



Ridgeway Primary School and Nursery

Behaviour Policy

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Document History

| Revision date | Page no | Significant changes made |
|---------------|----------------------------|---|
| July 2013 | | Behaviour from parent/carers and visitors to the School |
| April 2016 | 6 | Wording updated changing from 'Team Teach' to Positive Handling. |
| Sept 2017 | all | Significant changes to policy – sections reworded and reordered Rules section changed with more focus on responsibilities to others, to learning and the environment |
| Sep 2019 | 10 onwards | Updated parents behaviour section |
| Nov 19 | 11 | Inserted other examples of behaviours and reference to Unreasonably Persistent Complaints, Vexatious Complaints, Duplicate Complaints or Complaint Campaigns Policy |
| June 2020 | Separate document | Covid Home School Behaviour agreement added |
| Sept 2021 | 2 3 5 7 8 9 | Added links to DfE guidance and Law Additions to 'Rights' Added to list of unacceptable behaviour – sexual violence and sexual harassment to reflect KCSIE Added sentence about behaviour linked to Safeguarding Added section about zero tolerance to Sexual harassment and violence Added 'confiscation' and more about restraint to strategies for dealing with persistent behaviour Added offsite behaviour section and malicious allegations section |

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| | | Replaced Learning Zone staff with Nurture Team and removed Place2Be to reflect our new provision Additions to the positive handling section Changes to the list of bullying behaviours – refined wording |
| Sept 2022 | 2 | Changed links to most up to date guidance – Behaviour, discipline in schools (Sept 2022) Searching, screening, confiscation (July 22) KCSIE Sept 2022 |
| | 8 | Added to strategies for dealing with persistent unacceptable behaviour |
| | 9 | Changed positive handling to reasonable force and altered paragraph |
| | 10 | Added detail about 'searching' in line with new guidance to the section on confiscation |

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

- [Behaviour and discipline in schools](#)
- [Preventing and tackling bullying](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Searching Screening and Confiscation guidance July 2022](#)
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

In addition, this policy is based on:

- the [special educational needs and disability \(SEND\) code of practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

This policy complies with our behaviour principles as set out by the governing body (see Appendix A) and should be read in conjunction with all other school policies and guidance relating to interaction between adults and pupils with particular attention to the Home/School Agreement.

Introduction

It is a primary aim of Ridgeway Primary School and Nursery 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 and culture are built on mutual trust and respect for all.

Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone – children and adults alike – feel **safe** and **happy** and have the opportunity to **learn**, **achieve** and **be successful**.

This policy is split into 3 sections

Section 1 Behaviour Aims and Expectations

Section 2 Anti-Bullying

Section 3 Parents'/Carers' and Visitors' Behaviours

Section 1 Behaviour Aims and Expectations

Aims

- Maintain a safe and secure learning environment by creating a purposeful, relaxed and happy working atmosphere for everyone in the school community, children, staff and parents/carers
- Develop an ethos in relationships, which encourages mutual respect and trust among all those in our school community
- Enhance the self-esteem of individuals through positive reinforcement, praise and encouragement and valuing the contribution each person may make to the well-being of others in the school community
- Communicate to all those involved strategies for promoting positive behaviour and modifying unacceptable behaviours, in order to involve and enlist the support of everyone in encouraging appropriate behaviours and ensure consistent application of systems of praise and consequences
- Encourage self-discipline and a desire to behave well without reward so that appropriate behaviour is maintained outside of school and in the wider community

Rights

At Ridgeway everybody has the right:

- To feel **safe**, **happy** and secure in school at all times
- To be able to **learn** and play without threat or disruption from others
- To be free from discrimination, harassment or victimisation of any sort
- To know that bullying is unacceptable and will be dealt with, even if it occurs outside normal school hours, including online
- To be **respected**, listened to and treated fairly and sensitively

It is the **responsibility** of everyone at Ridgeway to ensure that these rights are upheld in every classroom and around the school. Children and adults should behave appropriately and follow whole-school and classroom expectations at all times.

