



## 1. Introduction

At St Peter's CE (Aided) School, Cowfold, we believe in creating a nurturing and inclusive environment where every child can grow, learn, and achieve their full potential. Our behaviour policy is underpinned by our core values of **Love**, **Learn**, and **Aim High**, alongside essential learning behaviours that help shape the character and development of our students. These learning behaviours include **Reflection**, **Respect**, **Courage**, **Creativity**, and **Perseverance**. Together, our core values and learning behaviours create a culture that supports academic achievement, personal growth, and positive relationships.

## 2. Aims of this Policy

- To create a safe, supportive, and positive environment where all students are treated with respect and can learn and grow.
- To promote our core values of **Love**, **Learn**, and **Aim High**, ensuring they are reflected in students' behaviours and interactions.
- To embed the learning behaviours of **Reflection**, **Respect**, **Courage**, **Creativity**, and **Perseverance** into the school culture, helping students thrive both academically and socially.
- To help students take responsibility for their actions, reflecting on their choices and behaviours in a constructive way.
- To ensure that there are consistent and restorative approaches to managing behaviour, underpinned by our values and learning behaviours.

## 3. Values upon which our Policy is based

### 3.1 The School Vision:

We are St Peter's, a Christian village school rooted in our community.

We strive to create an inclusive, caring environment where our learners grow to enjoy life in all its fullness.

Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, we develop firm foundations for life within our pupils based on Jesus' teachings.

#### We have three key aims:

- To LOVE one another in the way God loves us.
- To inspire children to love to LEARN; and equip them with the skills and attitudes to do so all their lives.
- To AIM HIGH so every child can achieve their full potential.

Our pupils are nurtured to develop their self-confidence, spirituality, personal well-being, respect for others and their own unique talents in a broad curriculum.

When our pupils move on to the next stage of their education, our aspiration is that we have developed 'Life-Long Learners' who have a strong appreciation of their role in; and responsibilities towards; the local community, our country and the changing world.

### 3.2 Vision Concepts

At St Peter's, our Christian ethos is central to all that we do. Our values of **Love, Learn, and Aim High** guide how we interact with one another, approach learning, and contribute to our school community:

- **Love:** We show love by being kind, caring, and respectful. We build a supportive community where everyone is valued and treated with dignity. Love inspires us to work together, helping each other in times of need and celebrating our successes.
- **Learn:** We believe in the power of learning, both academically and personally. We are committed to encouraging curiosity, developing skills, and empowering our children to take ownership of their education.
- **Aim High:** We set high standards and challenge ourselves to achieve excellence in all areas of life. We aim high by striving to reach our personal and academic best and supporting others in doing the same.

### 3.3 Our Learning Behaviours

We recognise that positive behaviours are key to developing an environment where all students can flourish. These learning behaviours, which are aligned with our Christian values, help students grow as individuals and as members of our school community:

- **Reflection:** We encourage students to reflect on their actions, learning, and behaviour. By thinking about their experiences, students can understand how their choices impact themselves and others, and how they can improve.
- **Respect:** We show respect for ourselves, each other, and our environment. Respect forms the foundation for creating a positive and harmonious community where everyone's opinions and feelings are valued.
- **Courage:** We empower students to show courage in all aspects of their learning. This includes having the bravery to try new things, face challenges, and learn from mistakes. Courage helps students step out of their comfort zones and grow.
- **Creativity:** We value and encourage creativity, both in learning and in problem-solving. Creativity enables students to think outside the box, express themselves, and approach challenges with innovative solutions.
- **Perseverance:** We nurture perseverance by encouraging children to keep going, even when things are tough. Students learn that success comes through dedication, effort, and persistence, and that challenges are opportunities to grow.

### 3.4 Principles

#### How We Aspire to Behave

**At St Peter's we all aspire to be role models for positive behaviour. We define what a positive role model is in the following ways:**

- **Love:** Treat everyone with kindness and empathy, contributing to a compassionate and caring school community.
- **Learn:** Engage fully in the learning process, showing curiosity, commitment, and a willingness to develop.
- **Aim High:** Set ambitious goals, strive for excellence, and support others to achieve their best.
- **Reflection:** Take time to consider our actions, understand the consequences, and make positive changes where necessary.

