

St John's C of E Primary School



ST JOHN'S CE
PRIMARY SCHOOL

Policy

for

Behaviour

(including support for children with social, emotional and health issues)



March 2023 LM
Sept 2024 SW

Purpose

At St John's we understand that good behaviour in our school is central to a good education. Teachers at St John's are supported to manage behaviour well so they can provide a calm, safe and supportive environment which our children want to attend and where they can learn and thrive. Teachers understand that being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. This policy is intended to be clear and easily understood by pupils, staff and parents. The policy is intended to address how pupils will be supported to meet high standards of behaviour.

Leadership and Management

School leaders at St John's aim to create an environment in which behaviour is good and pupils can learn and feel safe and are continually working to maintain high standards of behaviour. School leaders understand that where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, leaders at St John's understands that continually dealing with misbehaviour negatively affects the wellbeing of teachers. Our Christian ethos and strong school values help to create a culture where both pupils and staff flourish in safety and dignity. School leaders understand that reinforcement of this culture, ensures it permeates through every aspect of school life.

All adults in school have a responsibility to maintain high standards of behaviour and will receive regular training on how to maintain a calm and safe environment. The first point of contact should be the adult who is responsible for the child. Where this is not the class teacher the class teacher should be informed of any incidence of either negative behaviour or behaviour in which the child had displayed the school values. If deemed necessary, the class teacher can then refer the incident to the TLR with responsibility for their year group and / or senior leadership team. Incidents of unacceptable behaviour should be recorded on CPOMS. When a child is dysregulated a member of the behaviour support team should be called in order to support the child to regulate their emotions.

School governors are key to supporting positive behaviour in school and are kept up to date on behaviour scores and deployment of school behaviour support team. School governors act in accordance with Guidance for Governing Bodies

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

The school leadership team at St John's are highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders understand they have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. All teaching members of the SLT hold NPQs in school leadership.

Staff induction, development and support

School leaders ensure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. New staff are directed to the school behaviour policy as part of school induction. All staff are regularly trained in behaviour management in order to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. All staff have access to and are trained to use CPOMS. All staff also receive safeguarding level 1 and have a duty to safeguard children in accordance with KCSIE

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy is aligned to other key policy documents such as Anti-Bullying and Safeguarding Children. These policies link closely together and are intended to consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong to St John's.

School staff have access to Nurture Leads – a team of teaching assistants, teachers and school leaders across school who are trained by Nurture UK and in positive handling of pupils. The role of the Nurture Lead is to deliver behaviour related interventions, be a first point of contact for dysregulated pupils and act as support for school staff and pupils both in and out of the classroom. Targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards.

New teachers are supported in behaviour management through access to a highly trained and experienced team of mentors who work in accordance with the Early Career Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

School Systems at St John's

Pupils at St John's are taught explicitly from their very first days in nursery to their final days in Year 6 what good behaviour looks like. We recognise that some pupils will need additional support to reach the expected standard of behaviour and have a very well trained team in place to support this. This support is identified as soon as possible and monitored through the use of behaviour scores, observations inside and outside of the classroom and through monitoring of CPOMS. A range of routines and strategies are put in place to avoid misbehaviour occurring in the first place. When pupils do misbehave, staff at St John's respond promptly, predictably and with confidence to maintain a calm, safe learning environment. School leaders then meet regularly to consider how such behaviour can be prevented from recurring. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed these can include support for families from our PSA or school nurse. The school SENCO may seek external support for staff from a range of available agencies. In serious instances, a pupil may need to be suspended or excluded in accordance with DfE specific guidance on suspension and permanent exclusion.

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Behaviour Curriculum and Routines

Positive behaviour reflects the values of St John's, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met and further practise when not maintained.

Routines are used at St John's to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class from the playground. These routines should be simple for everyone to understand and follow.

Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour. Phrases such as "It's ok to be angry, it's not ok to damage equipment," "Use your words," and "I can see you look angry because you are breathing quickly," are part of regular staff training.

All staff at St John's have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching

and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. All staff are expected to challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff also receive clear guidance about school expectations of their own conduct at school through the induction programme and staff handbook.

Adjustments to routines for pupils with additional needs

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)'. Staff should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Staff at St John's receive training on how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors, school nurse and Walsall Virtual School, help to inform effective implementation of this policy. We understand the link between mental health and behaviour as set out in the

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf

We acknowledge that the law requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular we recognise that:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND

- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

Pupil Support

Where pupils show challenging behaviour at St John's a programme of support is put in place as soon as possible. This could include access to nurture activities to help the child understand and regulate their emotions, sticker charts which monitor incidents of positive and negative behaviour throughout the day, task slicing within lessons, visual timetables to pre-empt changes to routine, their own space within the classroom, access to a quiet space to withdraw to or access to fiddle toys or calming sensory activities such as play dough or colouring. Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long; adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher or adjusting uniform requirements for a pupil with sensory issues. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Pupil Transition

Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals. This will be monitored through CPOMS, discussion with parents and carers and through classroom observations during their first half term at St John's. If necessary after this period, intervention and support will be put in place by senior leaders.

Partnership with Parents

At St John's we understand role of parents is crucial in helping develop and maintain good behaviour. To support the school, school's behaviour policy will be available to parents via the school website. School leaders will encourage all parents to take part in the life of the school through transition meetings, workshops and events throughout the school year. At St John's we understand that parents have an important role in supporting the behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with their class teacher via Dojo. Class teachers should use Class Dojo as a means of keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes and sharing their successes either by text or on the class Dojo page. Where appropriate, parents should be included in decisions regarding support put in place following

misbehaviour, including attending reviews of specific behaviour interventions in place. This could be via telephone, class Dojo or face to face.