Children should **never be humiliated** by adults in the school community and should always be reassured that in rejecting aspects of their behaviour, we are not rejecting them as individuals.

Whole-School Expectations

Children at Ridgeway know their rights and are helped to understand their responsibilities in upholding those rights. Whole-school expectations are based on children's responsibilities towards others, learning and the school environment. Staff and parents/families/carers should all be involved in promoting and explaining these responsibilities to children.

Children's responsibilities towards others:

- Behave safely
- Be honest and fair and respect others
- Be kind and polite with words and actions
- Listen to adults and follow instructions
- Take responsibility for own actions (put it right)

Children's responsibilities towards learning:

- Try hard and stay focussed with all learning
- Listen to the person who is talking
- Speak with an appropriate volume (classroom voices)
- Join in with others when learning (collaborate and do your bit)
- Value everyone's learning

Children's responsibilities towards the school environment:

- Walk sensibly, quietly and considerately around the school
- Take care of equipment and resources
- Keep the school and grounds tidy
- Help to find ways to improve the school environment
- Wear school uniform appropriately

At the start of each academic year (in assemblies and in class), all children are reminded of their rights and responsibilities and are involved in discussing positive behaviours which can impact positively on others and create an environment that best promotes learning and well-being.

Whole-school expectations (children's responsibilities) are displayed clearly in classrooms and are regularly referred to. A home/school agreement is sent home at the start of every academic year to ensure that everyone understands their responsibilities and the behaviour expectations.

The impact of both positive and unacceptable behaviours is a continuous theme throughout the year during classroom learning, assemblies and informal conversations with children.

Strategies for Promoting Positive Behaviour

- Quality First Teaching
- Interesting and exciting learning
- Clear and consistent high expectations
- Noticing good behaviour (specific feedback and praise)
- Celebrating success (sharing learning in class, with Headship Team (HST), in assembly, with parents/carers)
- Adults modelling appropriate behaviour
- Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos
- Children are made aware of their rights and responsibilities and are involved in discussing the behaviour they want in their class to protect those rights
- Children are regularly involved in discussion about the importance of their responsibilities and the positive impact their behaviour can have on others, their learning and the school environment
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Zones of Regulation: supporting children's awareness of their own emotions, and how these impact on behaviours (**Appendix B**)
- Recognition when behaviour has improved and being explicit about the change that has occurred to raise self-awareness
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring

This is by no means an exhaustive list.

Unacceptable Behaviour

Behaviours which affect or threaten any rights of others are deemed unacceptable. To help children to understand the impact of their behaviour/actions, examples of unacceptable behaviours, their severity and impact on others are discussed.

Unacceptable behaviour includes:

- Any dangerous behaviour which puts the health, safety and well-being of themselves and others at risk
- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Bullying
- Discrimination or abuse of any groups or individuals
- Sexual violence and/or sexual harassment – intentional sexual touching without consent, sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, online sexual comments, sexual messages, sharing of nude or semi-nude images or explicit content

- Any form of fighting. Children should be helped to appreciate that “play-fighting” invariably turns nasty, whether intentionally or not, and someone is likely to get hurt
- Using or possessing prohibited or illegal items or using/threatening to use an item to cause harm to themselves, others or property
- Swearing
- Rudeness to any adult working in school, including refusing to do what an adult has asked them to do or not accepting consequences
- Any damage or theft to property, whether classroom or school equipment or the property of others
- Disrupting other children’s learning (including calling out/making unnecessary noises, off-task conversations, wandering around, time wasting)
- Lying to get oneself out of a potentially difficult situation. Children can be helped to see that truthfulness is invariably the better option so that the problem is sorted out quickly, impact on others is reduced and consequences don’t escalate

Any consequences should be meaningful, appropriate, easily understood and aim to put things right and restore relationships. Discussion after an event/incident plays a huge role in modifying unacceptable behaviour and helps children to understand the impact of their behaviour, including how it affects others.

