

WHITEHEATH JUNIOR SCHOOL



BEHAVIOUR MANAGEMENT POLICY (INCORPORATING ANTI-BULLYING)

Updated	To be reviewed
Autumn 2025	Due for review end of Spring Term 2026

School Motto

At Whiteheath Junior School our motto is '*Opportunity, Confidence, Growth*'.

School Aims

Our aims are based on the 3 key words in our motto. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

- **Opportunity** - providing a range of experiences to enable children to gain in-depth knowledge and learn valuable skills
- **Confidence** - encouraging self-belief and self-worth by recognising the unique qualities of each child
- **Growth** - helping our children to develop into mature, well-rounded young people who are prepared for their future in an ever changing world

BEHAVIOUR STATEMENT

Our aim is to create a positive atmosphere based on a sense of community and shared values. In order to achieve this, we work hard to promote mutual respect, self-discipline and social responsibility. We have high expectations of behaviour and this policy ensures that all children, staff and parents work together to provide the best learning environment for our children.

PRINCIPLES

The Governing Body believes that through our behaviour policy we are aiming to create a culture of high expectations of behaviour which will help maximise opportunities for learning. Good behaviour in all aspects of school life is the expected norm. Advice from the following DfE document, 'Behaviour in schools: advice for Headteachers and school staff September 2022' has been used.

The school and Governing Body seeks to create this caring, learning environment by:

- Promoting excellent pupil and staff relationships, good behaviour and discipline. Children know what appropriate behaviour is and understand that there are high expectations of them.
- Promoting self-esteem and self-discipline. Children are treated positively because through this they will learn to be positive. It is crucial to distinguish between the

inappropriate behaviour and the person - it is the behaviour that is unacceptable, not the person.

- Ensuring fairness of treatment for all. Staff should ensure that children can expect, and get, fair and consistently applied sanctions for inappropriate behaviour. There needs to be a healthy balance between rewards and sanctions, with the emphasis being on rewards.
- Providing a safe environment free from disruption and bullying. All staff should take seriously incidents of persistent name-calling and physical harassment that may occur between children.
- Encouraging a positive relationship, through good communication, with parents and carers to develop a shared approach to implementing the School's Behaviour policy.

SCHOOL CODE OF CONDUCT (SCHOOL RULES)

In order to achieve the aim and principles above, the school has established, a Code of Conduct for the children to adhere to. The four 'golden' rules underpin the ethos of the school:

I will do my best to show 'respect for learning'

Get to school on time
Always bring the right equipment
Listen carefully and know what to do
Do my very best in all my work
Be quiet so others can hear and the teacher can teach

I will do my best to show 'respect for myself'

Be honest
Don't waste time
Eat healthily, be active

I will do my best to show 'respect for others'

Always be kind, friendly and listen to other people's suggestions
Make it easy for others to do well
Keep everyone safe

I will do my best to show 'respect for the school'

Take pride in your school uniform
Look after the school and its grounds
Let people know that Whiteheath Junior School is the best

ANTI-BULLYING (including cyber bullying, prejudice-based and discriminatory bullying)

Bullying is wrong and can greatly affect children. We therefore do all we can do to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where we can all learn, feeling safe and happy.

DEFINITION OF BULLYING

Bullying is the use of aggression with the intention of hurting another person on more than one occasion. Bullying is REPEATED and INTENTIONAL. We teach our children to use the word STOP (SEVERAL TIMES ON PURPOSE) to help them understand what bullying is. Bullying results in pain and distress to the victim. Bullying can be:

Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical pushing, kicking, hitting, punching or any use of violence

Racist racial taunts, graffiti, gestures

Sexual unwanted physical contact or sexually abusive comments

Homophobic because of, or focussing on the issue of sexuality

Verbal name-calling, sarcasm, spreading rumours, teasing

Cyber/online any form of bullying which takes place online or through smartphones and tablets, e.g. social networking sites, messaging apps, gaming sites and chat rooms

