



Relationship and Behaviour policy

Chair of Governors: Gemma Pressman

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Purpose

It is our principal aim at Walderslade Primary to establish an environment where all members of our school community feel valued, happy, secure and safe. Our school relationships and behaviour policy is designed to set out our expectations of positive behaviour in order to promote good relationships and to ensure that, as a school, we accomplish our key values of Dream, Achieve, Respect and Excel. The purpose of this policy is to ensure that our expectations are clear to all members of our school community and to provide guidelines for a consistent and coherent approach to behaviour in our school. This policy has been written following the guidance within Behaviour in schools Advice for Headteachers and school staff, September 2022; Equalities Act 2010; Children's Act 2004 & 1989.

Aims

- To ensure every member of our school community feels valued and respected, and for all to be treated fairly.
- To provide an ethos and environment within which everyone feels safe.
- To establish a positive learning environment where all pupils are able to learn effectively.
- To develop pupils' awareness of the need to recognise their emotions.
- To teach pupils strategies to enable them to regulate their emotions and reactions.
- To teach, through positive role modelling and positive reinforcement, behaviour that is appropriate to different situations.
- To help our pupils to become increasingly more independent and responsible individuals.
- To involve all pupils in the making of the policy to achieve a sense of ownership and commitment to the policy

Roles and Responsibilities

Pupils

Pupils should recognise and consistently model expected and appropriate behaviour within their classroom, on the playground and around school. Their behaviour should reflect our school values in order to create a positive environment for learning. Our children should understand the expectations for behaviour during daily routines such as assemblies, playtime and lunch. Our pupils learn the necessary tools to support them to regulate their emotions, build positive relationships with their peers and to enable them to demonstrate positive attitudes to their learning.

Teaching Staff

Teaching staff model positive behaviour and continue to maintain a consistent and calm approach towards pupils' behaviour. They ensure that the behaviour policy is referred to when outlining the expectations for behaviour and encourage and motivate pupils through praise and recognition. Class Dojo should be used regularly and fairly to award pupils in recognition of positive behaviours linked to our school ethos such as demonstrating active learning within lessons. Teaching staff are aware of pupils' individual needs and take these into consideration when planning appropriate learning challenges as well as responding to specific behaviour needs. Teaching staff must ensure that they maintain high expectations towards behaviour in the classroom to establish an environment where all pupils are able to reach their full potential.

Our teaching staff understand the importance of providing opportunities for children to develop their understanding of positive relationships and use JIGSAW to teach strategies in managing and building these relationships. Teaching strategies, including JIGSAW lessons, are planned and delivered to help pupils

understand how to recognise and regulate their emotions in order to further establish positive attitudes and relationships.

Senior Leadership Team (SLT)

It is the responsibility of the SLT to implement the relationship and behaviour policy consistently throughout the school and to ensure that it does not discriminate on any grounds. The SLT team should continue to monitor the effectiveness of the policy and, when requested, report on this to governors. The SLT should ensure that all stakeholders understand the key aims of the policy and they should be visible role models of positive behaviour within the school. Members of our SLT should model recognition of positive behaviour through opportunities to celebrate staff and pupils who have exceeded expectations. When required, they should support staff in managing children with more complex and challenging behaviours as well as continue to provide staff with regular up-to-date CPD in relation to behaviour strategies.

Midday Meal Supervisors (MMS)

Midday meal supervisors should remain positive and approachable. They should be aware of behaviour expectations as well as any individual pupil needs. MMS should support pupils on the playground to build positive relationships with others and to encourage them to recognise and take control of their emotions and reactions. MMS should maintain a positive and consistent approach towards behaviour which follows our school ethos and policy. A respectful attitude towards others, the environment and school property should be encouraged.

Parents and Carers

We ask parents and carers to adhere to our Home School Agreement which is signed when they enrol their child at Walderslade Primary. Parents and carers should support the actions of the school in relation to behaviour but are able to address any queries firstly to the class teacher, then to the Deputy Headteacher and finally to the Headteacher. Teachers provide parents and carers with updates about their child's behaviour through parents evening discussions, reports and individual meetings if required.

Behaviour Expectations

Whole School

In order for us to establish an environment where our children thrive and accomplish our school key values, staff at Walderslade Primary School, set out behaviour expectations through positive reinforcement and a consistent approach to ensure that pupils recognise the behaviours and attitudes that are in line with our school's vision statement. Our values underpin our approach to behaviour at Walderslade Primary and we reflect on these when considering appropriate positive behaviour.

Dream- We are challenged in our thoughts and understanding, develop a desire to learn more about the world and be ambitious in our dreams and aspirations.