Children understand that the general approach to dealing with unacceptable behaviour is: **Discuss, Reflect, Put it Right**. This is displayed in classrooms and around the school and is a strategy that can be used by adults and also children themselves when resolving their own disputes.

Consequences are applied as necessary taking into consideration how extreme the behaviour is or how frequently the behaviour occurs. Consequences are there to discourage disruptive behaviour and provide support for anyone affected by the disruptive behaviour. Children need to know that they can stop consequences from escalating by stopping the behaviour when warned and apologising straight away.

Consequences can include:

- Verbal reminders/warnings from adults
- Discussion with an adult about the behaviour
- Removing a child from a situation (asking them to move or spending time in another class)
- Asked to stop and think for 5 minutes or repeat the action appropriately (e.g. go back and walk)
- Withdrawal of privileges/freedoms, such as a playtime or participation in extracurricular activities and trips
- Tidying/repairing any mess or damage incurred
- Asked to complete unfinished learning in own time (including at home)
- Informing parents/carers and/or involving parents/carers in discussion
- Involvement of a Leading Practitioner or member of the HST
- Seclusion at lunchtime or during learning time (learning away from other children, on school premises but not in class)
- Fixed-term exclusion

- Permanent exclusion

Some children will need extra support with modifying their behaviour and an individualised approach with reasonable adjustments may be taken for children with SEND when applying the Behaviour Policy. The school understands that behaviour may be communicating an unmet need and would therefore seek to identify and implement the right support for a child to better meet their needs.

The school understands that changes in behaviour may be an indicator that a pupil is in need of help or protection, and all staff have Safeguarding training to help them to recognise the signs, including behavioural changes. The school always considers whether a child's behaviour is linked to them suffering or being likely to suffer harm. Where this is the case, the school follows the Safeguarding Policy.

Zero tolerance approach to sexual harassment and sexual violence:

Adults will help to create an environment where sexual harassment and/or violence are less likely to happen by tackling any incidents of sexism immediately in the moment, explaining to children why the comments or actions are not appropriate and explaining how the other person might feel.

Children will be taught about healthy relationships and the need for consent through our well-being lessons (RSHE curriculum), other classroom learning, assemblies and real-life situations.

All incidents of sexual harassment and/or violence will be met with a suitable response and **never ignored**.

Children are encouraged to report anything that makes them feel uncomfortable, no matter how "small" they feel it might be. Adults will listen and reassure children who report concerns and all concerns will be discussed with a Designated Safeguarding Lead (DSL) and then reported on cpoms. Children will be informed of how their concern is being/has been dealt with.

The school response will be proportionate, considered and supportive and decided on a case-by-case basis. The aim is always to protect and support both children and is likely to involve carrying out a risk assessment to determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Safeguarding Policy for further information.

Strategies for Dealing with Persistent Unacceptable Behaviour

Some children have difficulties managing their behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents/carers and, where necessary, the educational psychologist and other support agencies.

Strategies for dealing with persistent unacceptable behaviour may include:

- Clear instructions for the desired behaviour with minimal speech e.g. 'feet down' and/or the use of symbols
- Actively ignoring attention-seeking behaviours
- Distraction and diversion techniques such as the use of songs, actions, toys, books, interests
- Ensure children's sensory needs are met e.g. provide a daily sensory diet, use a chewy if appropriate
- Use of simple choices or now and next
- Giving a child time to respond
- Teaching children strategies to recognise and manage their own anger more effectively (Zones of Regulation – see Appendix B), including use of physical activity
- Calming time and the use of safe spots or moving to another area
- Supervision at a distance, without eye contact if in a safe space to allow a child to calm
- Use of soft cushion/teddy to prevent injury to the child and protective clothing e.g. gloves to protect staff
- Move objects that could be thrown out of the way
- Move others away if behaviour is escalating (also removes the audience)
- Swap staff if situation is not improving
- Regular discussion with children and parents/carers
- Home/school message books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents/carers
- Recording incidents over time to enable better understanding of possible triggers for behaviour and to support in avoiding or managing those triggers
- Individual Behaviour Plans or behaviour targets on an Additional Support Plan (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class)
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks) and routines
- Team of adults working closely together to support the child – consistent approach and learning what works well for that child
- Planned support from the school Nurture team
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies
- Pastoral Support Programmes (PSP)

This is by no means an exhaustive list, but it gives an indication of the many strategies taking place in school.