Mobile threats by text messaging and calls

Misuse of associated technology, i.e. camera and video facilities

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

1. is frightened of walking to or from school
2. doesn't want to go on the school / public bus
3. begs to be driven to school
4. changes their usual routine
5. is unwilling to go to school (school phobic)
6. begins to truant
7. becomes withdrawn anxious, or lacking in confidence
8. starts stammering
9. attempts or threatens suicide or runs away
10. cries themselves to sleep at night or has nightmares
11. feels ill in the morning
12. begins to do poorly in school work
13. comes home with clothes torn or books damaged
14. has possessions which are damaged or "go missing"
15. asks for money or starts stealing money (to pay bully)
16. has unexplained cuts or bruises
17. comes home starving (lunch has been stolen)
18. becomes aggressive, disruptive or unreasonable
19. is bullying other children or siblings
20. stops eating
21. is frightened to say what's wrong
22. gives improbable excuses for any of the above
23. is afraid to use the internet or mobile phone
24. is nervous and jumpy when a cyber message is received

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child and child abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

Child on child abuse can also involve sexualised behaviour, such as such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. All staff should be aware that technology is a significant component in many

safeguarding and wellbeing issues, and that children are at risk of online abuse, as well as face to face. All staff should be aware that children can abuse/bully their peers online.

The Role of the School

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. If staff become aware of any bullying taking place between members of class, we deal with the issue immediately. **This may involve support for the victim of the bullying from an appropriate adult. It will also involve mentoring and a sanction for the child who has carried out the bullying.**

Teachers take note of any actions they regard as bullying and this is reported to the Headteacher or another member of SLT. If a child is involved in bullying other children, parents will be invited into school to discuss the situation, with the class teacher and Headteacher or SLT member. In more extreme cases, for example where these initial discussions have been ineffective the Headteacher may contact external support agencies for support.

Teachers are responsible for supporting all children in their class and establishing a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Teachers are aware of the vulnerable (including Looked After Children) pupils and those from minority groups. Teachers should develop preventative strategies to ensure they deliver a curriculum that protects every child from bullying or racism.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying should contact their child's class teacher. Parents have a responsibility to support the school's procedures and to actively encourage their child to be a positive member of the school.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back. Both of these will only make the problem much harder to solve.

Both of these will only make the problem much harder to solve.

Strategies for the prevention of bullying

The first steps in stopping bullying from getting started should come from children themselves. This display of self-assertiveness should follow these general guidelines.

- Ignore name-calling or teasing. Is what is being said true? Of course not! Do not get upset or look upset. They have the problem. Not me. Walk away.
- Find an alternative group of friends to play with but do not involve any one else in any disagreement.
- Stand up to the bully with confidence. Ask for an explanation of their actions 'I don't think I have done anything wrong so will you please tell me why you are doing this and then please leave me alone? Thank you.

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow (not in order):

- Tell a friend
- Tell your School Council rep
- Tell a teacher or adult whom you feel you can trust

- Tell a Playground Pal or Young Leader
- Write your concern and post it in the class 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

We also encourage our children to use the **HIGH 5** – a problem solving strategy that encourages child to think independently, be proactive and learn how to deal with issues appropriately. The High 5 is based on the following 5 steps:

- 1) **IGNORE**
- 2) **TALK FRIENDLY**
- 3) **WALK AWAY**
- 4) **TALK FIRMLY**
- 5) **REPORT**

If the problem does not go away, then step 5 will be taken. This is when adults working in school are able to help or mediate. This occurs when the children involved are brought together and given the opportunity to speak about the problem. A solution is found, which is agreeable to everyone, it is recorded for any future reference, and then the matter is considered closed. If the problem persists, a more formal approach is taken.

In addition, we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE lessons, the school's Code of Conduct and Assembly Themes, Anti-bullying week and continued focus, Safer Internet Day, Worry Box. Children are also consulted through in-school pupil questionnaires.

All staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, this will remind children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff are careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing. Staff are vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Procedures to deal with Incidents of Bullying

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be contacted to discuss the incident or about any concerns that they may be having. The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place, e.g a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Codes). Wherever possible, the pupils will be reconciled.

In serious cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg police,

counsellor, Early Help Assessment Team. In serious cases, (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices) support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded and monitored to ensure repeated bullying does not take place.

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. This includes incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Who can help with bullying?

All the organisations listed below provide support and information to parents:

Family Lives is a charity that runs a free and confidential 24-hour helpline for parents. Call 0808 800 2222 to speak about any parenting issue, including bullying.