- Do we show resilience towards our learning and a growth mindset? Are we courageous to try new challenges and display a love for learning new things, developing knowledge about the world and have an open-minded attitude to new ideas?

Achieve- We are able to achieve our full potential.

- Does our behaviour in class make it possible for everyone to learn? Do we follow the expectations and instructions set out by our teachers and teaching assistants?

Respect- We respect others, the environment around us and we are equally respected by all in our school community.

- Are the behaviour choices we make respectful to staff and to other pupils? Do we show respect towards our school building and property? Do our behaviour choices keep ourselves and others safe? Do we treat others with kindness?

Excel- *We all have the opportunity to excel and our achievements, no matter how small, are celebrated.*

- Do our learning behaviours match our school ethos? Do we praise others for their achievements?

Class

Class teachers, teaching assistants and pupils will devise class expectations at the start of the academic year, in line with whole school agreed foci from SLT. They are intended to provide guidelines for the behaviour children and adults would like to see in their classroom. These expectations should focus on positive and desired behaviour, and will be recorded using the Dojo system.

Behaviour on the playground

When on the playground, the following expectations should be followed:

- Be kind and polite to others through our actions and words.
- Be respectful to others, listen and take turns to speak.
- Follow playground routines set out by adults in the school.

Behaviour during lunchtime

- Be polite and respectful to midday meal supervisors and follow their instructions.
- Be kind and polite to other pupils.
- Demonstrate appropriate behaviour, including minimising noise level, when sitting at lunch tables.
- Walk calmly around the hall.

Pupil induction

All pupils deserve to learn in an environment that is calm, safe, and supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of, or reminded of, the school behaviour standards, expectations, pastoral support, and consequence processes at the beginning of every academic year. This takes place at Walderslade Primary School at our 'Shuffle up' days. New pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will support the evaluation, improvement and implementation of the behaviour culture. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour routines, rules and consequences.

Support for pupils

We will consider whether misbehaviour gives cause to suspect that a pupil is suffering or likely to suffer harm. Where this may be the case, we will follow our child protection policy and Keeping Children Safe in Education.

In Walderslade Primary school, we support pupils who find meeting our behaviour standards difficult. We do this by:

- Speaking to the children on an individual level and reminding them of our school values
- Giving them a verbal warning about their behaviour. This will be carried out 1:1 with the child, discreetly.

If behaviour choices do not improve from this point, then our yellow steps will be followed. This indicates that they need time out for reflection (which will occur in a partner class). The class teacher will communicate with the parent about the child's behaviour choices that day. If the child's behaviour choices continue to escalate then they will be moved to our orange steps (see below grid for next steps in the process).

Teaching of Positive Relationships and Behaviour

At Walderslade Primary School, we model and teach British Values along with our own school values of Dream, Achieve, Respect and Excel. Our weekly assemblies enable us to teach pupils key skills in further understanding and developing these values. We also teach our pupils to understand and celebrate differences through our JIGSAW PSHE sessions and whole school assemblies. We invite other people across the wider community to engage with our pupils in order to create a culture within our school that recognises and celebrates others.

At Walderslade Primary School, we choose to deliver our Personal, Social, Health Education using JIGASW, the mindful approach to PSHE. These weekly lessons support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Form positive relationships
- Value themselves and others
- Celebrate differences
- Communicate effectively
- Be active citizens within their local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
- Make and act on informed decisions
- Work effectively with others
- Respond to challenge

Supporting Development of Positive Relationships and Behaviour

At Walderslade Primary, children are supported in the development of their relationships and how to model expected behaviour through the following means:

- Friendship circles
- PSHE JIGSAW sessions
- School mental health lead
- School mental health team
- Teaching staff/SLT involvement in support programmes
- Learning mentors
- ELSA
- Lego therapy
- Growth mindset strategies
- Wellbeing ambassadors
- House Captains
- Educational Psychologist and Assessment Service
- School Counsellor
- Positive modelling from staff

Promoting and Celebrating Positive Behaviour

We use a range of rewards to celebrate pupils and to recognise when they have modelled our school ethos. Pupils who demonstrate behaviour which relates to the four key areas of *Dream, Achieve, Respect and Excel*.