- **Respect:** Show respect for yourself, others, and the environment by listening, valuing differences, and acting with integrity.
- **Courage:** Demonstrate the courage to try new things, take risks in our learning, and face challenges with a positive attitude.

When we do make a mistake, in learning or in the way we behave, we have the courage to face that. We acknowledge that everybody makes mistakes and that we can learn from them. Therefore, we own-up courageously and commit to the reflection process.

- **Creativity:** Be open to new ideas, think creatively, and approach problems with an innovative mindset.
- **Perseverance:** Keep going, even when things are difficult, showing resilience and determination to overcome challenges.

### Forgiveness

**The Christian value of Forgiveness underpins our Positive Behaviour Policy. Pupils are given the chance to reflect on what consequences resulted from their actions and then take actions to restore and rebuild situations. We aim to hold a school culture where pupils know that adults will forgive them. They know that forgiveness is aided by personal honesty and an ability to reflect upon, and learn, from our mistakes.**

### Supporting the Individuals

**We will always be mindful of an individual child's personal circumstances, in relation to this behaviour policy.**

While we believe constructive consequences for behaviour that breaches the rights of others is an important part of the learning process for children; we will be aware that there are usually underlying reasons for poor behaviour. We seek to address these underlying reasons, to support any individual to improve their behaviour and well-being.

Likewise, any victim of a situation of behaviour that breaches our code of conduct will be supported. Ultimately, pupils need to be kept safe and happy. This need for the safety of the greater pupil body, has to take precedence over the needs of an individual pupil.

## **4. Implementation of The Positive Behaviour Policy**

### **4.1 Roles and Responsibilities:**

All members of the school community are responsible for ensuring that good behaviour and discipline are maintained within the school. Some of the responsibilities of the school, governors, pupils and parents are outlined in the Home School Agreement.

- **Staff**

The staff have a responsibility to adopt a pastoral system which promotes good behaviour, allows children to take responsibility for their behaviour and rewards appropriate behaviour in school. They have the responsibility to respond to unacceptable behaviour and follow the school's systems and strategies for tackling this. Staff sign up to a West Sussex County Code of Conduct.

- **Governors**

Governors are responsible for ensuring that the school maintains and updates a behaviour policy that supports the ethos of the school. Governors sign up to a West Sussex Code of Conduct.

- **Children**

Children are responsible for their own actions, following school rules and expectations of behaviour and agreeing class rules.

- **Parents**

Parents also have a responsibility to encourage good behaviour, support the school's behaviour policy and to cooperate with the school in solving any problems. We encourage parents to come and talk to staff if they have any issues or concerns with any behaviour, or how it has been dealt with. **For further detail on the expectations for parental behaviour, on the school site or in matters connected to the school, please see section 12 of this policy.**

## 4.2 Positive Behaviour Strategies

### A. **Praise and Recognition:**

- a. Verbal praise for demonstrating **Love, Learn, Aim High**, and the learning behaviours of **Reflection, Respect, Courage, Creativity, and Perseverance**.
- b. Regular recognition of students' achievements in class and assemblies through certificates, awards, and positive notes home.
- c. Encouragement of peer recognition through our 'Fill a bucket' system where students can highlight positive behaviour in others.

### B. **Restorative Practices:**

- a. When conflicts arise, restorative practices are used to help students understand the impact of their behaviour on others. Students are encouraged to reflect on their actions, make amends, and restore positive relationships.
- b. Restorative conversations provide an opportunity for students to discuss their feelings, listen to others, and find constructive solutions.

### C. **Behavioural Reflection:**

- a. Students will have time to reflect on their behaviour in a quiet space or through written reflection tasks. This helps them develop self-awareness, understand the consequences of their actions, and make positive changes.
- b. Reflection tasks will be linked to our core values and learning behaviours, encouraging students to assess how their actions align with **Love, Learn, Aim High**, and their personal development.

