole class feedback for the same next steps)
- Develop a positive relationship with children, which may include:

  o Greeting children in the morning/at the start of lessons

  o Establishing clear routines

  o Communicating expectations of behaviour in ways other than verbally

  o Highlighting and promoting good behaviour

  o Concluding the day positively and starting the next day afresh

  o Having a plan for dealing with low-level disruption

  o Using positive reinforcement

Acknowledging the Individual

We believe that acknowledging the individual has a motivational role, helping children to see that they are valued and respected. The most common acknowledgment is praise, informal and formal, public and private and to individuals and groups. Affirmation is an integral part of development but it is important to recognise that for some children who may have experienced trauma or insecure attachments or negative experiences of school they may not always respond to positive affirmations in the expected way. All staff need to

be mindful of this and respond appropriately to the individual needs of children – this is again where strength of relationship is key to getting it right for the children.

• ALL staff are responsible and actively involved in delivering Unconditional Positive Regard

• Achievements, success and positive behaviour both in and out of school are supported and celebrated

To acknowledge and promote positive behaviours we use a range of strategies, including:

• Verbal feedback/ affirmation

• Non-verbal feedback (e.g. thumbs up, smile, pat on the shoulder)

• Headteacher Awards

• Stickers

• Certificates (Merits and Thank You)

• Postcards home

House Celebrations

When joining Eversley School all children are assigned a house (Caxton, Marconi, Scott and Fleming). This further promotes a sense of community and identity within the school for children and these houses are represented by the colours red, yellow, green and blue. In and around the school children are awarded tokens linked to their house, these tokens are earned for demonstrating the school values, having a good work ethic and for good citizenship. These are counted up weekly and individual houses are celebrated in Assembly weekly.

Zones of Regulation

The Zones of Regulation is a social-emotional learning curriculum that we use throughout the school to teach children self-regulation and emotional control. The Zones of Regulation uses four colours to help children self-identify how they are feeling and categorise these feelings using 4 colours. The curriculum also helps children better understand their emotions. They learn different strategies to help them cope and manage their emotions based on which colour zone they are 'in'.

Additionally, the Zones of Regulation helps children recognise their own triggers, learn to read facial expressions, develop problem-solving skills and become more attuned to how their actions affect other people.

Merit and Thank You Assemblies

Each week, Merit and Thank You assemblies take place that promote and celebrate children's attitudes to learning and positive contribution to the school values.

Celebration assemblies are also an opportunity to celebrate the house tokens that have been collected over the week. On Fridays, House Captains will be invited to add the tokens from their class to the whole school display, ahead of the celebration assembly.

Pupil Transitions

To ensure a smooth transition to the next year, children have transition sessions with their new teacher. In addition, staff members hold transition meetings with the incoming class teacher. To ensure any concerns are appropriately monitored and the right support is in place, information related to the pupil may be transferred to relevant staff at the start of the term or year. Information on concerns may also be shared with new settings for those children transferring to other schools.

Initial Responses

At Eversley Primary School, we recognise that there may be times when a pupil may respond in a way that does not align with our school values. The school's Behaviour Blueprint will be employed (see Appendix 1).

We follow a calm, consistent approach where opportunities for reparation and self-reflection are key. As part of this we have 'rule reminding' that would only ever be conducted in private.

- Numerous non-verbal cues
- Reminder of rule
- Intervention conversation
- De-escalation (if necessary)
- Restorative conversation

De-escalation

At times, if responses presented by children appear challenging, staff may need to intervene to support that child to implement strategies that can support them back into their window of tolerance. All humans have unique windows of tolerance, these are the 'spaces' within which we are comfortable and feel safe. When we are within our window of tolerance we can learn, love and tolerate the daily stressors of life without anxiety, exhaustion or loss of control.

Like everyone, children's emotions fluctuate, particularly at times of stress and crisis in the height of emotion, they find it difficult to express what is happening verbally or often are unaware themselves what may have triggered their emotional responses. Children and young people are not always able to self-regulate. This is an advanced skill that requires mature cortex development. For this reason, all children must be co-regulated so that they

can develop strategies that will support them as they develop, as such time outs and isolation serve no purpose and serves to shame or teach a child that their feelings are wrong and are not tolerable. However, for some children, they may choose space and space away, not in the form of a formal time out, may be what is needed to support an individual with their regulation. The adult who knows the child and their needs will ask the child and decide in the moment about the best approach to use for regulation.