Our rewards include:

- Celebration Assemblies- golden ties are awarded to two pupils in each class who have been selected by the teaching staff in recognition of them modelling behaviour linked to our ethos.
- Verbal and written praise
- Class Dojo points
- Class Dojo- whole class weekly awards
- Individual class rewards organised by class teachers
- Newsletter and social media recognition
- Times Table Rockstar Awards
- Accelerated Reading Certificates

Class Dojo

In order to provide our pupils with regular positive feedback, we use an online platform called Class Dojo. Pupils will be awarded Dojo points for displaying the following behaviours:

- Daring to dream and challenge yourself
- Outstanding achievement
- Being respectful
- Excelling
- Displaying active learning
- Perseverance

Four additional reasons will be selected on an individual class basis and will reflect age-appropriate expectations.

Class Dojo Rewards

Each week in celebration assembly, a class will be recognised for their exceptional behaviour and will receive the school trophy in recognition for earning the most Dojo points across the week. Please note, this is to encourage team effort within our classes and any individual negative behaviours shown will not have an impact on the class receiving their award.

Parents/Carers and Class Dojo

- Parents and carers will be sent an invite code in order to link with their child's class, either through the use of the app or the Class Dojo website.
- Only parents or legal guardians will be given access to Class Dojo.
- Parents will be able to view the total number of points their child has received as well as the reasons they have been given.
- Within the app or website, parent accounts also have access to both whole school and class newsfeeds. These may be used by teachers to display brief messages or reminders. However, please note that parent mail and letters home will continue to be our main form of communication.
- Parents should not contact teaching staff on this platform but should instead contact staff through the school office or by communicating with staff at the end of the school day. This will ensure that messages are communicated through the appropriate channels and that queries are responded to.
- Our teachers will not communicate to individual parents/carers using this platform.
- SLT will continue to be present on the school gate daily for parents to inform staff of key messages.

Responding to Negative Behaviour

Our school aims to encourage pupils to display positive behaviour by teaching pupils self-regulation strategies, communication methods and key behaviour skills. We aim to motivate our pupils by celebrating their positive behaviour. Nevertheless, there are times when it is necessary that we use appropriate consequences for pupils

to understand where negative and inappropriate behaviour choices have been made. It is important for our pupils to understand that negative behaviours are not acceptable in order for us to continue to establish a positive environment for all our pupils.

It is important that a member of staff discusses these behaviour choices with the pupil to ensure they are able to recognise the mistakes made, reflect on this behaviour and understand how to make more positive choices in the future.

The following outlines the stages of behaviour and consequences related to these. Every incident will be judged alongside the knowledge of each individual child and individual behaviour plans. To ensure consistency across the school scripts will be used.

Behaviour Stage	Type of behaviour	Examples of behaviour	Consequences
Low-level	Yellow behaviour- not shared with family.	• Rudeness • Disruption • Task refusal • Swearing • Rough play • Teasing	1. Verbal warning 2. Loss of Dojo point, carried out 1:1 discreetly (Tom Bennett - Carter Review, 2016)
Initial script: • XX you're (<i>talking/ interrupting, swearing etc</i>) when (<i>I'm talking/ XX is talking</i>) please stop • Await response time • Thank you XX for (<i>listening/ sitting down/ stopping</i>) • If XX continues to show behaviour choice move to script 2 Script 2: • XX I need you to (<i>sit down/ walk in the corridor/ listen when I'm talking</i>) Thank you Script 3 to be completed 1:1 with the pupil: • XX you are choosing to behave this way and if you continue to (<i>behaviour choice</i>) then I will have to take away a Dojo point. • Well done you've made the right choice, XX			
Mid-level	Orange behaviour- shared with family	• Bullying • Persistent disruption • Swearing at someone • Leaving class without permission • Ongoing task refusal • Aggression • Fighting/ punching • Cruelty/spite • Walking away from an adult • Harassment	• Orange slip • Phase lead may discuss behaviour with pupil. <u>Consequences may include:</u> • Reflection time, • Altered/reduced playtime • Behaviour or support plan if required. • Apology letter if appropriate • 3 x orange slips across the year is a letter home and meeting with SLT.

Staff script: XX, at Walderslade Primary we respect everyone in our learning community. The behaviour choices shown by you today are not what we would hope for the children in our school to show. Therefore, there will be a consequence for your behaviour choices.			
High-level/Dangerous behaviours	Red behaviour-shared with family	- Leaving school premises - Possession of a weapon - Persistent bullying - Racist behaviour/comments - Homophobic language - Sexist behaviour - Inappropriate sexual behaviour - Theft - Vandalism - Malicious physical harm to an adult/child	- Red slip - Meeting with family and SLT. <u>Consequences may include:</u> - Exclusion - Behaviour report card if required. - It may be appropriate to establish an individual behaviour plan.
Staff script: XX you need to keep yourself safe and you are not at the moment, therefore we need to remove you from this situation to support you.			