### D. **Personal Development:**

- a. Teachers will provide support for students in setting personal goals and developing emotional resilience. Reflection sessions allow children to track their progress in both academic and personal areas.
- b. Children are encouraged to approach challenges with perseverance, seek help when needed, and celebrate their successes, no matter how small.

## 4.3 Behaviour Intervention Ladder

To ensure that our behaviour management is fair and consistent, we follow a clear process:

**Stage 1 – Gentle Reminders:** Teachers will remind students of the expectations and our core values. Positive reinforcement will be used to encourage good behaviour.

To assist pupils with their choices, it may be appropriate for them to have some 'time out' to de-escalate and become calm again. The strategies for de-escalation are varied and can depend on whether a child has a special educational need, and what the need is. Staff are committed to supporting pupils make positive choices and giving them the opportunities to do so. Time-out to calm, or reflect, is not a consequence for breaking the code of conduct and pupils are not 'in trouble'. It is a positive action to help a child help themselves remain as a role model. It may be appropriate for a child to complete work, which they should have completed in a lesson, in their own time. This depends very much on individuals' needs and what the circumstances are.

**Stage 2 – A Final Warning:** If behaviour, contrary to the positive nature defined in this policy, continues, students will be given a clear choice. Whether to further continue with that behaviour and receive a consequence, or refrain from it.

**Stage 3 – A Consequence:** Consequences for breaching the code of conduct outlined in this policy will reflect the severity of the transgression. They may range from missing a few minutes of playtime, to finish off work / reflect, or to move straight to stage 4 or 5 on this ladder.

Reflection: As an incident is closed, students will be given time to reflect on their actions and the impact on others. This could involve quiet time or a one-on-one discussion with a teacher in a Restorative Conversation. If necessary, a THINK Sheet will be used to help a child reflect on their behaviour and how they can restore relationships.

**Stage 4 – Senior Leadership Team Involvement:** In cases where a child breaches this code of conduct repeatedly, or the behaviour of the child is more serious (i.e. physical incidents, incidents of extreme rudeness or where other children are at risk), Senior Leaders will be called. Senior Leaders will de-escalate situations and then work with the child to help them reflect & restore. Senior Leaders will decide on the resultant level of consequence and may move to Stage 5 and 6 of this ladder.

**Stage 5 - Parent/Carer Involvement:** If behaviour continues to be of concern, parents and carers will be contacted to discuss how we can work together to support the child.

**Stage 6 – Support and Intervention:** For persistent or serious behaviour issues tailored strategies to help a child, or keep others safe, may be needed. This could include working away from other students for a while (internal exclusion) or working at home for a period of half a day or more (suspension).

**Visual Representation of The Behaviour Ladder** - Pupils names are displayed in a 'Positive Role Models Cloud' in the classroom. If their behaviour is not representative of a role model their name may be moved to the 'Warning' Level on a visually represented ladder in the classroom. Then the process outlined above is applied. The Behaviour Ladder re-sets at the start of each new school day (if there has been a chance for the consequence to take place that day). Over the course of a single school day, pupils remain at the stage they have reached, even if they have done their 'consequence'. This way further poor behaviour in the same day means that they move up to a more serious consequence.

**Depending on individual circumstances and the severity of the behaviour it may be necessary to adapt the behaviour ladder (e.g. a serious incident could enter the ladder at stage 4 or beyond).**

#### 4.4 Rewards and Consequences

- **Rewards:**
  - Verbal praise and encouragement linked to our core values and learning behaviours.
  - Dojo points, postcards home, and Hall of Fame for those who consistently demonstrate positive behaviour.
  - Class or individual rewards, such as extra playtime or a special responsibility, for students who consistently embody our values and learning behaviours.
- **Consequences:**
  - Temporary loss of playtime.
  - Temporary loss of privileges or responsibilities.
  - In more severe cases, a meeting with parents/carers to discuss next steps and provide additional support.