<https://www.familylives.org.uk/>

The Bullying UK website, which is part of Family Lives, has a dedicated area for parents.

<https://www.bullying.co.uk/advice-for-parents/>

Kidscape is an anti-bullying charity that runs assertiveness training courses for young people who've been bullied. There's extensive information for parents and carers on its website.

<https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/>

The NSPCC website has information for parents on bullying and cyberbullying.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

Childnet International is a charity promoting the safe use of the internet by children. Its website has a wealth of detail, including information about bullying for parents and carers.

<http://www.childnet.com/>

Contact a Family provides advice, information and support to the parents of all disabled children throughout the UK. It also runs a free helpline (0808 808 3555).

<https://contact.org.uk/>

Help from health services

Children can feel the impact of bullying even once it's ended. If they continue to feel anxious or low and it's stopping them getting on with day-to-day life, it may be time to ask for further help. You can speak to your GP or the school nurse about the problem.

SYSTEMS OF REWARD AND SANCTIONS

The Code of Conduct is supported by a system of rewards to encourage good behaviour and a system of sanctions (codes) to discourage infringements of school rules.

At Whiteheath Junior School we aim to promote a positive school ethos, built on high expectations and standards of behaviour. We feel this is essential for a successful learning environment, and for a happy, thriving place in which to learn and work.

We have devised a *Rewards System and Behaviour Codes* to recognise and reinforce the positive behaviour displayed by the vast majority of our pupils. It is a means of promoting good relationships, so that we can work together with the common purpose – to help everyone to learn. This system supports the school community allowing everyone to work together in an effective and considerate way and as such makes a major contribution towards the achievement of the school.

REWARDS SYSTEM

We use a range of methods to encourage positive behaviours, which are listed below:

- **Praise and informal rewards** - The most common reward is praise, informal and formal, public and private, to individuals and groups. There are informal reward systems such as stickers and table points for classes.
- **House points** – this is our more formal reward system which includes house points that are issued for a range of achievements, good work and behaviour and are collected each week and celebrated during Fridays assemblies. House points add up to earn bronze (30hp), silver (60hp) and gold (100hp) awards.
- **Celebration assemblies** – take place on Fridays and a child from each class is nominated (mostly awarded by their teacher) for keeping our school values and are awarded with a special award sticker and Merit Certificate by the Headteacher and they earn 10 house points for their House. Bronze, silver and gold Merit awards are also given out during this assembly. On occasions Special awards are given by the Headteacher for exceptional behaviour. A class of the week is also rewarded with 10 minutes on the fitness area. Out of school accomplishments are celebrated during this assembly too.
- **Special privileges and activities** – sometimes children are rewarded with special activities, e.g. the winning house for the ‘pennies for the PTA’ were awarded with an extra-long playtime.
- **Year 6 credits** – by the time children reach Year 6, house points tend to become less effective. Children are less motivated to collect and record them. So, to this end and to help prepare the children for secondary school, we have a special ‘credit system’ just for this year group and the children will have a Year 6 lanyard where they will record their credits. Credits are for exceptional behaviour/work/effort. Credits will be totalled and rewarded with a special Year 6 reward.
- **Sent to see the Headteacher/Assistant Headteacher** – sometimes children are sent by the class teacher to the Headteacher for praise and are rewarded with a golden Headteacher’s sticker.
- **Phone call/email from teacher/praise note** - teachers may also communicate to a parents/carer directly about exceptional behaviour.
- **End of term assembly** – this is a special assembly when a child is nominated for a Special Headteacher’s award by their peers and is usually for being a good friend and role model.

In addition, we have an ‘extra special’ method of reward, including Golden Time +.

- **Golden time +** – the aim of this is to reward children who follow the school rules with a special reward each half term. Golden Time Plus is a longer session run by teachers and Teaching Assistants that takes place at the end of each half term and is a further reward for those children who have maintained good standards of behaviour. If a child has received 3 blue codes in a half term, received a purple or red code then they will miss Golden Time+.

SANCTIONS (CODES)

Our code system ensures that we deal with any unacceptable behaviour in a consistent way across the school and that this will help the children to see that behaviour is dealt with fairly. It addresses the issue of low level disruptive behaviour which can occur, as this not only affects the learning of the person responsible but can also prevent other children from learning to best effect.