Reasonable force:

All members of staff have a duty to use reasonable force, although de-escalation is the first strategy and handling children is a last resort. Where practically possible, staff should seek support from the HST who are trained in positive handling.

Reasonable force is only used when: a child is at risk of hurting themselves or others; is damaging property; committing a crime; or is seriously disrupting the learning of others/ causing disorder. Staff will use the minimum amount of force necessary for the shortest amount of time possible and it will never be used as a punishment. Reasonable force will be used in a way that maintains the safety and dignity of all concerned.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Any incidents of the use of reasonable force will be reported to parents/carers and recorded on a behaviour log.

Searching and Confiscation:

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Please see this guidance for details of staff duty of care should it be necessary to call the police to conduct a search.

Confiscation:

Staff will remove any item from a child that they reasonably suspect has been or is likely to be used to cause personal injury or to damage property (including to the child's own property and in the case of self-harm) or any item that is detrimental to school discipline. These items may be returned to pupils later but some items will need to be returned to parents/carers for safety. Staff will also remove any illegal or prohibited items such as drugs, alcohol, stolen items, pornography, fireworks or weapons. These items will not be returned and may be passed to the police.

Searching a pupil:

A child should first be asked to hand over the item. If they refuse but staff still have reason to believe there is an item on their person as described above (see confiscation section) then staff will seek authorisation from the HST to conduct a search.

The staff member conducting the search should be the same sex as the pupil and there should be another staff member present as a witness unless delaying the search would cause risk of serious harm.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

An authorised member of staff may search a pupil's outer clothing, pockets, possessions such as bags, pencil cases, trays. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Staff must not carry out searches involving the removal of any other clothes that are not outer clothing, only the police have this authority.

If a pupil refuses to comply to a search then the authorised member of staff will need to decide whether to use reasonable force to search the pupil, carefully considering the risk of not conducting the search. Staff can only use force to search for prohibited items.

When searching possessions, the pupil and another member of staff should be present unless this is not reasonably practically possible or there is a risk of serious harm if the search is not carried out immediately. Staff can search possessions for prohibited items even if the pupil does not agree.

All searches will be recorded and parents/carers informed, even where no item is found. If a search reveals a safeguarding risk then this should be reported to a DSL. Pupils should be given emotional support if needed, following a search.

Exclusion

Very serious incidents, including violence or verbal abuse or behaviour threatening the health, safety and well-being of others or damage to property, are likely to result in a fixed-term exclusion.

In severe cases, if fixed-term exclusions do not help the pupil, a permanent exclusion can be enforced. This is viewed as a last resort when other strategies are not working.

Parents/carers receive a letter from the school explaining their responsibilities during the exclusion and the right to appeal. The Co-Heads inform the LA and the governing body about all exclusions.

The governing body has a discipline committee, which considers any exclusion appeals on behalf of the governors.

Off-site Behaviour

Consequences may be applied when a child has behaved in an unacceptable manner off-site when representing the school. This means when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil at the school

Consequences may also be applied when a child has behaved in an unacceptable manner off-site at any time, whether or not the above apply, if the behaviour:

- 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

Consequences will only be given on school premises, unless the pupil is off-site and under the lawful control of a staff member (e.g. on a school trip).

The school will respond to and investigate reports of unacceptable online behaviour when the child is off-site in order to protect the child or others.

Malicious Allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct. Please refer to the school's Safeguarding Policy and the policy for Dealing with Allegations of Abuse Against Staff for further information.

Section 2 Anti-Bullying

At Ridgeway we believe that it is a basic entitlement of all children to receive their education free from humiliation, oppression and abuse. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere which is caring and protective.