#### 4.5 Reflection and Restoration

When a teacher or teaching assistant deems it a valuable exercise, the child (with adult support if necessary) will complete 'A Think Sheet' in which the child reflects on:

- what I did

- why it was wrong
  - why I did it
  - what I think I should do to sort things out
- (these are kept by the classteacher, and can be referred to in the future if a similar incident occurs again)

**These link with our Christian ‘Learning Friends’ of Courage, Reflection & Respect.**

#### **4.6 Physical Incidents**

If a child strikes (or attempts to strike) another child (or adult) with anger or intent, the behaviour is viewed seriously and will usually be logged as a MAJOR BEHAVIOUR INCIDENT. It needs to be recorded on CPOMS and the parents of any children involved will be contacted so that they are aware of what has happened.

Incidents are analysed for their severity, and common sense will be applied by staff as to what constitutes a major, physical behaviour incident. Sometimes there may be mitigating circumstances that need to be taken in to account (e.g. the age of the child, the preceding situation, whether the child has SEND, whether there was intent, whether the other child was actually hurt).

Generally, if a physical incident occurs with intent (or a loss of control / anger) it will be viewed as MAJOR and recorded on CPOMS as a ‘FIRST STRIKE’. As a general rule, our policy is that THREE STRIKES, of this nature, result in a more serious consequence. This consequence may be to have a series of alternative playtimes away from other children, or with one / a group of peers only. It may be an internal exclusion where a child works away from their usual group. Or it may be a suspension (fixed term exclusion) for a period of time to be determined by the Senior Leader authorising the suspension\* (\*see Section 6 of this policy).

#### **4.7 Recording Behaviour Incidents**

Behaviour incidents that staff feel go beyond very minor transgressions, are recorded on CPOMS. Staff will judge when they feel they need to communicate and log such behaviour, based on the severity and the past history of pupils. There are two categories on CPOMS – minor and major. Major behaviour incidents are defined by being those that involve a malicious attack or threat towards others. They may involve physical contact, or be verbally threatening. In general they are any incident where the victim has been hurt, or could have been hurt, or is threatened.

**All major behaviour incidents must be logged on the CPOMS computer system.**

(Definition of major = incidents that are severe enough to warrant informing parents and/or the Senior Leadership Team of:

e.g. repeated use of bad language; repeated rudeness and answering back; verbal, racist, homophobic abuse; physical assault, bullying.

**Minor behaviour incidents, which are serious enough for duty staff to feel they need to inform a teacher of, are also logged on CPOMS. Especially if staff are building up a picture of a particular child to analyse what may be triggering issues.**

#### **4.7 Support and Intervention**

There may be occasions when we might use one of the following strategies:

- Circle time to discuss relevant issues.
- Discussing inappropriate behaviour with a child, and explaining the consequences of the action – see ‘Think Sheet’ above.
- Moving position within the class.
- Withdrawal of privileges or removal from an activity.

- Completing missed work in their own time.
- Withdrawal from the class for a short period.
- Working individually under the supervision of another member of staff.
- Enlisting the help of senior staff.
- Giving children time and space to work through a problem together.

### Behaviour Plans

At times a behaviour plan may be put in place for a child who displays challenging behaviour over a period of time. The plan will be discussed and reviewed by the school, pupil, parents and outside agencies, if appropriate. An Action Plan will be drawn up and signed by the Head Teacher, pupil(s); and parents/guardians. Details of subsequent monitoring of behaviour will also be recorded.

## **5. Breaktime and Lunchtime Supervision**

The less structured environment at break or lunchtime causes difficulties for some children at times. We expect children to play sensibly, to respect others, and to use appropriate language. Three members of staff are normally on duty at breaktime. At lunchtime, the Midday Meals Supervisors (MDMSs) have responsibility for ensuring that children come to lunch in an orderly way, and for supervising them on the playground or field. We expect children to treat them with respect, and to comply with their instructions and requests. Any behavioural or disciplinary problems that cannot be dealt with will be referred to the classteacher or senior leadership team.

