



# St Michael and All Angels Catholic Primary School Relationships Policy

2024-25

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<b>Date adopted: September 2024</b>	<b>Review Date: September 2025</b>

## Mission Statement

***Believe-Achieve- Belong...together with Christ.***

*In the light of St Michael the Archangel, we strive to be Champions of all Christians and to the Church itself.*

### **Christ Centred Aim- Believe**

- *to live the Gospel Values and live life to the full with forgiveness, love, respect and kindness for all.*

### **Teaching and Learning Aim- Achieve**

- *to learn, grow and inspire as we act as role models, when we care for others, the world and the environment*

### **Community Aim- Belong**

- *to be messengers of Christ opening a door to the Church for the community to share its Gospel Values both locally and globally.*

## **OBJECTIVES**

St. Michael and All Angels Catholic Primary School aims to provide a safe, secure, happy environment for all who learn, work, play and visit. Our principles help us to achieve our aims. Positive behaviour begins with self-respect and then grows throughout school life. We acknowledge the school's legal duties under the **Equality Act (2010)** and ensure that all pupils have the right to a safe and supportive environment.

We aim to listen to and acknowledge the views of everyone at St Michael and All Angels Catholic Primary School, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values:

- **RESPECT AND RECOGNITION:** to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **FREEDOM AND RESPONSIBILITY:** to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **INCLUSION:** to provide access to learning for all, taking into account everyone's needs, background and ability, working together to share the same vision and work towards the same goal.
- **HONESTY:** to empower everyone to communicate openly and honestly in their interactions with each other.
- **SAFETY and TRUST:** to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

St. Michael and All Angels is committed to creating an environment where relationships are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their actions and encourage others to do the same. As members of our community, we adhere to the values of being: **'Ready, Respectful, and Safe.'**

## **Behaviour for Learning**

St. Michael and All Angels **principles: 'Be Ready, Be Respectful and Be Safe'**

### **Be ready**

- To learn
- On time each day
- Wearing the correct uniform/ PE kit
- Have the correct equipment
- Focused for learning
- To greet each other

### **Be respectful**

- Good manners
- Kind hands

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- Kind words
- Positive relationships
- School property
- Mutual respect

### **Be safe**

- Walking well
- Stay in class
- Spatial awareness
- Caring for each other
- Spot and tell
- Following routines
- Listening and attention

We are a welcoming school with a focus on positive relationships. We address misbehaviour in a way which strengthens relationships. We will do this by ensuring and understanding;

- Policies which promote a safe place of learning, with real safety coming from fostering and maintaining caring relationships with pupils and families.
- Misbehaviour is seen as having an impact on people and relationships.
- Misbehaviour is a symptom of relationships which need strengthening.

Our School has 3 simple expectations '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our expectations are beyond their developmental level. In this case, these children will have bespoke positive progress plans which may include rewards to reinforce positive behaviour. We understand as a staff that each child is unique and take into consideration the individual child.

### **SCHOOL AIMS:**

#### **Aims of the relationship policy**

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guidance for children, staff and parents of expected levels of responsibility.
- To provide a consistent and calm approach.
- All adults take responsibility for promoting positive relationships.
- Adults use consistent language to promote a positive and safe atmosphere using restorative approaches alongside any consequences.

#### **Our purpose is:**

- To maintain a calm and safe environment for children to reach their full potential.
- To provide a consistent approach in rewarding positive behaviour
- To provide a consistent restorative approach in responding to unacceptable behaviour.
- To ensure that behaviour for learning is good and allows lessons to flow smoothly and progress is made.
- Promote self-esteem, responsibility and self-discipline
- Encourage children to recognise that they can and should make good choices

### **RELATIONSHIPS IN THE EARLY YEARS**

At St. Michael and All Angels, we recognise that at this age children are learning how to behave appropriately. Many of the things