For children who have suffered any form of trauma, regulation can become an overwhelming challenge and it requires the unconditional support of safe and available adults. Some triggers and sensory overloads are unknown to the children and adults and this may make it more difficult to employ de-escalation strategies.

De-escalation is about the adult recognising and validating a child's emotions – not the behaviours or responses they are displaying as a result of the emotions. It is about asking *'What has happened to you?*' instead of *'What's wrong with you?'*. It is an attempt to support a child to regulate through techniques such as active listening, asking questions, compassion, body language, empowerment and choice and breathing techniques.

De-escalation strategies:

All staff will receive training in de-escalation strategies. The following serve only as a guide and reminder, there is no set approach or 'one size fits all' as all children are unique in their tolerances, emotions and personal history that influences their responses. De-escalation is reliant on the decision making of informed adults in the moment. Above all, adults must seek to create a feeling of safety for the child. A child needs to feel safe, understood and accepted in order for de-escalation to be successful.

1. Before employing de-escalation, you must first have awareness of your own window of tolerance. Are you the right adult for this moment? Are you the right adult for this child? *'a dysregulated adult cannot regulate a dysregulated child'* (Dr Lori Desautels).

2. Ask *'What has happened?'/ 'What has happened to you?'*

3. Acknowledge and validate the child's feelings, then check for accuracy e.g. *'you look really frustrated because I can see you are clenching your fists, did I get that right?'*

4. Enable choice and control. Present choices that help remove the child from the physical situation or space (if this is what is needed in the moment) e.g. *'Now that I know it's frustration that you are feeling let me help you, as that is a huge feeling to cope with on your own – let's get away from this space – do you want to go outside for fresh air or come for a walk to another corridor/office space etc.?*'

5. If a child is in a heightened state of anxiety, employ self-soothing and self-regulating behaviours such as breathing techniques or techniques that you feel will enable the child to re-connect. This could be mindfulness activities, walking or space away. These will be unique to the individual.

Restorative Approaches

Staff intervention to support the regulation of behaviour is based on children's level of development and understanding. We support a large cohort of children who have SEMH, EAL, or SEND needs that would greatly impact communication. Interventions necessary to help regulate and develop behaviour positively are designed using restorative principles and through restorative approaches. It is our belief that every interaction is an opportunity for learning and that all behaviours are communication of some form.

Interventions that are restorative by nature offer unique learning opportunities in which behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to further present.

Punitive consequences are unlikely to change behaviour. We do not encourage use of this and instead, alongside our Unconditional Positive Regard and child-centred approach offer restorative opportunities regularly.

Teachers should follow the micro-script and restorative questions as a guide. Restorative approaches and lack of punitive consequences enable a shift away from focussing on behaviour displayed but rather looking at emotional impact on both victims and perpetrators and exploring opportunities to resolve, for learning and to enable skills of communication to develop.

It is important that all staff recognise that children who have suffered trauma or attachment disruption may not always be able to engage in restorative conversations. When children enter a state of hyper or hypo arousal the brain stem disconnects from the logical, thinking part of the brain. Therefore, it is crucial that adequate time and space is given to those who need it before they can engage reasonably with restorative conversation.

Pupil responsible for behaviour displayed	**Victim or those impacted by behaviour displayed**
Learn about harm caused	Provides opportunity for those affected to participate in the process which places them at the centre
Acknowledge any harm caused and how that may impact others	A platform to have their say and to explain how it has impacted on them
Explain what happened, what led to the incident and how they were feeling	Regain control of a situation by choosing to participate
Opportunity to provide an explanation and reparation (child led)	Have input and a say on how the situation can be resolved, damage repaired and how reparation can be made
Attempt to repair any harm caused and or damage	An opportunity to witness genuine understanding of the impact someone's actions can have
Reduce the risk of further incidents resulting in the behaviours displayed	Reduces the anxiety and any potential ill-feeling the victim/s may have towards the person responsible

By adopting restorative approaches, interventions with behaviour are more likely to reflect the nature of the class, group and individual. Interventions may include:

• Planned support strategies, including sensory breaks, mentoring, trusted adults and calming strategies

• Verbal and non-verbal communication to demonstrate mood, facial expressions, body language, hand gestures etc.