The children are expected to follow a few simple lunchtime rules:

- Stop and listen when the whistle is blown.
- Do exactly what staff ask at all times.
- Show respect to other people and equipment on the playground.
- Stay within the playground or field boundaries at all times.
- Ask permission before going into the building during a playtime.

## **6. Exclusion and Suspension**

We aim to involve parents at an early stage with any concerns we might have about a pupil's behaviour in school, and to work with them in trying to resolve the difficulty. However, it may be appropriate to exclude a child from school, either on a temporary (suspension) or permanent basis for a serious breach of discipline.

A child may be excluded:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

**The DfE provides statutory guidance (2023) on exclusion. 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England' September 2023.** The guidance relates to:

The principal legislation to which this guidance relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

Suspensions and exclusions at St Peter's will be dealt with in line with the procedures and processes outlined in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England' September 2023. Please refer to this document for more information.

## 7. Links to RHE and other policies

**The RHE Policy and Scheme of Work** - gives the children opportunities to learn about many aspects of behaviour. The curriculum covers friendship, social skills, bullying, rules and laws, making choices, cooperation skills, assertiveness and how to resolve difficulties.

**The Anti-Bullying Policy** – is very much interlinked with this policy. Staff are encouraged to look out for signs of the following types of bullying:

### **Types of Bullying**

#### Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

#### Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

#### Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

#### Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

For more information see our Anti-Bullying Policy.

**St Peter's CE Primary School treats the prevention of bullying with the highest of priority. In line with Keeping Children Safe in Education we take a zero-tolerance approach to cyberbullying, any kind of prejudice based bullying and any kind of peer on peer abuse.**

## 8. Searching and Screening

St Peter's School follows the guidelines in the DfE publication 'Searching, Screening and Confiscation. Advice for Schools' (July 2022). The key points are summarised as:

### **A. Searching**

- School staff can search a pupil for any item if the pupil agrees. (The ability to give consent may be influenced by the child's age or other factors).
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are listed in the DfE publication.
- Headteachers 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.

### **B. Confiscation**



- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

**C. Schools' obligations under the European Convention on Human Rights (ECHR)**

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

**9. Use of Reasonable Force / Physical Restraint**

St Peter's School follows the guidelines in the DfE publication 'Use of Reasonable Force. Advice for Headteachers, Staff and Governors' (July 2013). The term 'Reasonable Force' is commonly defined by the police service as the 'minimum force required to achieve a lawful aim'. The key points are summarised as:

**A. Key points**

- School staff have a power to use the minimum force required and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

**B. What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- The term refers to the minimum force required to achieve a lawful aim.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**C. To minimise the need to use force the school will:**

- Create a calm environment that minimises the risk of incidents that might require the use of force arising.
- Use RHE lessons and SEAL approaches to teach pupils how to manage conflict and strong feelings.
- De-escalate incidents if they do arise.
- Only use physical force when the risks of doing so outweigh the risks of not using force.
- Use risk assessments and positive handling plans for individual pupils as necessary.
- Take into account SEN and/or disability that a pupil may have.

#### **D. The Law**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to:

- Commit any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Cause personal injury to, or damage to the property of, any person (including him/herself)
- Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

#### **E. Authorisation of staff:**

All permanent staff who supervise children have the statutory power to use physical intervention if necessary. (Section 95 of the Education and Inspections Act 2006)

Intervention will be reasonable and proportionate to the situation.

Physical force will never be used as a punishment.

Authorised staff will use the Team-Teach (positive handling) approach to intervention.

Staff will be kept informed about and advised on how to deal with pupils who present particular risks to themselves, others and the environment.

Physical intervention will be used when:

- The potential consequences of not intervening were sufficiently serious to justify using force.
- The chances of achieving the desired result by other means were low.
- The risk associated with not using force outweighed the risk of using force.

#### **F. Using physical intervention:**

Pupils will be made aware that force should only be used after a clear oral warning.