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they do are normal for their stage of development, and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours. Using our 3 simple school expectations of **'Be Ready, Be Respectful and Be Safe'**
  - Using clear and consistent boundaries across the EYFS at St. Michael and All Angels
  - Explaining the consequences of some behaviours and offering choices.
  - Involving the children in problem-solving by using the conflict resolution steps (see Appendix 2)
  - Sharing information with parents/carers about their children's behaviour both in school and at home (see Appendix 3)
  - Providing strategies to support turn-taking e.g. using a sand-timer.
  - Communicating and modelling positive behaviour, using a variety of strategies and props e.g. makaton, gestures, visual timetables and puppets
  - Recognising and acknowledging feelings to encourage empathy
  - Creating an environment that minimises conflict e.g. ensuring there are sufficient resources
- Providing planned opportunities to discuss behaviour and feelings e.g. at PSED circle time

### **CHALLENGING BEHAVIOUR IN THE EARLY YEARS**

Adults in the EYFS at St. Michael and All Angels will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.
- In some cases, involving the SENCO in setting up an individual play plan with specific targets related to behaviour.
- Liaising with other agencies e.g. health visitor, behaviour improvement team, to access further support and advice.

Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, persistent harming (of themselves or others), and intentional damaging of property. Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

- Removing the child from the situation, for example taking them to spend some timewith the EYFS Leader.
- Seeking immediate support from other staff members within the classroom/vicinity
- Contacting the parent/carer and discussing whether the child is taken home.
- On rare occasions: using positive handling techniques (Team Teach) for the child's own safety and the safety of others.

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- Convening a meeting as soon as possible, including a member of the Senior Leadership Team and the parent/carer, to identify ways forward.
  - Referring to other agencies e.g. Educational Psychology Service, Child and Adolescent Mental Health Service, for further guidance and support.

### **EYFS REWARDS AND CONSEQUENCES**

- All behaviours must be managed in the moment
- Praise/ support should be immediate
- We do not reward 'expected' behaviour with stickers/stamps (although we would reward verbally, eg, well done for looking after our school)
- We can give stickers for work, **but not** for behaviour
- We can reward those behaviours that go above and beyond what is 'expected'.
- The 3 basic rewards are:  
I helped someone  
I was kind to someone  
I worked hard
- 'Star of the Day' will be chosen at the end of each day
- There will be a weekly class mascot and diary to complete on seasaw, and they choose a small prize.

### **KEY STAGE 1 AND KEY STAGE 2 BEHAVIOUR**

#### **CELEBRATING POSITIVE BEHAVIOUR - REWARDS**

At St. Michael and All Angels, we firmly believe praise has a reinforcing and motivational role, helps children to feel valued. Children will achieve more and be more motivated when staff commend and reward successes.

#### **REWARDS - 'DOJOS'**

At St. Michael and All Angels, we have adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of the number of DOJOS the children collect. DOJOS may be rewarded for any actions, deeds or attitudes which are deemed noteworthy and fulfil the aims and objectives within our school mission statement. Positive actions which go above and beyond for the individual child.

When rewarding the DOJO, the member of staff should reinforce the good choice e.g "Thank you for tidying up even though I haven't asked. You have really helped me and have gone above and beyond."

**Once a DOJO has been awarded it can never be deducted.**

They are intended to help staff focus on positive rather than negative behaviour. For example, if a child is continuing to stay on task when a partner is trying to distract him/her, staff may choose to reward the child on task rather than apply a sanction to the child who is not. Any noteworthy/exceptional behaviour 1 DOJO (recorded on the child's individual profile)

Certificates will be awarded in assembly for children reaching the following milestones during an academic year:

100 DOJOS - Bronze certificate

200 DOJOS – Silver certificate

300 DOJOS - Gold certificate

500 DOJOS – Diamond certificate

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All to be awarded at whole school assembly at the end of each term.

### **WHOLE SCHOOL REWARDS**

Over the year the school recognises all the achievements mentoring system alongside ensuring that children also receive

- Weekly star pupil certificates
- Weekly/Termly awards for punctuality and attendance.
- End of year prizes and certificates
- Staff communicate with parents and families to notify them of positive actions.
- Executive / Deputy Head Teacher / Assistant Head Teacher also award stickers for any commendable characteristic that may have been observed.