Bullying affects everyone, not just the bullies and victims. It also affects those other children who may witness bullying, and less aggressive children can be drawn in by group pressure.

Bullying can have a devastating effect on individuals within school; it can lead to absenteeism and under-achievement and, in the worst cases, to depression and suicide. For the silent majority who witness bullying or who know that it goes on, the effects can also be traumatic, leading to feelings of worry, fear, guilt and, in some cases, absenteeism.

At Ridgeway we consider the ongoing education of children essential in order to develop skills and strategies to allow them to identify, cope with and, ultimately, prevent bullying.

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, physical assault, teasing, making threats, name calling and cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying thrives in an atmosphere of secrecy; victims and bystanders fear reprisals if they report a bullying incident; without knowledge of the incident, staff cannot intervene to protect the victim and, accordingly, they are not seen by children as an effective source of help to which they can turn.

Bullying can occur through several types of anti-social behaviour, such as:

- PHYSICAL – hitting, kicking, pushing, spitting or any other use of violence
- VERBAL – name-calling, sarcasm, teasing and taunting
- INDIRECT VERBAL – spreading rumours and other verbal abuse said to others about the victim
- PREJUDICE-BASED AND DISCRIMINATORY – can include taunts, gestures, graffiti, or physical abuse focused on particular characteristics such as gender, race, religion, ethnic origin, sexuality, disability
- EXCLUSION – being excluded from discussions/activities/games with those they believe to be their friends
- EMOTIONAL – being unfriendly, excluding, tormenting (e.g. hiding or damaging students' property)
- INTIMIDATION – making rude gestures, staring, verbal threats of physical violence used to scare a victim or make them do something

- CYBERBULLYING – unkind messages/chat/spreading rumours/sharing pictures through social network sites, emails, texts or gaming sites

This is not an exhaustive list.

These are relatively rare occurrences, but can and do happen in school communities. We work hard to create an ethos and culture which protects children from these unpleasant aspects of behaviour and we are committed to dealing with any incidents straight away, in order that children involved in any incidents are made aware immediately that such behaviour is unacceptable.

Action taken by school to prevent bullying

- All complaints taken seriously, investigated and dealt with quickly and firmly
- High levels of adult support in the playground
- Staff awareness training
- Discussion with children on aspects of bullying and the appropriate way to behave towards each other
- Provision of equipment and a range of areas to occupy children at lunchtime
- Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others
- Recognising and praising non-aggressive behaviour
- Using the peer group to actively discourage bullying
- Helping children to develop positive strategies and be assertive with bullies

The most important factor associated with decreasing bullying is the children's perceptions of the extent to which staff intervene to prevent it.

Any reports of bullying are taken seriously and investigated thoroughly. A reduction in bullying is directly related to an increased willingness of teaching and support staff to intervene in bullying incidents and an increase in confidence of children to report bullying. Ridgeway encourage all children to report behaviours they feel are inappropriate including bullying. If staff are unaware of inappropriate behaviours it makes it difficult for staff to support.

Our Behaviour Policy does not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent/carer who suspects that their child may be a victim of any kind of bullying should contact the class teacher as soon as they have a concern.

Action taken when bullying is suspected

If bullying is suspected, the suspected victim, the suspected bully and any witnesses will be talked to in the first instance. If any degree of bullying is identified following investigation, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about their experiences
- informing the victims' parents/carers
- by offering continuing support when they feel they need it
- by arranging for special supervision in the playground
- by taking steps to prevent more bullying

We also discipline, yet try to help the bullies in the following ways by:

- the bullies are officially warned by the HST to stop the bullying and other relevant consequences already listed in this policy will be applied
- discussion with the bully to establish possible reasons for their behaviour
- informing the bullies' parents/carers that bullying has taken place
- involving the bullies' parents/carers in strategies to support
- continuing to work with the bullies in order to change their behaviour
- requesting help from support services
- if bullying continues, then the bully's parents/carers will be formally informed in writing and the bully may be temporarily excluded
- if such behaviour does not end, then there may be a recommendation for permanent exclusion