Staff will be trained in the types of physical intervention that can be safely used.

Staff should only, as far as possible, use physical intervention when another responsible adult is present to support.

Staff should call for assistance or use the school red alert cards if necessary.

#### **G. Staff training:**

Staff will be trained according to Team -Teach principles.

#### **H. Recording and reporting incidents:**

Incidents will be recorded using the school incident log.

Incidents using physical intervention will be reported to parents.

Governors will be regularly updated about the use of physical intervention in school.

Incidents may be reported to the police, Children's Safeguarding Board or Health and Safety Executive if necessary by the headteacher or a member of the SMT

#### **I. Post incident support and review:**

Support will be given to staff and pupils after an incident using physical intervention.

Incidents will be reviewed and points noted for future information.

#### **J. Complaints and allegations:**

Any complaints or allegations following an incident will be dealt with using the school's complaints procedure or, in more serious incidents, Keeping Children Safe in Education 2024 & St Peter's School Cowfold's Child Protection & Safeguarding Policy.

## **10. Pupils' conduct outside the school gates – teachers' powers**

### What the law allows:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”
- Teachers may discipline pupils for misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- Teachers may discipline pupils for 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.
- In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **11. Further Guidance**

**For further guidance on Behaviour please refer to the DfE publications:**

*'Behaviour and discipline in schools - Advice for headteachers and school staff' - September 2022*

*'Behaviour in Schools – Advice for Headteachers and school staff' - February 2024*

## **12. Parental Behaviour Expectations**

### **A. Purpose and scope**

At St Peter's CE Primary Cowfold, we believe it's important to:

- Work in partnership with parents to support their child's learning
- Create a safe, respectful and inclusive environment for pupils, staff and parents
- Model appropriate behaviour for our pupils at all times

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and pupils (through our behaviour policy).

This section of the policy aims to help the school work together with parents by setting guidelines on appropriate behaviour.

We use the term 'parents' to refer to:

- › Anyone with parental responsibility for a pupil
- › Anyone caring for a child (such as grandparents or child-minders)

### **B. Our expectations of parents and carers**

We expect parents, carers and other visitors to:

- › Respect the ethos, vision and values of our school
- › Work together with staff in the best interests of our pupils
- › Treat all members of the school community with respect – setting a good example with speech and behaviour
- › Seek a peaceful solution to all issues
- › Correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct
- › Approach the right member of school staff to help resolve any issues of concern. Not directly approach children, who are not their own (or their parents), either in person or online.
- › Be respectful on-line, in social media or messaging platforms, or in written letters or emails

### **C. Behaviour that will not be tolerated**

- › Disrupting, or threatening to disrupt, school operations (including events on the school grounds and sports team matches)
- › Swearing, or using offensive language
- › Displaying a temper, or shouting at members of staff, pupils or other parents
- › Threatening another member of the school community
- › Sending abusive messages to another member of the school community, including via text, email or social media
- › Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- › Use of physical punishment against your child while on school premises
- › Any aggressive behaviour (including verbally or in writing) towards another child or adult
- › Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention
- › Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event)
- › Possessing or taking drugs (including legal highs)
- › Bringing dogs onto the school premises (other than working and support dogs)

### **K. Breaching the code of conduct**

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- › Send a warning letter to the parent
- › Invite the parent in to school to meet with a senior member of staff or the headteacher
- › Contact the appropriate authorities (in cases of criminal behaviour)
- › Seek advice from the local authority's legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- › Consult members of the school's Governing Body
- › Ban the parent from the school site

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the headteacher.

The headteacher will consult the chair of governors before banning a parent from the school site.

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### **St. Peter's – Policy Summary**

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| Policy Title:  | Positive Behaviour Management Policy  |               |                |
| Scope:         | Pupils  |               |                |
| Links:         | Anti-Bullying Policy, Inclusion Policy, Home-School Agreement, Health & Safety Policy, Physical Restraint Policy, Complaints Policy |               |                |
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