### **STEPPED APPROACH**

All children have a fresh start each day. However, if they do not follow the school rules or behave appropriately, sanctions are as follows:

- Verbal warning - Reminder about making the right choices. The child may be moved to another place in the classroom if necessary
- Second warning – if behaviour continues the child will receive a second verbal warning and miss 5 minutes of playtime
- Third warning – if behaviour continues the child will receive a third verbal warning and miss their next playtime.
- If a child reaches third warning twice in one week this will lead to payback with Key Stage Lead when required. The Phase lead will contact parents and inform them of this sanction.
- If a child reaches third warning three times in one week, they will spend up to a week of lunchtimes with SLT.
- Stage 4 behaviour (see code of conduct)– the Assistant Head teacher / Deputy Headteacher will be notified immediately, and they will come to the classroom. (Key Stage Lead in their absence)
- In the event of a serious incident involving a child, parents will be contacted by the SLT to come to school immediately to discuss the matter.
- Children who are placed in the behaviour management file three times over a half term will have their parents contacted by the class teacher or learning mentor. All children will receive a fresh start each half term.

### **PROGRESS CHART**

In discussion with the Learning mentor, the class teacher and child, the child will be provided with unambiguous and, above all, achievable targets (maximum of three) Parents are also informed. The report sheet is completed daily after each session by the class teacher and the report sheets are signed by Parents each evening. If insufficient progress has been made then the parents will be asked to meet with the class teacher and Deputy Headteacher to discuss the next steps

### **PERSONAL BEHAVIOUR PLANS**

Class teachers, in consultation with SENCO, decide if an BP is appropriate to addresses persistent, unacceptable behaviour. The class teacher will devise individual targets for these children. These targets will be shared with the children and parents and monitored, reviewed and updated. To promote the right choices, some children will be given a daily progress chart which will be filled in by the class teacher and signed by parents daily.

The SENCO will co-ordinate sessions for individual children where appropriate. These children could be supported through: 1to1 sessions, Learning Mentor

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The school can also call on the services provided by the LA to support the management of behaviour and these include: Educational Psychologist, Inclusion Support, Social Worker, Behaviour Improvement Team, Learning Support Assistants, Counselling services, Camhs.

### **COMPLEX BEHAVIOURS**

Some children exhibit particular complex behaviours, which could be based on early childhood experiences or family circumstances. This behaviour could be a way of communicating their emotions. We ensure these children receive the necessary support.

### **POSITIVE HANDLING**

Staff have been trained in positive support techniques. On rare occasions, positive handling may be necessary for the safety of the child or others.

### **EXCLUSIONS**

In extreme cases children may be excluded from school on a temporary or permanent basis. Parents are kept fully informed throughout this process. Letter of exclusion – this is a last resort. Parents are informed by letter of either lunchtime, temporary or permanent exclusion. The letter provides details of the reason for this and the timescale for the period of the exclusion. The parents' right to appeal is also outlined.

### **BULLYING**

Bullying is taken very seriously and will not be tolerated at St. Michael and All Angels as we are all aware of the damaging effects on the victim but our concerns also extend to the bully. Throughout our R.E. themes we constantly discuss and underline the importance of care, love and respect for our all in our community. Careful monitoring takes place when bullying is reported and children are reminded of the support networks available to them. Children often experience minor disagreements with their classmates and these are not classed as bullying. Each year we have an anti-bullying week in the Autumn term.

### **STAFF ROLE MODELS**

In St Michael and All Angels Catholic Primary School all staff take a consistent approach to behaviour and act as role models to pupils and other staff. We seek to create an environment where learners feel treated as valued individuals they respect adults and accept their authority.

All staff

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly

### **OFF SITE ACTIVITIES**

Our school behaviour policy also applies to all educational visits.