Exclusion

If exclusion is under consideration, the school will follow the latest Medway and Department for Education Guidance on appropriate procedures.

Exclusion will be considered appropriate where the Health and Safety of staff and/or pupils is seriously compromised. 'The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.' (Ensuring Good Behaviour in Schools, April 2011)

In the event of the Head Teacher's absence, the Deputy Head Teacher will assume responsibility, in liaison with the Executive Headteacher for the decision to exclude. If the Deputy Head teacher is absent, the SLT will assume this responsibility in liaison with the Executive Headteacher.

Removal from the classroom

Removal from the classroom for serious disciplinary reasons allows a pupil limited time out of class at the instruction of a member of staff. This is not the same as being asked to step outside the classroom to have a brief conversation with a member of staff.

Walderslade Primary School will collect, monitor and analyse removal data in our behaviour tracker to avoid repeat patterns and to check the effectiveness of removal as a means to improve behaviour. The Local Advisory Board (LAB) will oversee this data and will support school leaders to make a data-based decision where a frequently removed pupil may benefit from additional or alternative approaches such as a pastoral review or SENCo investigation. The LAB will check the removal policy is not disproportionately applied to pupils sharing protected characteristics.

If a pupil has a social worker, including if they have a Child in Need Plan, a Child Protection plan or are looked after, their social worker will be informed. For looked after pupils, the Personal Education Plan (PEP) may also be reviewed and the Virtual Headteacher notified.

Staff supervising the removal areas will be suitably trained and will have the interpersonal skills necessary to manage pupils with challenging behaviours.

Bullying

At Walderslade Primary, we do not tolerate bullying or discrimination in any form. Bullying is defined as '*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online*' (Anti-Bullying Alliance).

Incidents of bullying at Walderslade Primary are extremely rare as we teach our children to respect others and use a structured PSHE programme for pupils to recognise bullying and the harm that it causes. The pupils at Walderslade Primary display positive behaviours towards one another following our expectations of treating others with respect and kindness. However, we do encourage parents or carers to speak to staff if they have any concerns at all regarding bullying. We also actively encourage our pupils to speak out and teach them ways that can help them to communicate if they feel that they are being bullied by others. We also inform our pupils of other professionals who will be able to support them. Incidents of bullying are investigated, followed up and reports are shared with the LAB and RIT trust board.

For further information, our relevant policy and procedures can be found in the separate anti-bullying policy.

At Walderslade Primary, we do not tolerate any forms of sexual abuse, harassment and discrimination. The school's procedure for handling child-on-child sexual abuse and discrimination are detailed in our Safeguarding policy.

Child on child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Our child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Victims will be reassured that they will be supported, kept safe and are being taken seriously. Abuse that takes place on line or outside school will be treated equally seriously.

See our Child Protection and Safeguarding policy for further details.

Banned Items

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The list of prohibited items ('prohibited item' is defined in subsection (3) of Section 550ZA of the Education Act 1996) is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of any person (including the pupil).
 - an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services in line with keeping children safe in education.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The DSL will always be informed of a search and a record will be kept on MyConcern. There will always be two members of staff present and the search will be carried out in an appropriate place.

Behaviour beyond the school gate

In the case of negative behaviour beyond the school gate (travelling to or from school, taking part in school-organised activities or events), we may choose to follow an appropriate behaviour consequence. Any incidents should be reported to SLT and the SLT team will decide on appropriate responses to this. Examples of behaviour outside of school which may be appropriate to respond to are:

- Bullying outside of school
- Cyberbullying
- Inappropriate behaviour when travelling to/from school
- Inappropriate behaviour conducted whilst wearing school uniform
- Behaviour that could affect the school's reputation
- Behaviour that could have serious consequences on school routines

Monitoring

The following systems are in place to monitor behaviour:

- Class Dojo points are collated weekly and link to class as well as individual rewards.
- Monitoring of Dojo points to ensure consistency across the school.
- Each class has a behaviour log where a record of any orange and red slips are kept.
- Behaviour lead will monitor behaviour slips in order to identify any behaviour trends across the school and to implement.

- Behaviour analysis will be reported regularly to school leaders and governors.
- Regular parent, pupil and staff surveys will enable all members of our school community to voice opinions on behaviour at attitudes at our school.

Pupils with SEND

In certain cases, it may be appropriate for the SENCO to discuss particular behavioural needs with teaching staff and parents/carers. It may be advised that individual behaviour plans are devised to provide strategies for pupils with complex behaviour needs. There are times when the advice of outside agencies will be required. Parents or carers will continue to be informed of any steps regarding their child's behaviour requirements and how these will be catered for in school.