The parents'/carers' role in preventing bullying:

- take an active interest in your child's social life and chat about friends and their activities (including online communications)
- watch for signs of distress in your child or any changes in behaviour
- inform the school immediately you suspect your child is being bullied. Your concerns will be taken seriously and appropriate action will follow
- advise your child **not** to fight back. It makes matters worse and your child could be accused of bullying themselves
- make sure your child is fully aware of the school policy concerning bullying

Children are regularly informed of the school policy at assemblies and during class time, with particular emphasis on the following points:

- understanding what bullying is and that it is WRONG
- to speak to a member of staff and be reassured that they will not get into trouble if they tell
- to be proud of who they are
- to try not to show that they are upset. It is hard, but a bully thrives on someone's fear
- to stay with a group of friends
- to be assertive – say "NO!" Walk away confidently
- that fighting back makes things worse
- to take action if they know someone is being bullied. Watching and doing nothing is wrong – tell an adult immediately
- not to pretend to be friends with a bully

In cases of cyberbullying:

- Do not respond
- Secure and preserve any evidence and print off any computer evidence
- Report to an adult at home or in school
- If bullying occurs on a social networking site, inform the site and ask for this to be removed

Section 3 Parents'/Carers' and Visitors' Behaviours

Statement of principles

Ridgeway encourages close links with parents/carers and the community. We believe that children benefit when the relationship between home and school is a positive one. We are very proud and fortunate to have an extremely supportive school community.

Staff, parents/carers and other visitors are expected to act as role models, show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community.

The vast majority of parents, carers and others visiting our school set a good example. This policy addresses those rare occasions when behaviour is inappropriate.

Incidents involving others' children

If an incident has happened at school, parents/carers are requested not to approach/telephone the other parents/carers.

Approaching someone else's child in order to discuss an incident or "tell them off" because of their actions (whether alleged or observed) is not appropriate in any circumstances. If parents/carers have concerns about something that has happened in school they should speak to a member of staff promptly.

Unacceptable behaviours

Aggression, threatening behaviour, verbal and or physical abuse towards members of school staff or the wider school community is unacceptable no matter what the circumstances are. All members of the school community have the right to feel safe in the school environment.

All members of staff have the right to work without fear of violence and abuse, and can therefore refuse to interact with an adult who is displaying unacceptable behaviours, may seek support from colleagues and in extreme cases call the police and have the right to use self-defence.

Examples of behaviour that are considered serious and unacceptable and will not be tolerated include:

- shouting at members of the school community, either in person or over the telephone
- physically intimidating or threatening members of the school community, e.g. standing very close to someone
- the use of aggressive hand gestures
- racist or sexist comments including sexual innuendo
- swearing at members of the school community either in person or on the telephone
- pushing, hitting, kicking, punching
- breaching the school's security procedures
- disruptive behaviour which interferes or threatens to interfere with any of the school's normal operation or activities anywhere on the school premises
- any inappropriate behaviour on the school premises
- using loud or offensive language or displaying temper
- damaging or destroying school property
- sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community
- defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/carers/staff/governors at the school on social media sites
- the use of physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises
- approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child (such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- smoking, taking illegal drugs or the consumption of alcohol on school premises (alcohol may only be consumed during authorised events)
- actions which are obsessive, persistent, harassing, prolific, repetitious
- prolific correspondence or excessive email or telephone contact about a concern or complaint

See Persistent, Habitual or Vexatious Complaints Policy for further examples of unacceptable behaviours.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

Unacceptable behaviour may result in the person being asked to leave the premises immediately and/or the police being called.

Inappropriate use of social network sites

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

The Governing Body of Ridgeway 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.

This section applies to personal web space such as social networking sites (for example *Facebook, MySpace, Instagram, SnapChat, Pinterest*), blogs, microblogs such as *Twitter*, chatrooms, forums, podcasts, *WhatsApp*, open access online encyclopaedias such as *Wikipedia*, social bookmarking sites such as *del.icio.us* and content-sharing sites such as *flickr* and *YouTube*. The internet is a fast-moving technology and it is impossible to cover all circumstances or emerging media – the principles set out in this policy must be followed irrespective of the medium.