Within this policy is the **Behaviour Codes and Rewards sheet**, (Appendix 1) which shows the different levels of unacceptable behaviour for which a code may be given. It is used by all adults in school. We must emphasise that these are *for guidance only*, as we recognise each individual case and each child's needs, including special needs and behaviour plans, and personal context are taken into consideration.

It is also impossible to describe every instance or type of misbehaviour and we will always listen to each child when dealing with incidents and try to unpick/investigate what has happened (which can take time) and we consider the context in which it occurred. As reflective practitioners, we will only issue codes to children when staff have considered the context and any others circumstances that may be relevant to the child and their behaviour. Sometimes, there is a need for the behaviour policy to be adapted to meet individual needs.

The codes have been explained carefully to all of the children and they will be followed consistently across the school. When things go wrong and codes are given we will discuss each child's behaviour with them, help them to make amends and give them alternative strategies. Our aim is to help children to make the **right choices** and equip them with **skills for life**.

Parents/carers will be informed by phone/email if a child receives a blue code. For purple or red codes, they will be contacted by phone.

The codes summarised:

- A verbal warning is given for any low level behaviours. If this behaviour continues during the lesson/day, the child will be given a code blue which will be recorded.
- Any child displaying code blue behaviours will be given a blue code by the class teacher. It will be recorded and they will have to spend 20 mins at lunchtime in detention. During a detention the child will discuss their behaviour with an adult and complete an incident form which helps the child reflect on their behaviour and the effects on others. Any child who gets a code blue three times in a half term will lose their special Golden Time+ at the end of the half term. This will be dealt with by the class teacher. If unsure, a class teacher will seek advice from the year group leader.
- Any child given a purple code will be dealt with by the class teacher after seeking advice from a senior leader. Parents/carers will be informed by the class teacher on the same day as the incident occurred. An incident form will be completed in a 30 minute detention and they will work for the whole lesson in another class/another area of the school. The Headteacher and the parents will be informed and it will be recorded. The child will lose a privilege and Golden Time +.

- Any child given a code red will be dealt with by the Headteacher/AHT. The Headteacher and parents will be informed and it will be recorded. It will lead to an internal suspension and may lead to a fixed term external suspension or even permanent external exclusion. This should be a rare occurrence.
- Each half term we start a fresh.

The code system (appendix 1 attached) aims to discourage children from continuing to break school rules. Any sanction has to be appropriate for the infringement.

For most behaviours Verbal reprimand and/or Loss of personal time is appropriate. However, for the most serious of behaviour(s) a Fixed Term suspension, totalling up to a maximum of 45 days in any one academic year, may be necessary.

A child returning from a temporary fixed term suspension and therefore facing the possibility of Permanent exclusion would be involved in a Pastoral Support Plan, which would involve the child, parents, class teacher and senior leader. This is a 6 to 16-week programme/contract (or longer if needed) that the child would have to adhere to. This plan would be monitored on a daily basis and a multi-agency approach (including behaviour support team) would be used to support any child in managing their behaviour.

In exceptional circumstances the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. The decision to exclude a child rests solely with the Headteacher or, in their absence, the Assistant Headteacher. If this action were to occur the school would follow the procedures laid down in the DfE document 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (September 2023).

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Training

Our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (Team Teach for senior leaders)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

ROLE OF THE GOVERNING BODY

If a child has received a fixed term suspension for 15 days or over, or is permanently excluded, a meeting of the Governing Body's Disciplinary Committee is held to review the Headteacher's decision. The parents involved are invited to attend this meeting. In the case of a permanent exclusion, parents have the right for an independent review panel to consider the Governors' decision.

ROLE OF PARENTS

Parents and staff should always treat each other with trust and respect when discussing matters concerning their children. If a member of staff fails to show respect, the matter can be dealt with through the Complaints Policy. If a parent fails to show respect, there is a procedure for inappropriate behaviour by adults outlined in Appendix 2 of this policy.

Parents and carers are expected to share in the responsibility for the behaviour of their children within the hours of the school day, as well as when attending school social events. Parents are encouraged to work in partnership with the school to assist in maintaining high standards of behaviour. We have a home school partnership agreement that the child, parent and school sign upon entry to our school.