Positive Handling

When dealing with extreme behaviours, it may be necessary for staff to apply 'Positive Handling' strategies. Key staff have undergone 'Team Teach' training which ensures that positive handling strategies and methods of restraining pupils who are at risk of injuring themselves and/or others are employed as necessary. Training is regularly updated. Staff are not expected to place themselves at unreasonable risk and in order to minimise risk, will call for assistance as required. Staff will maintain a calm and measured approach, maintaining communication with the pupil at all times.

Parents/ carers will be informed if any positive handling had been used and these would be formally recorded.

Communication

Communicating this school policy to all members of our community is an important way of building and maintaining the school's culture and is part of the key role of the headteacher. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. We are committed to clearly communicating our behaviour expectations to pupils by regular reinforcement in school assemblies and as part of our PSHE lessons. We will share this policy on our school website and ensure parents understand our rules, support and the consequences by the headteacher writing to parents at least annually.

To be read in conjunction with:

- Searching and confiscating policy
- Child protection and Safeguarding policy

Walderslade Primary School

Behaviour Principles

Rationale and Purpose

This statement has been drawn up in accordance with the Behaviour in schools Advice for Headteachers and school staff, September 2022; Equalities Act 2010; Children's Act 2004 & 1989

The purpose of this Statement is to provide guidance for the Head teacher and Senior Leadership Team in drawing up the school's Behaviour Policy. The policy should be a summary document which encompasses the school ethos and sets out the behavior expected by all stakeholders within the school community, be they Governors, staff, pupils, parents or visitors to the school.

The Behaviour Policy shall be published on the school website for all to see. It should form part of the Staff Handbook issued to all new staff as part of their induction.

Principles

General

The Governors of Walderslade Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables:

- (a) All its pupils to make the best possible progress in all aspects of their school life and work
- (b) All staff to be able to teach and promote good learning, without undue interruption or harassment.

All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between parents and staff, staff and pupils and between the pupils themselves. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

Discrimination and Equality

Walderslade Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (Equalities Act, 2010).

Measures to protect pupils from discrimination as a result of gender, race, ability, sexual orientation or background shall be clearly set out as part of the Behaviour Policy and regularly monitored for their effective implementation.

The school's legal duties under the Equality Act, 2010 in respect of safeguarding; pupils with Special Education Needs; and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.

Home School Agreement

Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after primary school. The responsibilities of pupils, parents/carers and school staff, with respect to pupils' behaviour, must be outlined in the 'Home School Agreement'.

Although the Agreement need only be signed once on the pupil's first admittance to the school, parents should be reminded of its content in the first letter home of the new school year.

School Rules

Governors expect the school to have a clearly behaviour expectations which establish standards of pupil behaviour, and which should be:

- shared with and explained to all pupils
- consistently applied by all staff

As well as an established range of rewards to encourage and reward good behaviour, consequences for unacceptable/poor behaviour should also be known and understood by all staff and pupils and consistently applied. Parents should be made aware of the full range of consequences, so that they can understand how and when these will be applied.

The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

Bullying

Bullying in any form is unacceptable behaviour. However, it may happen at any time whilst pupils are at school, and staff should be made aware of the types of bullying behaviour and trained to recognise how the effects of bullying might manifest itself in a pupil's behaviour. All pupils should receive regular advice on the misuse of the internet, such as cyber-bullying, the perils of using social networking sites and how to report any problems they might have. The school must have clear and comprehensive procedures which are consistently applied for dealing with bullying that are known and understood by all.

The Governing Body expects to receive regular reports of bullying behaviour, in order to monitor the effectiveness of the procedures.

Staff Behaviour

Governors expect that all school staff to be aware of and understand the extent of their powers in respect of pupil discipline as well as sanctions and how to use them.

The power to use positive handling should be stated in the Behaviour Policy. A definition of 'reasonable force' should be included which must also explain how and when pupils may be restrained. Governors expect key staff to be trained in the use of reasonable force and restraint and for this to be recorded formally. Inappropriate behaviour by staff is dealt with separately in the Staff Discipline Procedure.

Staff should be confident that they have the Governors' support when following policies and procedures which are in-line with this Statement of Principles.



Visitors

Governors expect there to be a clearly defined set of consequences to be applied to visitors, including parents, to the school if their behaviour is considered inappropriate. Inappropriate behaviour includes the use of the internet and social media networks to make adverse comments about members of staff or the school. Violence towards staff will not be tolerated and should always be reported to the police.