• Positive reinforcement

• Unconditional Positive Regard

• Consistent, calm and fair attention

• Consistent modelling of positive behaviours and desired behaviours from all staff at all times

• Opportunities for children to remove themselves from a situation that may increase their anxieties or frustration

At times, formal intervention may be required for restoration to take place. This may include:

• Children taking part in restorative conversations outside of classroom time

• Having restorative conversations with parents present

Off-site

When children are off site they understand that the expectations of them remain the same. If restorative conversations cannot take place due to the nature of the trip it may be in the best interest of the children to have these back at school. All other approaches remain relevant to off-site activities.

Safe Touch (Physical Intervention/ Restraint)

In some circumstances, behaviour displayed can be challenging and pose a threat to the safety of the child, their peers or staff. In exceptional circumstances staff may use reasonable force to physically intervene to prevent a pupil from:

• Hurting themselves or others

• Damaging property

It is important to understand that for some children who have experienced trauma or attachment disruption that the use of physical intervention in the form of safe touch can

escalate a situation beyond all control due to the fear and anxiety this will cause. All use of safe touch will be a last resort after all other avenues have been exhausted. This means that a safe touch intervention will only take place once de-escalation strategies have been employed and exhausted.

Incidents of safe touch will:

• **Always be used as a last resort – staff will have training in de-escalation strategies to ensure this is the case**

• Be applied using the minimum amount of force and for the minimum amount of time possible (appropriate and proportionate)

• Be used in a way that maintains the safety and dignity of all concerned

• Never be used as a form of punishment

• Be recorded and reported to parents

Exceptional Circumstances

In the event of extreme behaviour where:

• The child puts others' safety at risk (physical assault)

• Bullying

• Racist abuse

• Sexual misconduct

• The child puts their own safety at risk

• School property is seriously or repeatedly damaged

• There is a persistent breach of the Behaviour Policy

• There is a significant breach of the Behaviour policy

In these circumstances we will work with children and families to seek to prevent internal and external exclusions as these are incompatible with a Trauma Informed Approach. Instead we will seek to identify and meet the need that is being communicated through a behaviour at the earliest opportunity. We will hold restorative conversations between the child and a key attachment figure within the setting. This will enable the child to enter a place in which they are calm enough to reflect on triggers, thoughts, feelings and what might help them in the future.

Despite all that we put in place, this policy recognises that there may be exceptional circumstances in which there is no option other than to impose a Fixed Term or Permanent Exclusion. Any child considered to be at risk of exclusion will be subject to a Behaviour Support Plan formulated by a multi-disciplinary team and parents, by positively supporting the child to manage their behaviour difficulties so that they are able to achieve success with

clear expectations and regular reviews of progress. It is our intention to support children to remain in mainstream education wherever possible and wherever this is in their best interest. In the rare circumstances that an exclusion may be necessary, these strategies will be implemented to support reparation and repair of relationships. This will include; maintaining contact with the child and their family throughout the process (e.g. telephoning to check in with work set and support needed) and using restorative practice to structure reintegration meetings and to reduce blame.

Bullying

We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form of violence towards any member of the School community. Bullying (i.e. any behaviour which is consistent and causes psychological or physical harm, in any form or to any degree) is treated as a serious incident and dealt with according to our procedures. We expect all adults in the school community to be a role model of non-threatening behaviour at all times.

Please refer to our Anti-Bullying Strategy for further information.

Adult Expectations

We work in close partnership with all parents. However, we will not accept rudeness towards staff at school. Should the need arise, the school has the right to: notify parent/carers with 2 verbal warnings.

• A letter will be sent to the parent

• If the situation persists the parent can be banned from entering the school grounds. There may be circumstances where this must come into immediate effect, at the discretion of the Headteacher.

Bullying/racial/LGBQTIA+ incidents

All incidents of bullying and harassment will be taken very seriously, including cyberbullying, prejudice-based and discriminatory bullying. A bullying concern form or a racial incident form or a LGBQTIA+ form will be completed including actions taken when incidents arise. Parents/carers will be informed and a meeting will take place to discuss actions to be taken. Detailed confidential records are kept by the Headteacher of all incidents of these nature. Please see Child on Child abuse Policy, Single Equality Scheme and Anti Bullying strategy.