

Ilketshall St Lawrence Primary School



Policy for Behaviour and Discipline

Date: April 2017

Review date: April 2018

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Ilketshall St Lawrence Primary School

Whole School Policy for Behaviour and Discipline

1 Aims and objectives

- 1.1 We use a positive whole school behaviour policy to help children learn about feelings and how to behave well.
- 1.2 Children's behaviour complements and assists teaching and learning. This policy outlines the whole school approach to and management of children's behaviour in our school.
- 1.3 The school policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and was agreed by the school's governing body.
- 1.4 The implementation of this policy is the responsibility of all staff.
- 1.5 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.6 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.7 The school expects every member of the school community to behave in a considerate way towards others.
- 1.8 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.9 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.10 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children.
 - Teachers give children a sticker.
 - Each week, we celebrate good achievement and attitudes on our 'celebration wall'. Children are nominated for these awards by other members of the school community (including each other).

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- Celebration assembly each week gives us the opportunity to share achievements with the rest of the school.
- We distribute stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring certificates earned outside of school, e.g. music or swimming certificates to the Celebration assembly

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Sanctions are consistent across all classes.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident, there will be sanctions applied and the Headteacher is informed. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE.

2.5 The school does not tolerate bullying of any kind. If we discover that bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

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- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

- 4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents and carers

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules on the school website and we expect parents and carers to read them and support them.
- 5.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

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- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- 7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 7.6 The governing body will convene a discipline committee if necessary which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

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- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

- 9.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.
- 9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

10. Screening, Searching and Confiscation

- 10.1 The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – April 2012 (A copy of this document is available from the school on request or to download from the DfE Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

Tools e.g. scissors, screwdrivers, needles (not used for a legitimate purpose) knives

Firearms/weapons. Illegal drugs. Alcohol. Fireworks

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Tobacco and cigarette papers. Pornographic images

Stolen items

Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be used:

- to commit an offence, to cause personal injury to, or damage to the property of, any person (including the pupil)
- Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance.
- Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies". Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited' items and staff have the power to search pupils without their consent for such items.

There will be severe penalties for pupils found to have 'prohibited' items in school. In certain circumstances this may lead to permanent exclusion.

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are not allowed in the school under the home/ school agreement:

Mobile phones

MP3 players or I pads

Cameras

Jewellery not in accordance with the school uniform policy

The school will confiscate any electronic items being used on the premises such as mobile phones, MP3 players etc. and also any items from the latest craze which may cause issues within school. They will be kept safe place in the school office for collection by a parent/guardian.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated to be returned at the end of the school day.

11. **Pupil Conduct and Misbehaviour outside the School Premises**

11.1 What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a

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specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the child is:

Taking part in any school-organised or school-related activity; or travelling to or from school; or

Wearing the school uniform; or in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that: 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.

11.2 Out of School Behaviour

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

Good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools. Good behaviour on the way to and from school.

11.3 Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

The severity of the misbehaviour.

The extent to which the reputation of the school has been affected. Whether pupils were directly identifiable as being members of the school.

The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

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12. Allegations of Abuse against Staff and Other Adults Working in the School

12.1 General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of Ilketshall St Lawrence Primary School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School, reference can also be made to the school's Whistleblowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance and the Suffolk LSCB procedures.

12.2 Action in the Event of a Malicious Allegation

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

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

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13. Bullying and the Law

Ilketshall St Lawrence Primary School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that 'encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils' Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

Foster good relations between people who share a protected characteristic and people who do not share it.

13.1 What is Bullying?

The Governors, staff and pupils at Ilketshall St Lawrence Primary School accept the following definition of "bullying" taken from:

Primary National Strategy SEAL materials (2006)

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act)

It is deliberate

It is unequal – it involves a power imbalance (this can result from size, number, and higher status, being "different" or having access to limited resources)

Specific types of bullying include those relating to: race, religion, culture or gender;

SEN or disabilities;

appearance or health conditions; sexual orientation;

young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying.

Acts of bullying can include:

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name-calling;

taunting;

mocking;

making offensive comments; kicking;

hitting;

pushing;

taking belongings;

inappropriate text messaging and emailing;

sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;

producing graffiti;

gossiping;

excluding people from groups;

spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this Policy (Whole School Behaviour Policy).

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

13.2 Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating. We take bullying seriously in our school and will not tolerate it.

We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self- esteem.

We also react to bullying decisively and consistently with appropriate sanctions.

Children are not "bullies" or "victims". Bullying is not a character trait but a set of behaviours. Even "perfectly nice" and popular children can use bullying behaviours on occasion. "Witnesses" to bullying also have a role to play.

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All "sides" in a bullying incident will be listened to calmly and with respect.

We will involve parents in our approach to preventing or addressing bullying behaviour.

13.3 Strategies

Key messages about bullying are addressed through SEAL materials "Say No To Bullying" each year as part of a spiral curriculum and through the PSHE. SEAL activities involve role-play, storytelling, charter writing, and debate.

We address cyber bullying by discussing texting or messaging in the Junior Class. Mobile phones are not allowed in school.

The school takes part in National Anti Bullying Week through Assembly Time, Circle time and PSHE lessons.

Children are provided with a clear message about bullying "TELL" – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school.

Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

13.4 Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's Class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Head teacher. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of.

This is reinforced via Assembly times, Anti-Bullying Week, and PSHE and during circle time. The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A log (red) will be maintained of racist incidents and information on incidents of bullying.

13.5 Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour

13.6 Strategies for Dealing with the Bully

Disciplinary sanction imposed either time out, removal of privileges or in extreme instances exclusion

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Engage promptly with parents to ensure their support and involvement talking through approaches taken as appropriate

One to one interviews with staff or Counselling offered

Work with the educational psychologist or other outside agency Anger management strategies discussed

13.7 Strategies to Support a Victim

Disciplinary sanctions as appropriate applied to the bully

Counselling offered

Mediation

One to one parental interview, parental support and involvement

14. Behaviour of Parents/Carers and Other Visitors to the School

Ilkeshall St Lawrence Primary School encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'. A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

14.1 Types of behaviour that are considered serious and unacceptable

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

Shouting, either in person or over the telephone. Speaking in an aggressive/threatening tone.

Physical intimidation e.g. standing very close to her/him.

The use of aggressive hand gestures/exaggerated movements. Physical threats.

Shaking or holding a fist towards another person. Swearing.

Pushing.

Hitting, e.g. slapping, punching or kicking. Spitting.

Racist or sexist comments.

Sending inappropriate or abusive e-mails or letters to school staff or to the general school e-mail address.

Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site

Circulating letters with derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers within the community or to others outside the school

Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

14.2 Procedures for Dealing with Unacceptable Behaviour

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

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

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Prior to a ban being imposed, the following steps will be taken:

Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.

In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached. Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.

In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff.

Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

Ilketshall St Lawrence Primary School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

14.3 Unacceptable Use of Technology

Ilketshall St Lawrence Primary School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out in section 5. Failure to comply with these expectations could similarly result in parents and/or other adults being banned from the school site, and the incident may be reported to the police.