We take very seriously inappropriate use of social media by a parent/carer to publicly humiliate or criticise another parent/carer, member of staff or child.

If parents/carers have any concerns about their child in relation to the school, the correct procedure should be followed. Parents/carers should:

1. Initially contact the class teacher
2. If the concern remains, contact the Co-Heads
3. If still unresolved, contact the school governors through the complaints procedure (set out in the school's Complaints Policy)

'Think before you post': Social media, whether public or private, **should not** be used to fuel campaigns and voice complaints against the school, school staff, parents/carers or children.

Inappropriate online activity includes:

- Identifying or posting images/videos of other people's children online, including posting on WhatsApp groups or using other similar technology
- Abusive or personal comments about staff, governors, children or other parents/carers
- Bringing the school into disrepute
- Posting defamatory or libellous comments
- Emails circulated or sent directly with abusive or personal comments about staff or children
- Using social media to publicly challenge school policies or discuss issues about individual children or members of staff
- Threatening behaviour, such as verbally intimidating staff, or using bad language
- Breaching school security procedures
- Any written communications to the school, or about the school and staff, that are aggressive in tone or libellous in content (as covered by the Malicious Communications Act 1988 (MCA) that makes it illegal in England and Wales to "send or deliver letters or other articles for the purpose of causing distress or anxiety"). This also applies to electronic communications such as social media networks

This is not an exhaustive list.

At our school we take our safeguarding responsibilities seriously and will deal with any reported incidents appropriately in line with the procedure below.

Procedure following any unacceptable behaviour including behaviour online

If a parent/carer behaves in an unacceptable way towards a member of the school community, the HST or appropriate senior staff will communicate with the individual either verbally or in writing that their behaviour was unacceptable, referring to this policy.

If the individual has a genuine concern which they would like to be resolved, the HST will seek to resolve the situation through discussion and mediation when the individual is calm. The complaints procedure may be relevant to deal with the concern.

In cases where the unacceptable behaviour is considered to be a serious and potentially criminal matter, the concerns will in the first instance be referred to the police. This will include any or all cases of threats or violence and actual violence to any child, staff or governor in the school. This will also include anything that could be seen as a sign of harassment of any member of the school community, such as any form of insulting social media post or any form of social media cyberbullying. In cases where evidence suggests that behaviour would be tantamount to libel or slander, the school will refer the matter to the County Councils Legal Team for further action. In cases where the code of conduct has been broken but the breach was not libellous, slanderous or a criminal matter, the school will communicate in writing to the parent/carer.

Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence or inappropriate behaviour, a parent/carer may be banned by the Co-Heads from the school premises for a period of time, subject to review. A ban from the school can be introduced without having to go through all the steps offered above in more serious cases.

School premises are private property and parents/carers have been granted permission from the school to be on school premises. However, in cases of abuse or threats to staff, pupils or other parents/carers, the school may ban parents/carers from entering school.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent/carer) to cause a nuisance or disturbance on school premises. The police may be called to assist in removing the person concerned.

School is not responsible for organising arrangements for children in the above circumstances. Parents/carers will need to provide alternative arrangements for bringing children into school.

Barring from school premises

- Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Head teachers and governing bodies will therefore need to act to ensure they remain a safe place for pupils, staff and other members of their community
- If an individual's behaviour is a cause for concern, they can be asked to leave school premises. In some cases, individuals can be barred from entering school premises. The school should always give the individual the opportunity to formally express their views on a decision to bar

- The Co-Heads' decision to bar should then be reviewed by either:
 - the chair of governors
 - a nominated governor
- They should take into account any representations made by the individual and decide whether to either confirm or lift the bar. If the decision is confirmed, the individual should be notified in writing, explaining:
 - how long the bar will be in place
 - when the decision will be reviewed
- Once the school's appeal process has been completed, individuals who remain barred may be able to apply to the courts for a review of the school's decision. Individuals wishing to exercise this option should seek independent legal advice

[Controlling access to school premises](#) provides more guidance on access to school premises.