This includes the expectation that pupils will:

- Follow instructions given to them while on the trip

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- Dress and behave as expected for the length of the trip
- In an age-appropriate way take responsibility for their own safety and the safety of others, reporting any concerns to a staff member
- Pupils will always be reminded of our behaviour expectations before departing the school site

#### **Off-site curriculum regular learning e.g. swimming /P.E.**

Follow the school behaviour steps. Where a child is considered either at risk to themselves or to others, they are accompanied back to school with an adult and a decision is made by the Executive Headteacher as to whether or not this child should continue accessing this learning in its current form i.e. off-site. And if so, what arrangements need to be put in place to ensure safety of all the children. If this is not possible then the student may have to forgo this curriculum area until all children's safety is ensured. The school's decision will be final.

#### **Off-site curriculum trips e.g. Day trips and Off-site residential trips.**

If a pupil has previously demonstrated unsafe or unacceptable behaviour on an off-site trip or is considered within school to be a child who places themselves or others at risk or is a child who cannot/will not follow instructions, then a decision will be made regarding whether this child should be allowed to take part in Offsite activities. This includes off-site residential trips such as Colomendy. The school's decision will be final.

On offsite trips the following applies:

- Follow the school behaviour steps
- Where a child is considered either at risk to themselves or to others when on the trip – at ANY stage - they are accompanied back to school with an adult and a decision is made by the Executive Headteacher regarding future trips premised upon whether or not this child will be safe or endanger other children on future trips. The school's decision will be final.

#### **Off-site residential trips**

- Follow and support the residential venue 'rules'.
- Follow the school behaviour steps
- Where a child is considered either at risk to themselves or to others, they will be to leave the residential site and return home.
- Parent/carers will be contacted and will be expected to collect their child from the venue.
- The child will remain supervised by a member of staff until he/she is collected. The school's decision will be final

All off-site behaviour consequences also cover unwanted behaviour on public/private transport e.g. coaches and whilst walking to and from the destination.

### **RELATIONSHIPS WITH PARENTS/CARERS**

At St Michael and All Angels Catholic Primary School we value our strong relationship with parents and carers. Together this helps us achieve the very best for the children in a mutually supportive partnership between parents, class teachers and the school community.

As a partnership, our parents understand the importance of a good working relationship to equip their children with the necessary skills for adulthood. For these reasons we continually welcome and encourage parents or carers to participate fully in the life of our school.

To truly create the best outcomes for children requires the relationship between home and school to be based on the principles of care, integrity, trust and mutual respect. The maintenance of this relationship is important to ensure that a child or children are safe and not open to undue distress and anxiety. (see Appendix 5 Parental Code of conduct)

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**APPENDIX 1**  
**CODE OF CONDUCT**

Stages of procedure	Person	Action/Sanction
<p>Stage 1</p> <ul style="list-style-type: none"> <li>• 3 entries in behaviour file, eg continuous disruption of lessons, repeatedly answering back.</li> <li>• Swearing (with intent)/obscene or inappropriate actions reported by a child.</li> </ul>	<p>Class Teacher/ TA</p>	<ul style="list-style-type: none"> <li>• Lunchtime/ playtime payback with Teacher or TA</li> <li>• Contact parents by telephone/ letter or after school</li> <li>• Speak to class generally</li> <li>• Move place</li> <li>• Record on CPOMS</li> </ul>
<p>Stage 2</p> <ul style="list-style-type: none"> <li>• Continual incidents of bullying</li> <li>• Continual poor behaviour any playtime</li> <li>• Inciting others to behave inappropriately</li> <li>• Swearing heard by an adult</li> <li>• Throwing objects</li> <li>• Three completions verbal warnings</li> <li>• Vandalism/ wilful damage of property</li> <li>• Online abuse of a child/adult</li> </ul>	<p>Key Stage Lead/ Learning Mentor</p>	<ul style="list-style-type: none"> <li>• Contact parents by telephone/ email</li> <li>• Lunchtime paybacks for up to a week if reached three verbal warnings</li> <li>• Speak to whole class generally.</li> <li>• Record on CPOMS</li> </ul>
<p>Stage 3</p> <ul style="list-style-type: none"> <li>• Verbal abuse to an adult heard by another adult.</li> <li>• Injuring another child, fighting</li> <li>• Bullying</li> <li>• Use of racial/ homophobic /sexual language</li> <li>• Stealing</li> <li>• Continued online abuse of a child/adult</li> </ul>	<p>Assistant Head Teacher/ Learning Mentor</p>	<ul style="list-style-type: none"> <li>• Parents contacted to arrange a meeting</li> <li>• Immediate lunchtime/playtime payback with AHT</li> <li>• AHT to speak to class</li> <li>• In school exclusion if necessary</li> <li>• Record on CPOMS</li> </ul>
<p>Stage 4</p> <ul style="list-style-type: none"> <li>• Hitting/ abuse to staff</li> <li>• Continual verbal abuse to staff</li> <li>• Purposely seriously injuring another child</li> <li>• Re occurring stealing</li> <li>• Fighting with the intent to hurt/ injure Serious / persistent online abuse of a child/adult</li> </ul>	<p>Deputy Head Teacher / Executive Headteacher</p>	<ul style="list-style-type: none"> <li>• Parents contacted to arrange a meeting</li> <li>• Possible Exclusion could be exited from the classroom</li> <li>• Fixed term exclusion in days inc exclusion from lunchtimes</li> <li>• Referral to Governors</li> <li>• Permanent exclusion if necessary, where no improvement is made.</li> <li>• Record on CPOMS</li> </ul>