Responding to good behaviour

At St John's we are aware that using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards at St John's include:

- verbal praise;
- communicating praise to parents via class Dojo or on the gate
 - certificates, child of the week assemblies and notes home
- positions of responsibility, such as a role on the school leadership teams
- whole-class or year group rewards, such as a popular activity when a certain number of Dojos have been received

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and pre-agreed emotion coaching scripts will be available to staff phrases to help restore calm. The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school. Sanctions used at school will consist of a verbal reprimand and reminder of the expectations of behaviour. It may be necessary to also set written tasks such as an account of their behaviour or a written apology, loss of privileges – for instance 5 minutes loss of break time, tidying a classroom or items they have thrown, time out within the classroom may be required or regular reporting including the use of football sticker chart to enable school leaders to monitor the number of negative incidents of behaviour. In some circumstances periods of internal exclusion or suspension may be necessary and in the most serious of circumstances, permanent exclusion. If the behaviour persists strategies listed in the **Pupil Support** section may be needed. If necessary, the child will be monitored closely with regular check ins throughout the day from senior leadership team.

Alternative arrangements for sanctions may be considered on a case-by-case basis for any pupil where school leaders believe an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. Sanctions will be issued in accordance with

<https://www.legislation.gov.uk/ukpga/2006/40/section/91>

Keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk. Children who have previously displayed dangerous behaviours will have a risk assessment completed by senior leaders and shared with class teachers.

To support pupils to understand and meet the behaviour expectations of school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted support from behaviour support team.

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include: a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising, but not forcing, them to apologise to the relevant person, a phone call with parents, and the Virtual School Head for looked after children; inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school; inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or PSA.

Searching, screening and confiscation

There may be occasion where school leaders feel it necessary to search screen or confiscate banned items in school. This will be done in accordance with

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

The incident will be recorded on CPOMS. Parents / carers and any other relevant agencies such as police should be informed if necessary.

The use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. St John's Positive Handling policy should be read in conjunction with this policy and is written in accordance with:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Suspension and permanent exclusion

At St John's we recognise that pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The headteacher understands it may be necessary to use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions and will refer to 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance' before doing so.

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

Behaviour outside of school premises

School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This may include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

Preventing recurrence of misbehaviour

At St John's we adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Our Christian ethos and values help us to understand that some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. This could be from a range of staff within the behaviour support team our school safeguarding or SEN team. CPOMS will be used to ensure relevant members of leadership staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. Examples of interventions at St John's include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour charts or longer-term behaviour plans;

Access to The Ark. Pupils may access to the Ark for a number of reasons either as a planned intervention for behavioural or emotional support or as a final preventative measure to support pupils at risk of exclusion. In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the Ark should be aligned to the Christian ethos of the whole school and compatible with the school's behaviour and teaching and learning policies. A member of the senior leadership team will be responsible for the planning, delivery and assessment of pupils who access the Ark.

It may be necessary to engaging with local partners and agencies such as school nurse to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' approach should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required in accordance with

https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf

This can be completed by any member of school staff but it is preferable for it to be completed by a member of the school leadership or safeguarding team.

Monitoring and evaluating school behaviour

St John's has a strong and effective systems for data capture, including all components of the behaviour culture. We collect behaviour related data through half termly behaviour scores, CPOMS analysis, attendance, permanent exclusion and suspension data; access to the Ark, and surveys of school stakeholders. School leaders and staff then analyse and monitor this data and report findings to governors. School leaders meet regularly to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Safeguarding teams regularly analysing the data by protected characteristic and use these findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

Child on Child Abuse including sexual violence and sexual harassment

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should be clear as to the school's procedures with regard to child-on-child abuse within this policy and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff should understand that even if there are no reports at St John's it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy). All staff are made aware of the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice for staff and school leaders about sharing of nudes and semi-nude images and videos

- sexual harassment,⁷ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸ (also known as sexting or youth produced sexual imagery)

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Following any report of child-on-child sexual violence or sexual harassment offline or online, school leaders should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis. Sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff

are aware of the importance of challenging all inappropriate language and behaviour between pupils. We use the Respectful School Communities toolkit

<https://educateagainsthate.com/resources/respectful-school-communities-self-review-signposting-tool-2/>

for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable. Staff never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. All staff advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance for staff and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour. All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it. The designated safeguarding lead should be informed in order to make referrals into support services as appropriate. We will use the Brook Traffic Light tool to distinguish the level of sexualised behaviour. All sexual behaviour will be recorded on CPOMS.

Behaviour incidents online

At St John's we recognise that the way in which pupils relate to one another online can have a significant impact on the culture at school. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the

designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where school leaders suspect a pupil of criminal behaviour online, they should follow the guidance in paragraphs 124-126 of

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people#sec2>

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. School will investigate and if necessary sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions. Online safety is central to our school curriculum and will be taught through PSHE, computing and collective worship. It may be necessary to refer to Online safety policy in conjunction with behaviour policy when dealing with incidents of unacceptable behaviour online.

Mobile Phones

Mobile phones may be brought to school if children are walking home alone. They should be handed in to the school office and used in conjunction with school acceptable use policy.