Parents have a responsibility to support the school's behaviour policy and to actively encourage their child to be a positive member of the school. Parents should not approach other parents or children with regard to behaviour and should refer to the class teacher or a member of the SLT with any concern.

MONITORING AND REVIEW

This policy is monitored regularly by the Headteacher, who reports to the Governing Body about the effectiveness of the policy on request. It is formally reviewed by staff and governors on an annual basis.



GOLDEN BEHAVIOUR - REWARDS



We want to celebrate your good behaviour with:

Merit certificates

House Points (yrs 3-5)

Credits and mini credits (yr 6)

Stickers

Praise

Special privileges and activities

Adventure playground time Golden time +

Special certificates

Sent to the Headteacher/Assistant Headteacher for praise

Letters/Emails home to parents

Class/table rewards

CODE BLUE

This is serious. You will be given a code blue if you display any blue code behaviours. Examples of code blue behaviour may include:

Deliberate unkindness

Name calling or swearing

Deliberately misusing property

Answering back or speaking rudely to any adult

Deliberately hurting others or being spiteful

Gloating/winding others up

Stealing from others

Lying

Deliberately ignoring any adult's instructions

Behaving in a way that could cause harm to others, deliberately

For each code blue, you will have a 20 min lunchtime detention with the teacher who had awarded the sanction. You will fill out an incident form, it will be recorded and your parents will be informed. If you get three code blues in a half term you will lose Golden Time +. You may also be put on a lunchtime or lesson time behaviour chart to monitor and encourage improvements in future behaviour.

CODE PURPLE

This is very serious. You will serve a 30 minute detention and you will have to work for the whole lesson in another class. The Headteacher and your parents will be informed and it will be recorded. You will lose a privilege and Golden Time +. Examples of code purple behaviour may include:

Repeating code blue behaviour

Physical/threatening aggression

Severely disrupting lessons/bullying/swearing to insult/fighting/continually disrespecting adults/any discriminatory name calling

Using a mobile phone in school

CODE RED

This is extremely serious. It will be dealt with by the HT/DHT. The Headteacher and your parents will be informed and it will be recorded. It will lead to an internal suspension and may lead to a fixed term external suspension or even permanent external exclusion. Examples of code red behaviour may include:

Repeating code purple behaviour

Planned violence/abuse/major theft/vandalism/racism/homophobia/persistent bullying/discrimination/sexual violence or harassment

Physical aggression or swearing to any member of staff

Repeated use of mobile phone in school when already given a purple code

Appendix 2

Procedure to address inappropriate behaviour by adults on the school site

At Whiteheath Junior School we operate a 'zero tolerance' of the use of inappropriate behaviour anywhere on the school site.

Inappropriate behaviour means disrespectful conduct towards people or property within the school site

Parents have no right to approach other parents or children with regard to allegations of bullying and should refer the matter to the class teacher or Assistant Headteacher/Headteacher. Parents and staff should always treat each other with trust and respect when discussing matters concerning their children.

All staff and governors agree that any adult found to be using inappropriate behaviour towards other adults or children should be dealt with using the following steps:

An adult approaches another child	The adult will be spoken to immediately and the issue investigated by a member of SLT (Senior Leadership Team). This will be reported to the HT and recorded. The adult will receive a warning letter.
A parent approaches another parent	The parent should report this to the member of staff on duty or member of SLT/HT. The offending parent will be spoken to on the same day and reminded that we have a zero tolerance of inappropriate behaviour. A letter (template) will be given to the parent on the same day. This warns a parent that if it recurs they could be banned from the school site.
A parent approaches a member of staff	This should be reported immediately to the DHT/HT. This will be investigated on the same day and the member of staff will get a response of the action taken. The parent/adult will be given a warning letter. This warns a parent that if it recurs they could be banned from the school site.
Recurring inappropriate behaviour	If a parent continues to display inappropriate behaviour, interviews/meetings may take place with the HT and governors. This can then lead to a ban from the school site.
Inappropriate behaviour of a member of staff	If a member of staff continues to use inappropriate behaviour, they will be referred to the Staff Disciplinary Policy where it outlines the procedures towards disciplinary action.

****For 'parent', this refers to any adult who accompanies children onto the school site.**