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## **APPENDIX 2 – CONFLICT RESOLUTION STEPS**

### **1. Approach calmly and with an open mind**

Walk over and get down to their level.

### **2. Acknowledge feelings**

Say “I can see you’re feeling hurt/cross/upset/angry”

### **3. Gather information from both sides**

Say “What’s the problem?”

### **4. Restate the problem**

Say “so the problem is...” (refer to our rules)

### **5. Ask for solutions and choose one together**

Say “I wonder what we can do to solve the problem/help you feel better?”

### **6. Be prepared to give follow-up support**

Keep an eye out for what happens next and give further support if needed.

### **APPENDIX 3 – PARENT/CARER INVOLVEMENT**

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour in St Michael & All Angels Catholic Primary School during informal and formal discussions with individuals and groups of parent/carers.
- Talking to individual parents/carers about all aspects of their child's behaviour on a daily basis, as well as at regular parent/carer conferences.
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through Family Support Services and outside agencies

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.
- Re-enforce expectations of positive behaviour by talking to their child at home.
- Actively support staff in implementing positive behaviour strategies.
- Be a positive role-model for their child

# APPENDIX 4 – HOME SCHOOL AGREEMENT



## St Michael and All Angels Catholic Primary School Home-School Agreement

Our 'home-school agreement' reflects the importance of ensuring school, parents/carers and pupils all have an equal commitment in ensuring that school life is as effective as it can be.

### Mission Statement

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*In the light of St Michael the Archangel, we strive to be Champions of all Christians and to the Church itself.*

#### Christ Centred Aim- Believe

- to live the Gospel Values and live life to the full with forgiveness, love, respect and kindness for all.

#### Teaching and Learning Aim- Achieve

- to learn, grow and inspire as we act as role models, when we care for others, the world and the environment

#### Community Aim- Belong

- to be messengers of Christ opening a door to the Church for the community to share its Gospel Values both locally and globally.

[Insert message from the headteacher]

Dear parents, carers and pupils,

[Insert Headteacher name]

[Insert job title]

### Our school rules:

- Be Ready
- Be Respectful
- Be Safe

Signed:

Pupil

Parent/Carer

On behalf of the school

Date

### As a school

We will:

- support your child's mental, emotional, social and physical health, wellbeing and safety by providing a safe, supportive and caring environment;
- encourage your child to do their best and help them to reach their full potential;
- provide a broad and balanced curriculum which meets individual needs;
- demonstrate high behavioural expectations and develop pupils' understanding of values and respect;
- be open, accessible and welcoming at all times, encouraging your involvement in school life;
- communicate regularly on progress and respond promptly to any concerns or queries;
- encourage good attendance at school and liaise with parents/carers where necessary;
- keep parents/carers informed about school activities through regular newsletters, emails and via the school website.