In imposing a ban, the following steps will be taken:

1. The parent/carer will be informed, in writing, that they are banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included
3. The chair of governors/LA will be informed of the ban
4. Where appropriate, arrangements for pupils being delivered to and collected from the school gate will be clarified

Conclusion

The local authority itself may take action where behaviour is unacceptable or there are serious breaches of our home/school agreement or health and safety legislation. In implementing this policy, the school will, as appropriate, seek advice from the local authority's education, health and safety and legal departments to ensure fairness and consistency.

APPENDIX A: Written Statement of Behaviour Principles Sept 2023

As a school that 'nurtures every child for lifelong success', a fully inclusive and safe environment where all children can thrive is essential. Our behaviour principles, policy and approach reflect our ethos and our school values: that we are creative, collaborative, responsible, resilient and reflective in everything that we do.

Our behaviour principles are designed to guide the school in setting clear expectations for behaviour and maintaining the best possible atmosphere for learning to take place.

- Understanding and promoting everyone’s rights should be central to our approach to behaviour and children should be supported to realise their responsibility in upholding them

At Ridgeway, we believe that:

- Everyone has the right to feel safe, happy and secure at all times
 - Everyone should be able to learn and play without threat or disruption from others
 - Everyone should be free from discrimination, harassment or victimisation of any sort
 - Bullying or harassment of any description is unacceptable and will be dealt with, even if it occurs outside normal school hours, including online
 - Everyone should feel valued, listened to and respected and be treated fairly and sensitively
- Strong relationships built on mutual trust and respect between staff and children are key to maintaining excellent behaviour
 - Staff should work in partnership with parents/carers to develop and promote positive behaviours and tackle inappropriate behaviours and seek advice from appropriate outside agencies wherever necessary
 - All staff and volunteers should set an excellent example to children at all times by conducting themselves in a professional and appropriate manner.
 - The Behaviour Policy should communicate to all those involved, strategies for promoting positive behaviour and modifying unacceptable behaviours, in order to involve and enlist the support of everyone and ensure consistent application of the policy
 - Children should be involved in discussing and agreeing class rules based on their rights and the rights of others, the environment they want to learn in, and an understanding of school values and whole-school behaviour expectations
 - Strategies which focus on children’s intrinsic motivation to learn and behave well, build children’s self-esteem and emotional resilience and enable the development of self-regulation should be employed (rather than relying on external reward systems) so that appropriate behaviour is long-lasting and is maintained outside of school and in the wider community
 - Children should be encouraged to be accountable for their actions and the potential impact on themselves, others and property. Consequences should enable a pupil to reflect on and learn from a situation, consider how to modify their behaviour in the future and to make reparation wherever possible
 - The school’s approach should acknowledge that children are individuals and can be separated from their behaviour – it does not define them. Some children will need extra support with modifying their behaviour and an individualised approach with reasonable adjustments may be taken for children with SEND when applying the Behaviour Policy
 - All staff should understand that behaviour can indicate or communicate unmet needs or that a child is suffering or at risk of significant harm and this should be reported and explored to ensure a child gets the right support
 - Staff should be clear about how and when it is appropriate to search and confiscate items or to restrain children in the interests of keeping all children safe and

maintaining order. The effective use of de-escalation strategies is key to the minimal use of restraint

- Exclusions, particularly permanent exclusions, are viewed as a last resort
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated

This written statement of behaviour principles is reviewed annually by the FGB.

APPENDIX B Zones of Regulation

<http://www.zonesofregulation.com/learn-more-about-the-zones.html>



RESPECT

Staff at Ridgeway should be able to work in an environment without fear of harassment, bullying or abuse from parents/carers. This includes online comments or posts

Everyone deserves respect

This is a place where bullying or any threatening behaviour towards staff or other school members will not be tolerated. Support us in making this a positive environment for all

No Excuse for Abuse