### As parents/carers

I/We will:

- send my/our child to school each day, on time and notify the school if my/our child is absent;
- support the school's policy on term-time holidays;
- support the school's policy and guidelines for behaviour;
- ensure my/our child is equipped for learning, including wearing school uniform and remembering their PE kit when needed;
- encourage my/our child to do their best;
- attend parents' evenings and discussions about my/our child's progress;
- communicate with (and update) the school regarding any concerns that I/we have about my/our child;
- support my/our child with homework and home learning tasks;
- communicate respectfully with staff members.

### As a pupil

I will:

- attend school regularly and on time;
- wear school uniform and remember my PE kit when needed;
- follow class and school rules;
- try to do my best at all times;
- be kind, friendly, polite and helpful to others;
- take care of my school and school books;
- talk to a member of staff if I have any worries or concerns;
- be responsible for all that I do;
- do my homework and return it on time.
- to be positive representatives of our school when on school trips or after school clubs

### Together

We will:

- support the child's learning to help them achieve their best in all aspects of school life;
- all work together to help each child succeed and flourish in all areas of life to the best of their ability.

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## APPENDIX 5 Parental Code of Conduct

### Code of Conduct

At St Michael and All Angels Catholic Primary School we value our strong relationship with parents and carers. Together this helps us achieve the very best for the children in a mutually supportive partnership between parents, class teachers and the school community.

As a partnership, our parents understand the importance of a good working relationship to equip their children with the necessary skills for adulthood. For these reasons we continually welcome and encourage parents or carers to participate fully in the life of our school.

To truly create the best outcomes for children requires the relationship between home and school to be based on the principles of care, integrity, trust and mutual respect. The maintenance of this relationship is important to ensure that a child or children are safe (please read our safeguarding policy) and not open to undue distress and anxiety.

### Parents, carers and visitors are reminded:

- To respect the caring ethos and values of the school
- That both teachers and parents need to work together for the benefit of their children.
- Approaching school staff for help to resolve an issue is done in an appropriate manner
- All members of the school community are treated with respect using appropriate language and behaviour.
- The school needs to work with a child in order to clarify their version of events in order to bring about an appropriate solution to an issue.
- To correct their child's actions especially where it could lead to conflict, aggressive or unsafe behaviour – both on and off the school premises.
- To use other strategies rather than using 'staff' as threats to admonish their children's behaviour.

### In order to support a peaceful and safe school environment the school will not tolerate parents, carers or visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with any of the schools operation or activities anywhere on the school premises.
- Any inappropriate behaviour on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening, in any way, a member of school staff, visitor, fellow parent/carer or pupil.
- Damaging or destroying school property.
- Sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites.
- The use of physical or verbal aggression towards another adult or child. This includes physical punishment against your own child on school premises.

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- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, taking illegal drugs or the consumption of alcohol on school premises.
- Dogs being brought on to school premises (other than guide dogs).

Should **any** of the above occur on school premises the school may feel it is necessary to take action by contacting the appropriate authorities and/or sadly, consider banning the offending adult from entering the school premises.

Thank you for abiding by this policy in our school. Together we create a positive and uplifting environment not only for the children but also all who work and visit our school.

Note: Can parents please ensure they make all persons responsible for collecting their children aware of this policy.

### **Inappropriate use of Social Network Site**

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

The Department for Education/Government and Governors of St Michael and All Angels Catholic Primary School considers the use of social media websites being used in this way as unacceptable. Any concerns you may have about the school or your child/children must be made through the appropriate channels by speaking to the class teacher, the SLT or the Chair of Governors, where they will be dealt with fairly, appropriately and effectively for all concerned.

**Libellous or Defamatory posts** --- In the event that any pupil or parent/carer of a child/children at St Michael and All Angels Catholic Primary school is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

**Cyber Bullying** – we take very seriously the use of cyber bullying by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

The school will also consider its **legal options** to deal with any such misuse on social networking and other sites.